

AN EXPLORATION: FACTORS THAT AFFECT THE DEVELOPMENT OF FACULTY
INTO ADMINISTRATIVE LEADERSHIP POSITIONS

by

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This dissertation is submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education

Ferris State University

January 2019

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ABSTRACT

Community college faculty acquire initial training in their specific discipline and typically do not have formal training in administrative tasks. Thus, when faculty transition into administrative leadership roles they are faced with tasks for which they have no primary training. While developing as a community college leader, many factors play a role in the individual's development. Both the extrinsic and intrinsic factors that affect a faculty member's transition into an administrative leadership role at community colleges and the subsequent choice to stay in administration or return to the faculty ranks were examined. One area of this study explores the support structures (or lack thereof) that are experienced by an individual personally and professionally at community colleges. The second explores the reasons behind an individual's decision to transition back to a faculty position having already transitioned to an administrative role from a faculty position. The third area focuses on the individuals' perceptions of themselves as leaders.

This research study examines the lived experiences of six individuals who work at three community colleges in Illinois. Two individuals at each community college in Illinois were interviewed. Six individuals were studied: three faculty, one from each selected college, who have moved on to administrative leadership positions and three faculty who have access to similar opportunities but chose to remain as faculty were also interviewed. The factors that influenced their transition into administrative leadership (and the subsequent reverse transition of three faculty into the faculty ranks) were discovered through the research study.

Understanding the support needed for faculty who take on new administrative leadership roles will help community colleges to provide support and training for these individuals to develop their competencies, make their transition smoother, and will help to retain and develop faculty into administrative leadership positions at community colleges.

KEY WORDS: Faculty leadership, transition, reverse transition, community college leaders

DEDICATION

I dedicate this to my dear parents, Hutokshi and Sohrab: your encouragement stays with me forever even though your absence fills my soul.

ACKNOWLEDGMENTS

This dissertation would not have come to fruition without the help of my dissertation chair, Dr. Roberta Teahen, who patiently guided me through the process. Thank you for those phone calls, your encouragement, and for giving me the freedom to explore.

To my dissertation committee members, Dr. Maria Coons and Dr. Travaris Harris: thank you for so freely giving me your time and meeting with me often despite your busy schedules. Dr. Coons, your belief in my capability got me through. Dr. Harris, your patient manner and support was so crucial.

To Drs. Ken and Cathy Ender: your support and encouragement of this cohort meant so much and demonstrated your commitment to our success.

To Harper College — the organization, the board, the staff, the faculty: this was an invaluable opportunity, and an incredible gift that you gave me.

Thanks to these individuals from Ferris State University: Fiona, for nurturing the cohort; Sandy, for keeping all things dissertation related well organized; Dan, for all the help with weebly; Megan, for keeping things on track for three years; and Sydney, for expressing kindness.

To my colleagues in this cohort: Thank you for striving with me. Your interest in the various areas of community college leadership opened my eyes to new worlds. To my friend Melissa: Those late night supportive messages and emojis helped so much. To the SWIM group (Seilers, Wagner, Ichhaporina, and MacGregor): We swam against the tide together.

To my husband: Thank you for your support while I clicked and clacked at the keyboard neglecting stuff when that should have taken precedence. To my family: Thank you for understanding, for realizing what this meant to me, and for supporting it.

To my son: There are no words to express how much your understanding and support means. Thank you for your patience when you became a secondary priority, your brilliance with which you critiqued my work, and your wisdom when it all seemed so very hard. You already know much more than I'll ever know, and I am so proud of your hard work.

To my other friends, all over the world, thank you for the jokes to ease the days, the encouragement to finish, and the confidence you have shown in my abilities.

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CHAPTER 1: INTRODUCTION

INTRODUCTION

The purpose of this study is to examine factors that motivate faculty members to advance to leadership positions in community colleges or make them return to the faculty career. Some drivers for a person choosing a career as a member of the faculty are to work with students, to teach, and perhaps to do discipline-specific research. Today most community colleges use some form of shared governance and thus more administrative tasks are being completed by faculty. For instance, faculty at community colleges serve on hiring committees, curriculum committees, the faculty senate, as department chairs and coordinators, and engage with various other positions. Most, if not all, of these roles are performed while maintaining their full-time faculty duties. Some faculty move into managerial positions such as dean of a division or as director of a program. At times, the faculty member moves into an interim administrative position and may move into a permanent role over time. Some individuals move in and out of administrative leadership roles at different points in their careers. Because of the importance of the faculty in shared governance and their prominent roles in college leadership positions, a more intentional pathway may be a desired goal for those faculty who desire to move into leadership positions, not by happenstance, but by design.

Many factors could play a role during the change from faculty into administrative leadership positions. The preparation undertaken for this transition, and the support or lack thereof provided during the transition, may affect the result. This researcher perceives that the

findings of this study may motivate faculty to move into leadership and propel institutions to provide greater support, therefore potentially making the transitions smoother. After all, the faculty know the work of teaching and learning, and thus expanding their influence and role at the level of administrative leadership could have a significant impact on higher education at community colleges.

CONTEXT OF THE ISSUE

The Leadership Crisis

The urgency to develop experienced leaders within community colleges is often expressed in the literature. Many recent studies report that a large number of community college presidents will retire soon, leading to an impending lack of experienced leaders within the community college system. Right at the start of the 21st century, in 2001, Shults described that “Community colleges are facing an impending leadership crisis. College presidents, senior administrators, and faculty leaders have been retiring at an alarming rate” (p. 1). The author went on to explain that the American Association of Community Colleges (AACC) online survey (unpublished) on leadership found that about one-third of those presidents who responded estimated that at least one-fourth of their faculty and more than one-fourth of their chief administrators would retire by 2006.

Multiple studies describe the imminent retirement of many community college presidents. The AACC (2013) stated that 42% of community college presidents planned to retire in the next five years. As Shults (2001) explains, many community colleges began in the 1960s and 70s, and these retirements would result in a loss of “inestimable experience and history as well as an intimate understanding of the community college mission, values, and culture will disappear, leaving an enormous gap in the collective memory and the leadership of community

colleges” (p. 2). The author explains that since faculty members often assume the roles of lower-level administrators, such as department chairs and deans, who in time fill the roles of upper-level administrators and presidents, the “aging and impending retirement of large numbers of faculty members” would also affect the leadership pipeline.

In 2001, Vaughn predicted that there would be 129 presidential vacancies each year in the nation’s community colleges due to retirements and “forced resignations, deaths, and any number of other occurrences” (p. 1). Only 30% of these vacancies would be filled by those moving from one presidency to another. The rest would be filled by those who are new to the presidency, leaving a huge void in experienced leadership. Vaughn explains the situation by discussing supply and demand. The demand is great since the remaining 70% of those vacancies are estimated to be filled by those new to the presidency. To develop the supply of those who would assume the presidency, Vaughn (2001) suggests “each community college president in the nation should mentor one individual on his or her campus” (p. 7) and that “states should cooperate in offering graduate education” (p. 11). Another important consideration is that “presidents must take their roles in selecting future leaders very seriously and examine the total pool of applicants on campus, not limiting their choices to those individuals who have chosen to pursue the presidency as a career choice” (p. 12). The paper goes on to describe that care should be taken to include members of minority groups and the importance of including a broader pool of candidates is emphasized.

As numerous studies describe, the increased vacancies in community college leadership can cause a void so there needs to be an intentional effort to avoid a vacuum in leadership. Candidates need to be considered, developed, and given opportunities before a crisis looms. While these vacancies can create an issue, it is also a time to consider opportunities. The

inclusion of a wide variety of candidates in the pool would allow the community college presidency to become more diverse. Considering and developing candidates, including those who come from the faculty ranks, should be encouraged.

LEADERSHIP

While there are many definitions of leadership and many leadership theories, leadership co-exists, influences, and is influenced by the environment in which it resides. As Green (1988) describes, “leadership is contextual. It does not exist without followers or constituents, separate from an organization or group, or divorced from its environment or moment in history” (p. 9).

The Importance of Developing Faculty as Leaders

New community college leaders often come from the faculty ranks (Cooper & Pagotto, 2003), and some faculty may stumble into a leadership position while others may make a conscious choice. Those faculty who find themselves pulled into leadership positions “because of their expertise or their influence on others... find themselves floundering in new roles for which they are unprepared” (Cooper & Pagotto, 2003, p. 28).

According to the American Council on Education (ACE) National President’s nationwide study conducted in 1998 (as cited in Ross & Green, 2000, p. 14), the number of presidents who had never been a full-time faculty member had climbed from 25% in 1986 to 30% in 1998. Many were in leadership positions prior to taking on the presidency at two-year public institutions: 27.6% were President/CEO, 24% senior executives, and 24.3% were CAOs immediately prior to the presidency. However, the study explains that within two-year public institutions, 12.1% were dean and 1.3% were chair/faculty immediately prior to taking on the presidency (Ross & Green, 2000, Table 7. 2). The numbers of faculty/chairs/deans who moved directly into a presidency in 1998 is noteworthy. In 2017, the ACE once again conducted the American College President

Study. The study described that of those presidents surveyed 29.5% were president/CEO, and only 0.2% had been chair/faculty immediately prior to taking on the presidency at public associate granting institutions (Gagliardi, Espinosa, Turk, Taylor, 2017, Table 7). Far fewer had been faculty immediately prior to taking on the presidency. Additionally, only 3.5% had an immediate prior position outside higher education in 1998 versus 11.4% in 2017.

The American Association of Community Colleges (AACCC, 2013) describes a need to develop leaders to steer community colleges in the future. The paper further describes competencies and builds a framework upon the principles that leadership is a skill that can be acquired, and that many can lead. As described by Shults (2001), as per the traditional path, a faculty member who showed promising leadership qualities would develop as a chair, a senate member, a dean, and beyond. Skills that are important for college leadership include the ability to mediate as well as the ability to build coalitions (Shults, 2001). The paper goes on to identify faculty as an important component of community college leadership and a potential pipeline to the community college presidency.

While faculty may have highly developed teaching skills, they are not often trained in leadership skills. Whether they step into leadership roles by happenstance or by choice, they often find themselves ill-prepared for their new roles. In a survey conducted at the Community College Leadership Development Initiatives (CCLDI) Leadership Academy, Cooper and Pagotto (2003) reported that:

Faculty report struggles to balance their teaching and nonteaching responsibilities; problems motivating others to volunteer their time; and challenges in understanding issues of organizational structure, power, and budgets.... Challenges come at the personal as well as at the organizational level. One faculty member reported feeling “stark, abject terror” when stepping into a leadership role.... The positive outcomes of leadership can best be achieved by properly preparing faculty for these roles. (pp. 30-31)

Thus, many studies underscore the importance of developing leaders. If leadership can be learned and skills acquired, faculty are often best positioned to move into leadership. They are familiar with the work done in the classroom with students, they are aware of the positive impact of student outcomes as a result of their efforts, and they have a vested interest in helping an institution continue to develop, as they have tenure at the institution. Faculty can exert great influence on other faculty as well as on students. By equipping them with the right skills, they may be able to influence the administrative work substantially. The promising pathway from faculty to community college leader would allow faculty to exert more influence over the direction they would like community colleges to move in. When taking on the presidency, a national-level role, having the right kinds of skills and support would be deemed necessary for success.

Faculty Have the Competencies Desired in Community College Leaders

Some studies attempt to identify key skills that community college leaders would need. The Aspen Institute in conjunction with Achieving the Dream published a report (2013) that identified five core qualities of community college presidents who are considered highly effective, and the first one listed is “a deep commitment to student access and success,” a skill that is considered essential to the work of faculty. The other core qualities are: (2) a willingness to take significant risks to advance student success, (3) the ability to create lasting change within the college, (4) having a strong, broad, strategic vision for the college and its students reflected in external partnerships, and (5) the ability to raise and allocate resources in ways aligned to student success.

The communication, collaboration, and organizational strategy competencies for developing community college leaders are described by the AACC (2005) as those that “promote

the success of all students” (p. 6). The professionalism competency is illustrated as “use influence and power wisely in facilitating the teaching-learning process and exchange of knowledge” (p. 7). The community college advocacy competency “represent[s] the community college in the local community, in the broader educational community” (p. 7). The resource management competency “equitably and ethically sustains people” (p. 5). These six core competencies were originally developed in 2005 by the AACC and community college faculty already demonstrate many of these qualities. The core competencies for community college leaders resulted from the AACC Leading Forward project (Ottenritter, 2012) which outlined how leadership development was a priority for the AACC. The project used a competency-based approach that “implies...that leadership can be learned” (Ottenritter, 2012, p. 9). More recently, the AACC (2018) dedicated an entire section to recommendations on faculty developing core competencies to develop as community college leaders, indicating an understanding of the need to develop this group of talent into leadership positions.

All of these studies suggest that the role of the faculty member is vital to community colleges and understanding what factors would propel a faculty member to develop as a community college leader is essential. The success of all students is at the very heart of faculty work; they already represent the college in their local communities. Thus, developing community college faculty into leadership positions may be the next logical step for those community college faculty who are ready to take on those new tasks and learn new skills to broaden their influence on teaching and learning. If commitment to student access and success is the yardstick for successful leadership, then faculty have the necessary traits for leadership. The work of effective leaders is thus similar to that of effective teachers.

FACULTY VERSUS ADMINISTRATION — A HOUSE DIVIDED?

Increasingly, faculty participate in shared governance. Developing faculty would allow the academic body to play a more powerful role in shaping policies that affect the college. The faculty members of the future no longer can expect to teach or spend time in scholarly pursuit alone. Their active participation in committees and councils is expected and incentivized as part of the promotion process. Strathe and Wilson (2006) explain an important point, that successful administrators will demonstrate the characteristics necessary for administration while they are in a faculty role as well, such as taking on a leadership role in a committee. The authors state that administration needs to “identify faculty members who can be highly successful administrators, to nurture the characteristics that will make them successful, to support their administrative work, and to recognize the contributions they bring to the faculty when they leave academic administration” (p. 13). Green (1988) explains that traditionally higher education “value[s] faculty rather than administrative achievements; its culture sees administration as a necessary evil requiring little special aptitude or preparation. For many academics, administration is a temporary assignment in a faculty career” (p. 2).

Colleges should look within their institutions to develop leaders, yet academic culture looks askance at those faculty members who wish to move into administrative roles. As Green (1988) explains, “The devaluation of administration makes aspiring to a career in administration intellectually suspect....It prevents the institution of higher education from paying systematic attention to training administrators....If administration is not valued, then preparation for it will not be either” (p. 17).

Matos (2015) describes “the seemingly unbreachable chasm between many faculty members and administrators” and states: “we are now a house divided” and refers to stereotypes such as “administrators are soulless robots; faculty members are entitled divas” (p. A29). Matos

(2015) offers his insights having taught, been an associate dean, and returned to teaching. The administration should respect the faculty as a talent base and urges them to treat faculty “a resource to be nurtured” (p. A29). On the other hand, faculty should support administration, for instance, by fulfilling service obligations. Matos concludes that “we as faculty members and administrators have to stop viewing one another as monolithic and antagonistic entities, and instead begin seeing ourselves as dedicated individuals and shared stakeholders working toward a common good” (p. A29). The development of faculty into administrative leadership positions brings in candidates who have worked in both sides of the house. The chasm between administration and faculty could be breached.

DEVELOPING FACULTY LEADERS

There is a need to develop faculty as leaders. Barden and Curry (2013) explain that:

Faculty members want leadership that emerges from their ranks, yet they don't encourage (and often actively discourage) peers and charges to develop the skills, knowledge, and desire to lead. If there are no people at this intersection, institutional boards in particular will seek leadership solutions elsewhere. Thus, while professors love to think that trustees want nontraditional candidates only because they want colleges and universities to run “like a business,” the fact of the matter is that boards look seriously at nontraditional candidates because they exhibit the qualities of effective leadership. And boards have trouble finding those qualities in a shrinking pool of traditional candidates who come from the faculty. “Scholar-leaders” with the necessary knowledge, ability, and mind-set to think strategically and act boldly are becoming increasingly rare. (p. 4)

The authors believe this culture can change, but “structures need to be developed that provide professors with meaningful opportunities to learn vision-setting, strategic planning, and budgeting at the departmental level” (p. 5). On the faculty side, they believe that, “We need a breed of professors who will not nurture antipathy towards leadership” (p. 5).

Decision-making on curriculum matters is usually the domain of the faculty body, and yet the faculty oftentimes are removed and distant from the fiscal realities of their ideas. Developing

faculty who understand the triumvirate of curriculum development leading to student success, strategic planning, and fiscal management would be ideal.

THE TRANSITION ... AND BACK AGAIN

The transition from faculty to administration and back again to faculty is described by Griffith (2006). The author explains that “a successful transition from faculty to administration depends significantly on relationships” (p. 67) and those faculty who move into an administrative role “should not assume that the relationships they previously established with faculty members will remain unchanged....Thus new administrators making an internal transition cannot escape faculty critique and disenchantment any more than their external counterparts can” (p. 68). The transition for new administrators who have been faculty is described as a “transition from being a coequal colleague to a position of leadership in the academy” (p. 68). Griffith (2006) suggests some skills that can be mastered include building broad relationships, including with key support personnel; learning how to manage a budget, including input from groups for strategic planning; and so on. Communication is cited as a key area to ensuring that faculty and staff feel included, and although “good communication takes time” (p. 72), new administrators should work on keeping everyone informed and communication should be “well-timed.” For the shared governance process to work (Griffith, 2006) explains that, “the administration must consult with faculty about certain matters” and “the challenge lies in the creation of consensus on what areas of governance will be shared” (p. 73). Faculty who have moved into administration should create space for themselves and create “personal time” (p. 73). Other suggestions by the author for those who are transitioning back into faculty roles include adjustments to the “lingering effects of the administrative role,” and reestablishing their coequal relationships with faculty members so that others do not constantly look to them for advice and appeals.

Oftentimes faculty try out leadership positions by taking on an interim role. At some institutions, they retain their faculty tenure. After some time in the role, they face a choice to return to their faculty role or move on into leadership. Whether the transition has been positive or negative is an important factor in the decision to move on in leadership or to remain as faculty.

THE STUDY

This study is designed to delineate the factors that propel/detract faculty advancement into leadership positions. This would be helpful to those faculty who desire to develop into community college leaders. Community college leadership programs should include all faculty, part-time and full-time. Leadership can exist at all levels of an institution. Including a large and growing a body of part-time/adjunct faculty would broaden the pool of faculty. Paying close attention to developing leadership within an institution can lead to a healthy environment on campus if the institutional culture promotes, fosters, and rewards faculty who develop into administrative leadership positions.

Changing the Culture

Two obstacles to the development of faculty leadership are described by Plante (1988). The argument presented for the first obstacle is that faculty on campuses should be given opportunities to formulate policies that affect students and influence campus culture; e.g., strategic planning, fundraising, and allocation of funds. The second obstacle is to change the persisting professorial image and presuppositions, which are aptly described as, “One simply does not meet biologists and poets and anthropologists who began their professional lives yearning to write retention plans.”

Four pitfalls in the development of faculty leadership are listed by Plante (1988): (1) faculty should not be undertaking clerical duties which can be done by staff, (2) faculty

attendance at meetings lacking a specific and vital purpose is pointless, (3) faculty should not be excluded from decision making in areas that are nonacademic, and (4) plans for leadership should not be enforced upon faculty. The goal should be to share with faculty, who are experts in their disciplines, a vision and to search for the best pathway to reach it. Institutions and individuals should work toward developing faculty leadership to avoid the fissure that a two-silo system, faculty and administration, can create.

Merely providing opportunities is not enough; faculty should be allowed responsibilities in all aspects of the institution, so they may help direct the path of the institution. Oster (1988) points out that in research institutions, service is often not valued and, “In some institutions, the culture dictates that service is best left to those unable to compete in the research arena; in short, the ‘deadwood’” (p. 96). If this perception prevails, faculty would not be attracted to leadership positions. Thus, institutions “have to develop mechanisms to support leadership development throughout the academic community....Faculty need to show the courage to take the leadership role....If faculty members truly believe that they *are* the institution, they must act accordingly” (p. 97, emphasis in original).

Developing Skills

Leaders of tomorrow’s community colleges will need to develop a myriad of skills: technological competence, fiscal balancing, nationwide initiatives, addressing community needs, legislative fiscal cutbacks, and developing alternate sources of funding. The common thread running through many studies is the development of communication skills. Green (1988) says leaders will need

much skill in communicating ideas, selling them to various constituencies, catalyzing others to action, and building teams. A leader without constituents or followers has no one to lead. A higher education leader who cannot mobilize the many different constituents toward a common agenda cannot lead. (p. 11)

Mere management will not be sufficient, but communication will help the new leader guide the community college through a diverse, changing demographic landscape.

Complex Transitions — A New Administrator

Transitioning from an academic to an administrative career, from being faculty to an administrative position, has been described by Foster (2006) as “like going to a new planet.” The faculty side is described as one that values creativity, and the administrative side is the one that conducts the business of the organization. Furthermore, a faculty member who moves to an administrative role is described as one who adjusts from being focused on instruction to being focused on institutional matters. The new administrator encounters a steep learning curve. Oftentimes, faculty begin their administrative career as a chair, and they are not prepared for the overwhelming amount of institutional complexities they encounter. Many faculty are not accustomed to reporting to a series of superiors as would be the case on the administrative side. There are policies and procedures that have to be adhered to, of which many faculty have no prior knowledge. Compliance and accreditation fall more heavily under administrative responsibilities, while promotion and tenure fall on the academic side. All these require an adjustment which faculty may find difficult. However, to succeed in their role as administrators they must learn and adjust (Foster, 2006).

OVERRIDING QUESTIONS

The three main driving/guiding questions that guided this study are:

1. What factors propel/detract a faculty member from advancing into/avoiding an administrative leadership position at community colleges?
2. In what ways can an organization support the development of faculty into administrative leadership?

3. What efforts are underway at three large community colleges within Illinois and across the nation to engage and allow faculty to thrive in leadership positions?

CONCEPTUAL FRAMEWORK

The conceptual framework for this study is based on two theories. Herzberg's motivation-hygiene theory (Miner & Ebrary, 2005), is also known as the two-factor theory. This theory distinguishes between two sets of job factors: motivators that provide positive satisfaction and hygiene factors that do not give positive satisfaction. Key factors that provide extrinsic motivation, such as organizational support and training, are contrasted with intrinsic factors, such as a person's drive to succeed. The theory includes factors that cause positive job attitudes and those that are called hygiene factors, or "dissatisfiers." The author writes that to achieve positive feelings of job satisfaction and performance "management must shift gears and move into motivation" (p. 63). The original theory has lost components in the analysis of concepts, and its focus has shifted. However, it is still considered for the particular attention given by Herzberg to job enrichment.

One of the ways in which individuals can be developed and supported is through mentorship. The concept of mentorship can vary from one organization to another. Zachary (2012) explains that adult learning is multi-dimensional and the mentoring partnership has moved from mere transfer of knowledge from mentor to mentee, to one of "critical reflection and application" (p. xvi). The mentee is now an active learner and not merely a receiver of knowledge, while the mentor's role is that of a facilitator. According to Stephen Brookfield, "effective facilitation is characterized by the conditions of voluntary engagement of both partners, mutual respect for the mentee's individuality, collaboration, critical reflection, and empowerment of the learner" (as cited by Zachary, 2012, p. xvi). Zachary's (2012) theory on mentorship lists seven elements for effective mentorship relationships:

1. Reciprocity: Each partner brings something to the relationship and learns from the other.
2. Learning: The mentor guides and engages the mentee but is learning as well.
3. Relationship: The relationship must be based on transparency and trust.
4. Partnership: Mentors and mentees have to feel secure enough to work on building and strengthening the relationship
5. Collaboration: Together, the mentor and mentee must work to achieve consensus on the outcome.
6. Mutually defined goals: The selection of goals will direct the work, rather than meandering or being scattered.
7. Development: The mentor needs to help the mentee to develop and grow.

The AACC encourages connections between those who graduated from their leadership programs, and Ottenritter (2012) suggests that an external mentor can help provide knowledge about other institutions.

More recently, Hewlett (2013) wrote a book describing the concept of sponsorship as a more proactive form of mentorship. Mentors advise and help navigate, while sponsors act and advocate for their protégé. The book suggests that while supportive mentors are valuable, sponsors can propel a person's career. An attempt is made to delineate between whether the interviewees in the study were mentored or sponsored.

DESCRIPTION OF THE STUDY

The bounded case study approach for qualitative research, as described by Merriam (2009), was applied. Data was collected through the process of interviewing, observations made using field notes, and document collection and analysis. The resulting rich data provided insights for those inclined to develop faculty as leaders. Subjects were purposefully selected for in-depth interviews, as Patton (2015) explains that, "Information-rich cases are those from which one can

learn a great deal about issues of central importance to the purpose of the research” (p. 264). Stake (2010) explains that qualitative studies are interpretive, experiential, situational, personalistic, and well triangulated. Creswell (2007) explains that, “Often the inquirer purposefully selects multiple cases to show different perspectives on the issue” (p. 74).

Data was collected from pre-interview surveys and in-depth interviews. The sites selected were three large community colleges in the state of Illinois with greater than 5,000 FTE. This size was selected as it is the belief of the researcher that the larger institutions may provide more opportunities to the faculty for professional development.

For this study, six individuals from three community colleges were selected for in-person interviews. Three of them have been full-time or part-time/adjunct faculty and progressed to administrative positions. After having been faculty, three of the six transitioned to administration, and reverse transitioned back to faculty. Factors that served as barriers and facilitators were uncovered.

Data was analyzed for emerging themes and connections were mapped. The research findings are narrative, and linkages between reward structure and organizational/administrative support was reported.

CHAPTER SUMMARY

This chapter described the study, the historical context behind the distinctions between faculty and administration, and the value of development of faculty into leadership positions. By supporting faculty work in administration, providing support for their leadership development, and easing their transition, community colleges may be able to attract more faculty into leadership positions. Faculty already work in the classroom and are cognizant of the work that needs to be done at the ground level. Institutions that commit resources, mentor-mentee

programs, leadership programs, fiscal support, and other training will realize and nurture an administration whose work is closely intertwined with faculty work and is not considered separate from, or even contrary to, faculty work. Eventually, all the work that administration and faculty do is geared to student success.

The methodology of case study used in this research provides an opportunity to draw on emerging themes from a complex phenomenon of developing faculty into leadership. Semi-structured interviews allow the subjects to describe their career development through their lens. The goal of the research is to present the factors that propel/derail faculty members into seeking leadership roles in administration. These factors can be considered by presidents as they consider in-house and external leadership training for their faculty.

ORGANIZATION OF THE DISSERTATION

Chapter one described a brief review of the purpose of the study, an introduction to the research, and outlined the overriding questions of the study. A review of the literature is presented in Chapter two. Chapter three describes the research design in detail. Chapter four presents the findings of the study. Chapter five includes the analysis of the data, interpretation of the results, conclusions, and recommendations for future studies.

CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

While developing as a leader, several factors play a role in the person's development. Some of these may include intrinsic motivation, extrinsic factors, support from the institution, mentorship, sponsorship, and participation in programs targeted to developing leaders of community colleges. There is an abundance of literature on developing and selecting higher-level administrators, including presidents and deans. However, not much attention has been given to faculty who move into administration and those who may transition back again into faculty positions. The initial transition, from faculty into an administrative role, plays an important role in the future path that the person chooses: to continue in administration or to return to the faculty role. Understanding the factors that affect this initial transition provides insight into future career choices. By understanding these factors, community colleges can provide support to ensure that the faculty are well prepared in their new role, making movement into administration an attractive and viable choice.

Typically, faculty have obtained their training in research and teaching in a particular discipline and are not trained as administrators. Thus, when they begin their transition into an administrative role, they are often flooded with issues for which they have no primary training. Developing faculty to transition into leadership would help prepare them for their new role, whether it be as a chair, coordinator, interim dean, or director or manager of a division/department at the institution.

One area of this study explores the support structures (or lack thereof) that are experienced by an individual personally and professionally at community colleges. The second explores the reasons behind an individual's decision to transition back to a faculty position having already transitioned to an administrative role from a faculty position. The third area focuses on the individuals' perceptions of themselves, their skills, and themselves as leaders.

THE CONTEXT

The Urgency to Develop Leaders — The Leadership Crisis

Community colleges are unique institutions that expanded rapidly in the mid-1960s and 1970s and provide opportunities for post-secondary and technical education. The literature points to the dire need to develop community college leaders and the enormous gap of experience and understanding of the community college mission looming due to impending retirements.

The AACC has recognized the long-standing problem and emphasized the urgency of the situation in research briefs (Shults, 2001; Weisman & Vaughn, 2007). Shults (2001) reported that 45% of community college presidents planned to retire by 2007. Weisman and Vaughn (2007) stated that in 2006, 84% of CEOs of community colleges declared that they planned to retire within ten years. The report also detailed a 78% decrease in the number of conferred advanced degrees in community college administration from 1982-83 to 1996-97. Another report published by the AACC in 2001 titled, *Leadership 2020: Recruitment, Preparation, and Support*, emphasized the urgency of the need to develop leaders. The impending leadership crisis at that time was addressed by describing the creation of a Leadership Task Force, which prioritized three tasks: recruiting, preparing, and sustaining presidents and upper-level managers. In 2013, the AACC had reported that 42% of community college presidents planned to retire within five years. The AACC report in 2015, described that 80% of community college chief executive

officers (CEOs) indicated that they would retire within 10 years and 35% would retire within five years (Phillipe, 2016). A massive turnover in leadership positions is widely anticipated.

More recently, the AACC along with the Association of Community College Trustees (ACCT) reiterated the urgency to face the leadership crisis and the role of boards in the face of the issues that these high numbers of retirements will result in (AACC, 2018). The report stated that more than 50% of the presidents expected to step down by 2021, although only 21% of those colleges facing these impending retirements have a succession plan. The AACC/ ACCT (2018) report shows that presidential transitions are going to happen and explains how the board can play an important role in ensuring it is a successful transition. In addition, the report describes the need for a succession plan. The pipeline to provide the pool of candidates for higher community college leadership needs to be nurtured. Those leaders who are retiring possess a wealth of knowledge and vast experience with strategy (AACC, 2018). Preparing future leaders makes sense, as it would help them lead with the wisdom of history, knowledge of the issues facing the colleges currently and help them prepare the college for a future that is yet to come (Cooper & Pagotto, 2003).

All the numbers emphasize that developing new leaders is crucial, and that significant experience and an understanding of the community colleges' system would be lost with these large numbers of retirements. Considering future candidates for executive leadership at the community college needs to be addressed with deliberate urgency to enable the development of a capable, trained, and informed pipeline of candidates. Vaughn (2001) offered three suggestions: funding provided by the AACC, mentoring by community college presidents, and the development of graduate programs in higher education for development of leaders. The author described this situation as either facing a crisis or viewing it as an opportunity.

THE PRESSURES FACED BY COMMUNITY COLLEGES

The AACC (2018) fact sheet states that there are about 1,103 community colleges, and they are complex institutions. They include 980 public colleges, 35 tribal colleges, and 88 independent colleges. The student demographics include 24% Hispanic students, which is a growing demographic group. Of the total student population, 26% are first-generation.

In 2008, Blumenstyk, Sander, Schmidt, and Wasley showed that community colleges face growing competition from the for-profit education industry, increased accountability to lawmakers, and have to meet the needs of a far more complex student body. More recently, the 2018 Survey of Community College Presidents, conducted by Gallup, listed student enrollments, completion and transfer, and finance as the three top issues facing community colleges. The AACC report (2018) that focused on executive leadership transitioning describes the enormous shifts in the American economy, the effects of globalization, and the need to address equity as well as diversity. With a diversity of students, the unique needs of demographic groups that require attention, and particular institutional characteristics, there are bound to be challenges facing community college leaders.

Many states have reduced funding for community colleges, and leaders have to be creative in finding other sources of funding (AACC, 2017; Blumenstyk et al., 2008). For instance, the state of Illinois did not pass a budget from 2015 to 2017. The president of Harper College in Illinois coined the term “communiversity” to describe unique partnerships between community colleges, universities, K-12, and community-based nonprofit organizations as a networked system to serve students of the future (Ender, 2015). Ties between school districts to help develop a direct pipeline of incoming students and businesses in the area that help sponsor activities and provide funding for buildings and apprenticeships are among the many partnerships that community college leaders have to cultivate.

The AACC (2017) reported on the issues facing community colleges. Among the myriad challenges leaders will face are securing funding, immigration, and the issue of accountability where there is a greater emphasis on quality and completion. All of these—new initiatives, impending retirements, and reduced funding—will present new opportunities and challenges to the community college leader of tomorrow.

DEVELOPING FACULTY AS LEADERS

Faculty are primarily hired to teach and not as future administrators. In 2001, Shults reported that 52% of full-time faculty members between the ages of 55 to 64 planned to retire by 2004. Since the traditional pipeline of leadership is through the faculty ranks, community colleges face a more pressing concern with the upcoming retirements of leaders as well as retirements of significant numbers of faculty, leaving voids at all levels. Some theorize that there may be a chasm between the faculty members and the administration (Matos, 2015). With the ongoing and upcoming anticipated retirements, much has been written about the possible resultant leadership vacuum these retirements may create. Developing leaders to fill the pipelines and finding qualified candidates to fill the vacancies remain a challenge. Specifically, the authors express that the work of community college faculty typically has included a greater focus on community service and institutional governance than those of faculty in universities (Schuster & Finkelstein, 2006).

In an attempt to describe the role of faculty in community colleges in the broader context of society, Levin, Kater, and Wagoner (2006) describe community colleges as changing from comprehensive community colleges to *nouveau* colleges. The faculty of community colleges serve on committees, play important roles in driving campus-wide initiatives, and present an excellent product to their students. While their core role is to teach, they do more than just teach;

they test new educational models and informational technology models, they work with business partners, and they interact with grant agencies (Levin et al., 2006). Thus, Levin et al. discuss the roles of faculty that are vital to leadership as well.

The literature on higher education is abundant with research on developing presidents, but there is much less research on developing faculty into chairs or other lower administrative levels. Leaders in an organization should be developed at all levels. While organizations may consider succession planning for their top jobs, they often forget that leadership can, and should, be cultivated on many levels. Boggs (2016) describes a need for leadership skills that are practical and states that, “leadership makes a difference. . . .The leadership that McClenney talks about is not only leadership on the part of the president, but also leadership at the board, faculty, and mid-level administrative levels” (p. 2). Developing faculty as leaders is a vital component of a leadership development program of an educational institution.

If leaders have followers, then faculty are leaders in their classroom as they design curriculum, inspire change in their students, and awaken their sense of social change and justice, among other contributions of faculty members. Billot et al. (2013) studied followership in higher education and suggest that “followers often prided themselves on being principled and ethical teachers” and “followers viewed themselves also as the guardians of academic integrity and the facilitators of student motivation” (p. 96). The authors explored “followership” and claimed that “followers define leaders, since without followers, leadership is meaningless” (p. 91). Cox, Plagens, and Sylla (2010) distinguished between followers and followership, and state that “Following is reactive. In contrast followership is an *a priori* choice (self-conscious) of the individual in the context of his or her relationship to the nominal leader” (p. 37). Lastly, Billot et al. (2013) speak of the “relational space” between followers and leaders which if positive

“constructed optimal and healthy interactions and practices in workplace environments” (p. 96). Vroom, Jago, and Anderson (2007) state that, “Leadership depends on the situation” (p. 17). They explain that leadership is the process of influence of leaders on followers and “If no one is following, one cannot be leading” (p. 17). They contend that the process of leadership “involves a particular form of influence called motivating” (p. 18).

Often organizations focus on making sure they are meeting their mission, while ignoring how developing leaders can help meet the mission of the organization. Ruvolo, Petersen, and LeBoeuf (2004) explain that one, leader development activities are critical to the success of an organization; second, that leader development programs need to be rooted in theories; and third, the culture of the organization should support such initiatives. The authors refer to “keeping a strong bench,” a sports metaphor that emphasizes the importance of developing and maintaining a pool of qualified talent that can take on the leadership roles. Leaders at educational institutions should consider how they help faculty develop into leaders and create incentives and structure.

There is a shift towards hiring more administrators in colleges. Data from the Delta Cost project describes what is often referred to as administrative bloat (Desrochers & Kirshstein, 2014). The report looks at employment changes on college and university campuses for two decades and specifically examines the expanding numbers of administrative positions and declining numbers of faculty positions. In 1990, public nonresearch institutions averaged about twice as many faculty as administrators; 20 years later, they were about the same. In 2012, private nonprofit colleges and public research universities averaged 0.75 to 0.90, less than one faculty member for every administrator. Cripps (2014) uses this data to raise a flag that there are too many managerial-administrators but not enough faculty-administrators, which the author refers to as “an endangered species.” Individuals who comprise this “faculty-administrator”

category would already be familiar with scholarly pursuits, teaching, and service. The author describes this kind of individual as one who would spearhead a new initiative and sit on committees, all while maintaining a teaching load. The author makes a good point that this kind of a role may be a transitioning point for many faculty and is not the same as a chair who typically has reassigned time from their teaching work. Jaquette and Parra (2016) dispute the data from the Delta Cost project because the study uses data from multiple Integrated Postsecondary Education Data System survey components. It collapsed the data from many state systems, including many Title IV institutions, into a single data group. They argue that this problem can affect the empirical results and particularly should not be used for analysis of public institutions. Regardless of the validity of the data, Cripps (2014) makes an important point about developing a transition position, a faculty-administrator employee category.

Faculty want leadership that can understand their stance on issues and would prefer leadership that comes from their ranks (Barden & Curry, 2013). Some faculty would not even consider a higher-level administrator as a viable candidate for the job if the individual had never taught in their careers. The authors suggest that despite this deep desire to develop their own, faculty “don’t encourage (and often actively discourage) peers and charges to develop the skills, knowledge and desire to lead” (p. 4). They posit that the academic culture views those taking a chair position as an interim position and paper-pushers and very little money is invested (if any) in training faculty to leadership positions. The professoriate is considered the authority on curriculum, but their decisions are often disconnected to the fiscal realities of the institution. The faculty may feel such a disconnect from fiscal health of the institution and fundraising activities that they may view them as in opposition to the mission of the college. In the minds of some, curriculum is completely separate from strategic planning. The authors suggest that opportunities

should be provided to allow professors to learn how to set a vision, plan strategically, and develop budgets at their departmental level. Structures should be in place to change the culture so that faculty may actively seek to transition and not avoid it. They suggest that if there is no leadership development, institutional boards have to seek their leadership candidates from other spaces, particularly from the field of business where the individual is expected to have learned fiscal responsibility and the art of persuading others to buy into decisions, and carry out those plans (Barden & Curry, 2013). In reality, we need to develop faculty as leaders so that they will work with administration, and within administration, and not have an antipathy towards it.

As studies point to a situation where community colleges will face a leadership crisis, it is an opportune moment for community colleges to focus on developing leaders. Presidents of community colleges need to be mentors on their campuses (Vaughn, 2001). Vaughn also explains that presidents should consider “the total pool of faculty and staff and not limit the selection process to those individuals who hold minor administrative positions and who have begun a doctorate on their own, . . . not limit their selections to those individuals who are engaged in the self-selection process” (p. 7). Lastly, the paper explains that minorities and women should especially be considered in order to diversify the presidency since “minorities are not engaging in the self-selection process to the degree that is required” (p. 8).

Community colleges have changed, the fiscal landscape they operate in has changed, and student demographics have changed. Thus, the moment is ripe to develop individuals who can lead in this new environment. While leaders can emerge from different foci in the college environment and beyond, this study focuses on two groups of faculty: those who have transitioned into leadership positions, and those who chose to return to a faculty position after

spending some time in an administrative role. These transitions, from faculty into administration and often back again from administration into faculty, are the focus of this research.

DESIRED COMPETENCIES TO BE DEVELOPED IN FUTURE LEADERS

The competencies that future community college leaders must develop are described in the literature. They are not a list of skills to check off and master but rather a suggestion. Eddy (2010) takes a holistic view and proposes four clusters of competencies: inclusivity, framing meaning, minding the bottom line, and systems thinking. According to the author, leaders should communicate in a fashion that helps communicate organizational strategy, collaboration, and advocacy. The author then explains that the leader needs to pay attention to fiscal matters and link financial support with organizational planning. Lastly, the author suggests that the leader learn to develop linkages between the complexities that underlie and result from each decision. Eddy (2010) explains that leadership is multidimensional, and each competency is interwoven with others.

The core competencies for leaders that the AACCC described first in 2005, in 2013, and in 2018, provide guidelines for those looking to develop community college leaders and leadership programs. The first version of the AACCC (2005) competencies developed from the Leading Forward initiative started in 2001. It was a competency-based approach and relied on the premise that leadership can be learned and can emerge from any part of the organization.

The first version specified six broad competencies that the association thought were most important to community college presidents: organizational strategies, resource management skills, communication skills, a willingness to collaborate, advocacy skills, and professionalism (AACCC, 2005). In the first version, the AACCC explains that although learning how to lead is possible, if one has natural aptitude and exposure, leadership is enhanced. In the organizational

strategy section, the report illustrates that leaders should use evidence, evaluate strategies, and develop a positive environment. In the communication competency, leaders should have well-developed communication skills, project confidence, and be able to engage. In the collaboration strategy section, the AACC report discusses how leaders involve many groups for the common good. The competency of community college advocacy expects leaders will represent the college in the broader educational community. Lastly, the competency of professionalism speaks of the ability to use power to help facilitate the teaching-learning process and allow for the exchange of knowledge.

The second version of the AACC competencies focused on developing competencies for emerging leaders, new CEO level for the first three years, and established CEO level after the first three years. This second version described the development of the following competencies: organizational strategy, communication, collaboration, community college advocacy. There is also a focus on institutional factors including: finance, research, fundraising, and resource management (AACC, 2013). In this version, there appears to be a greater emphasis on describing what CEOs can do and develop. There is hardly any mention of how to develop emerging leaders from various sections of an institution, and no direction on how to mine leaders (especially from the faculty ranks) and develop them in the community college. This report focused on emphasizing the urgency to develop leaders since it reported between May 1, 2012, and April 15, 2013, that 146 first-time presidents were hired. That would account for greater than 10% of the community colleges acquiring presidents, many of whom did not have experience in budgeting, management, and fundraising (AACC, 2013).

The AACC (2018) has just released the third version of desired competencies for community college leaders. The latest version recognizes that leaders can be developed at all

levels and, most importantly, has a section solely focused on ways in which faculty can develop these leadership competencies. This section is a huge leap and a big addition compared to the earlier versions which did not have a faculty focus. The report has eleven focus areas: organizational culture, governance institutional policy and legislation, student success, institutional leadership, institutional infrastructure, information and analytics, advocacy and mobilizing/motivating others, fundraising and relationships cultivation, communications, collaboration, and personal traits and abilities. This version also has a set of guidelines to improve the competency when one's career progresses and one rises into higher roles that carry with them broader responsibilities. It is not prescriptive, but it is aspirational, by design. There is mention of coaches and mentees. A section on personal traits and abilities will also have significant impact on future studies. The study of the resulting impacts of this report and the ways in which these competencies will be incorporated by faculty developing into leadership positions will emerge in the future.

Developing faculty into leadership simply cannot be ignored as a possible solution to the leadership crisis. The faculty pool is available, the faculty understand the work of community colleges at a grass-roots level and developing them as emerging leaders is vital.

THE BIG MOVE: FROM FACULTY TO ADMINISTRATIVE POSITIONS

There are many pathways to the position of president, and the most recent data in an ACE study of American college presidents shows that 41.4% of associate-level college presidents at public colleges were chief academic officers or similar positions prior to moving into a presidency (Gagliardi et al., 2017). Traditionally, the route to academic administration has been through the faculty role, and the first position is often that of department chair or head. This beginning is typically not of their choosing but instead because “it was their turn” (Strathe &

Wilson, 2006, p. 6). Those who are effective and gain experience in their initial position are then encouraged to move onto an associate dean and then a dean position typically. The authors explain that some faculty exhibit characteristics that mark them as potential future administrators: they work long hours, attend to their tasks, keep schedules, collaborate, undertake leadership roles in shared governance, and have a neutral to favorable opinion of administrators. Faculty training is typically in the field of research within their discipline. The interaction of a faculty member with administration is typically limited to discussions of resources, work assignments, and performance evaluations. They typically do not gain an institutional perspective as a faculty member. They often view administration as a management role, not as the role of an academic leader (Strathe & Wilson, 2006). The first position as a department head or chair is that of an intermediary; one is neither considered a professor nor completely an administrator, and there is plenty of ambiguity in the duties and the individual is dealing with conflicting roles.

Faculty are mostly unprepared for the new administrative role as a chair/head as they have not undergone training to develop their managerial and leadership skills. Their previous academic training does not necessarily equip them for their new role. Their administrative training is typically on-the-job, and some are fortunate enough to have mentors who may even be sponsors (Hewlett, 2013). The selection of a faculty chair is often based on how they have performed as a faculty member and is not based on leadership skills. As a chair, the faculty member now has expanded duties; they no longer work with only students but also have professional relationships with the dean, the staff, and other chairs. They have to balance their teaching and nonteaching responsibilities.

There is not much recent literature on the current work of academic managers. This work covers a wide variety of tasks, often fragmented and characterized by brevity, as one is unable to

devote significant time to any singular task (Dill, 1984). As Tucker and Bryan (1999) describe, a dean is a “dove, dragon, and diplomat” and thus the need to balance many relationships, be a peacemaker, and push initiatives, a multidimensional leader. Academic managers in higher education are “less likely to be comfortable with full-time administrative responsibilities because they continue to have academic activity even as they work in their managerial roles” (Dill, 1984, p. 91). They settle disputes and negotiate conflicts, and “academic management is still highly intuitive” (p. 92). It is “an ambiguous process highly dependent on flows of influence and power, and subject to the beliefs and values of the academic culture” (p. 92). Creating and maintaining academic beliefs provide meaning to the work of academic administration. The audience to be influenced by a decision influences decision-making behavior. For instance, when faculty exerted more influence, the chairman had goals that were faculty-oriented. If chairs dominated departments, the goals had less emphasis on faculty development. Taylor (as cited in Dill, 1984), studying decision-making behaviors, found that about two-thirds of the time, administrators in community colleges encouraged faculty participation and preferred those whose decision-making styles emphasized the quality not the acceptance or implementation of the decision. However, department heads considered supporting faculty “an ideological response” not a style of decision-making (p. 85). Academic management was more intuitive and avoided the use of data and technology and was influenced by powerful groups and interests in the organization, which is no longer the case. Academic managers’ work is driven by institutional research data that can include compliance data as well as data on student outcomes. In brief, the work of administration is very different than what one faces as a faculty member.

In some institutions, tenure is a security net for faculty who have it and who may wish to try out administrative leadership as a viable option. Some institutions allow faculty to maintain

their tenure. However, Kezar, Lester, Carducci, Gallant, and McGavin (2007) argue that “the tenure system itself negatively affects faculty leadership in the early years. Tenure-track faculty may exercise leadership before they are awarded tenure, but they do so at great peril” and that they are “often afraid to discuss their change efforts and have to create partnerships with senior faculty in order to evade resistance and create protection” (pp. 14-16). This can lead to a lack of participation during the pre-tenure years, which can result in faculty not having formed habits or skills that are useful for leadership. Faculty socialization is also listed as a possible hindrance and “after years of training and working independently and autonomously, [the faculty may find it hard to] organize multiple people... develop networks... create a vision” (p. 16).

While Gagliardi et al. (2017) described a large number of community college presidents who were faculty members in their past, the impending retirements mean the pipeline needs to be developed. The colleges are not the same institutions they used to be, and the faculty need to gain experience in leadership. Whether the move is out of choice or happenstance, they need training (Strathe & Wilson, 2008). Literature points to a balancing act (Dill, 1984; Tucker & Bryan, 1999) as faculty transition into their new role while some are maintaining teaching duties, reduced though they may be. Kezar and Lester (2009) debate whether tenure is a blessing to those faculty aspiring to leadership. Despite these issues, faculty can aspire to leadership. Faculty may find it beneficial to develop relationships broader than their department. The literature says supporting these future leaders is the work of the institution and leadership if we are to see faculty move into administrative leadership positions.

LEADERSHIP THEORIES: TEACHERS ARE LEADERS

Many leadership theories exist that can apply to developing faculty as leaders. Green (1988) describes that, “context is the key word here, leadership is contextual. It does not exist

without followers or constituents, separate from an organization or group, or divorced from its environment or moment in history” (pp. 9-10). While developing leadership, “some guiding principles emerge from a look at what leaders do, in what environment, and how leadership development activities relate to both of these important considerations” (p. 9). Finding a single definition of leadership, a complicated subject, is impossible. Some leadership theories that are relevant to this study are discussed.

The distribution of leadership by Spillane, Haverson, and Diamond (2001) was developed by studying schools. The authors described leadership as a practice that is distributed, and it is comprised of the interactions between three elements: leaders, followers, and the situation. The distributive theory puts forth that leadership is not a function of an individual’s characteristics but a combination of the interactions.

Although one can participate in professional development, budgets, and affirmative action, an individual learns much through experience and reflection. Bolman and Deal (1984) express that, “The heart of leadership lies in the hearts of leaders” (p. 15). Shults (2001) interviewed McPhail who explains that leaders need to communicate and collaborate and “Leadership is found inside an individual. It is the innate ability to articulate a vision and get support from other individuals to carry out that vision” (p. 2). Raines and Alberg (2003) explain that the good higher education administrator may be able to learn the skills, but the “outstanding leader engages in reflective practice and continuous growth” (p. 38).

Some consider that leadership is not a trait of any individual but present throughout an educational community. If we look at it this way, it implies that anyone can be a leader and can be involved in leading towards a common goal. The constructivist leadership theory by Lambert (2002) explains that leadership is a critical social and intellectual transformation, which occurs

through reciprocal learning relationships in the community. This transformation occurs by engaging everyone. Reciprocal learning through their teaching is the hallmark of faculty work. Faculty are immersed in engaging their students to achieve their goal of learning in the education community.

Faculty may view themselves as not having the ability to perform in administrative roles. However, if leadership is to be understood as the ability to influence, then faculty influence many students' lives all the time. Faculty need to organize their courses, chair committees, and perform other administrative tasks. If we consider that leaders have followers, students are constantly following faculty. If we consider leaders to be influencers, then faculty influence the lives of many students. Newton (2016) explains that leaders understand that influence is the ability to influence, not about charm and/or persuasion that is based on rational thinking alone. Individuals need to convince others to work with them. Forbes Coaches Council (2016) had a panel of 12 experts discuss the differences between leadership and influence. They concluded that a person may be able to influence others without having a title that marks them a leader, and one can be a leader who may not be able to influence others. However, the council suggested that influence is when one can "captivate and guide others," which is what effective faculty do with their students.

Gardner (1990) suggests that leadership should occur at every level and in every segment for the entire system to work. Gardner also expresses that those playing the part of a leader share information with everyone and make "it possible for followers to obtain appropriate kinds of education" (p. 22). Gardner overlapped the identities of a leader and teacher and noted, "Teaching and learning are distinguishable occupations, but every great leader is clearly teaching — and every great teacher is leading" (p. 18). Thus, if we consider Gardner's theory which

explains that “the task of explaining is so important” and that those who explain well are teachers, then teachers are already leaders (p. 18).

Leaders can be developed at all levels and, in Lambert’s (2002) constructivist theory, Spillane et al.’s distributive theory (2001), and Gardner’s leadership theory (1990), we find that faculty traits fit many leadership theories. Leadership is contextual (Green, 1988), and when developing leaders, one has to consider the challenges faced by colleges today. Self-reflection and continuous improvement are described by Shults (2001) and Raines and Alberg (2003). While faculty may not directly view themselves as leaders, they certainly have the traits that can develop them into administrative leadership.

LEADERSHIP DEVELOPMENT: PROFESSIONAL DEVELOPMENT

To develop qualified leaders, especially from the faculty ranks, professional development and leadership development are crucial. Shults (2001) had earlier stated that “In order to gain the skills and traits important to effective leaders, those in the community college leadership pipeline must have access to appropriate professional development” (p. 9). Shults further notes that there has been a 78% decrease in the number of advanced degrees in community college administration awarded since from 1982-83 to 1996-97. Other recommended programs include those offered by the ACE, AACC, League for Innovation in the community colleges, and others. Although not a specific prescribed leadership requirement, the same survey (Shults, 2001) stated that respondents found that the benefit of attending professional development activities was the ability to network.

The Aspen Institute and Achieving the Dream (2013) published a report that listed the presidential qualities trustees valued the most: fiscal management ability, fundraising capacity, external relationship building skills, communication skills, and ethical and risk-averse behavior.

Most, if not all, of these skills would need to be developed in faculty transitioning into leadership with aspirations for the presidency. The communication skill appears to be a skill set which attracts trustees and could make them overlook other well-qualified candidates who may not be as charismatic. The report states that “continuing education and traditional academic programs play a central role in signaling who is ready for leadership roles” (p. 17).

THE TRANSITION: CHANGE IN PROFESSIONAL IDENTITY

Faculty who transition into a chair/head administrative position have to deal with the change in their professional identity from faculty member to administrator. They find that they are now viewed as neither faculty nor administration. This often leads to an abrupt shift in their relationships with their fellow faculty members. They may use phrases like “stark, abject terror” to describe their emotions and others view them as having “sold out” (Cooper & Pagotto, 2003). They often have to work with faculty across many departments rather than having alignment with a single department. There are often unclear responsibilities and unclear boundaries on their interactions with the faculty. This role ambiguity can lead to a personal and professional conflict that can be stressful. Faculty continue to teach in their chair/head role. They struggle to balance their classes and nonteaching responsibilities. Often, they have difficulty motivating individuals to volunteer their time for initiatives and struggle to understand the broader picture of the organizational structure, where the power lies, and budgetary issues (Cooper & Pagotto, 2003).

Jackson and Gmelch (2003) suggest that “three spheres of influence” are important to develop effective associate deans (p. 106). The individual should develop a conceptual understanding of the role. The individual should develop the skills required to work with various groups, not only with students. The third sphere is described as an “inner journey” which

emphasizes reflective practice and would include “self-knowledge, personal awareness, and corrective feedback” (p. 107).

Those transitioning from academic to administrative careers experience a shift in the work culture. Faculty work places great value on creativity and autonomy; and faculty have the ability to drive their own schedules. Administrative work focuses on the institution and “values for the collective” (Del Favero, 2006, p. 283). Moving to an administrative role has a learning period during which the faculty member is now able to delegate and supervise, but loses personal time and flexibility. Their relationships with their fellow faculty are no longer that of a peer, but hierarchical. They are more apt to have a peer relationship with administrators. The tasks are no longer to be approached from a classroom perspective and a faculty perspective but from a unit or an institutional perspective.

McCarthy (2003) describes the move into administration as “moving to the dark side” and “people puzzled over my decision” and “the rewards of administration counterbalanced in large measure by frustration” and one response can be that “some return to teaching” (p. 40). Faculty face personal challenges as well, and some describe emotions such as terror. Some relate that their colleagues view them as administration, while administration view them as still faculty. Truth, transparency, and trust are described as central values in higher education (Gross, 2015). These values have acquired particular importance in today’s cultural and political climate. Those who lead education campuses must build trust, communicate with transparency, and determine what is the truth in a variety of situations. Preparing and providing support with resources, training, and mentorship to those faculty looking to transition into administration would be beneficial and perhaps even propel the individual into higher administrative leadership positions assuaging fears of moving to the “dark side.”

REVERSE TRANSITION: FROM FACULTY TO ADMINISTRATION AND BACK TO FACULTY

Just as so much of the transition from faculty to administration involves recognizing changes in one's identity and realizing the emotions tied to the change, the transition back to faculty after having been an administrator for a while involves emotions and reestablishing coequal relationships with peer faculty. The former peer relationships with fellow faculty transitioned to a more hierarchical relationship as an administrator, and now relationships will need to be reestablished as a coequal. Any acrimony from fellow faculty resulting from unpopular decisions made as an administrator will likely influence the relationship. As a faculty member, there are relationships between faculty and students as well as between faculty and middle-level administrators. As administrators, especially middle-level or interim positions, relationships with higher-level administrators are also established in addition to those with faculty, staff, and middle-level administrators. The return to a faculty position, having tried an administrative role, means one more layer of relationships, and the relationships with their successors need to be established. If the individual was in an interim position, the new personality occupying the seat may take the department/division in an entirely new direction. In addition, it is imperative that one not linger in an advisory capacity, unless specifically requested. This allows for an easier transition and no lingering accusation of being "a former administrator who exercises control behind the scenes" (Griffith, 2006, p. 77).

Moving from a faculty role into an administrative role and back to a faculty role requires an adaptation to a slower pace, less support personnel, less control over fiscal resources, more control over one's schedule, and focused discussions on the departmental or individual level (Strathe & Wilson, 2006). Often this is accompanied by a lowered financial status and fewer perks. Importantly, one's identity is once again linked to those of one's peers in the department.

This may be difficult if the individual has led initiatives that were unpopular among the faculty while they were an administrator (Strathe & Wilson, 2006).

Griffith's work focuses on the transition from faculty into administration and back again into a faculty role and was one of two articles that described the return transition in detail. This is important because only when we can understand what happens by transitioning back and forth can we support faculty who develop into administration. Otherwise, with the lure of tenure, faculty may move back into a faculty role. New administrators in middle-level roles have to build broad relationships, manifold relationships, and maintain fragile relationships. They also have to build strong effective relationships with higher-level administrators in order to effectively lead their division/department. Griffith (2006) suggests that the individual maintain some distance between themselves and those they oversee, develop a thick skin, and expect some push back on policy and direction. Higher-level administrators have some distance between themselves and the faculty, which is filled by those in middle-levels. Thus, those individuals in middle-level roles have to constantly do a balancing act. When transitioning back to a faculty position, administrators feel the effects of their earlier role and find that some individuals will continue to treat them as if they were still administrators. They may feel stronger empathy and collegiality with the administrators than they did before they transitioned from faculty to administration (Griffith, 2006). When administrators transition back to faculty, they may continue to be consulted on administrative issues by fellow faculty, and it may be uncomfortable to turn away these appeals and hand over the reins to the new administrator. There is a slower pace and their schedule is no longer set by meetings, and they have to get reacclimatized to setting their own schedule. If they were researchers, it will take time to keep up with the latest studies and reestablish themselves as researchers (Griffith, 2006). In essence, the transition to an

administrative role may have been difficult, but so is the transition back to becoming a faculty member.

Firmin (2008) also studied this reverse transition and explained that the dynamics would change and upon reverse transitioning from their administrative roles, and the faculty lose the benefits of perks, power, income, discretionary spending, and control to which they have become “addicted.” Perks can include a better office space, invitation to executive holiday parties, and perhaps administrative staff. Power can be experienced by administrators in the form of being able to assign tasks and being “in-the-know” about decisions. An administrator may have had a higher salary and a cut back when the reverse transition takes place. All of these are described as “additions” which an individual must forego when returning to a regular faculty role. Firmin suggests one should enjoy the reduced commitment, especially during breaks, and consider the new direction without hard feelings.

Sale (2013) also explored the transition for an administrator returning to faculty positions. If transitioning from faculty into administration has been described as going over to the dark side, transitioning from administrator is described as “leaving the dark side for the light” (Sale, 2013). Professional networks need to be developed and a deep dive into becoming current with teaching strategies and research technology is required. While one’s transition to becoming an administrator is announced, there is not much attention when one returns to becoming faculty. Twelve strategies are put forth for this reverse transition. One key strategy is to plan and negotiate with upper-level administration, especially post-tenure reviews, sabbaticals, etc. The author cautions that one be careful selecting service appointments which may be adversarial, such as serving as a representative of the union, as one is no more considered part of

administration. Other strategies explain that there will be an extended transition period after which one will be considered faculty and no longer a part of administration.

The work of Firmin (2008), Griffin (2006), and Sale (2013) all suggest that transitioning from administrative roles and back to faculty is an area of study that needs more attention. Studies that would explain root causes for these individuals to reverse transition into a faculty position could be addressed, and it would bolster the development of leaders from the faculty ranks.

FACULTY AND ADMINISTRATION OR FACULTY AND ADMINISTRATION

Faculty often perform administrative tasks, serving on committees, leading student success initiatives, and playing a role in shared governance, albeit sometimes reluctantly. Often, they approach the work they do in shared governance from a perspective of representing the faculty senate, and they are occasionally reluctant to view an issue from the administrative perspective. As they begin their career, faculty interaction with administration is often limited. For organizations to be more effective, administrators need constituent members of the organization to participate in shared governance. This promotes ownership of an initiative, not just buy-in. In addition, it brings in all points of view, especially the faculty point of view, which may be overlooked by administration. Having a contentious relationship between the two sides is obviously not beneficial. While it is important to maintain faculty autonomy over their classroom and involve them heavily in all matters related to curriculum and assessment, the faculty viewpoint on many other administrative issues puts a different lens on the same issue. At the same time, faculty should work with administration and not present a viewpoint that is only unionized or obstructive to the work of administration. Often faculty are waiting to ride out a particular administrator, and that bogs down the progress.

The characteristics of successful administrators are often demonstrated when the individual is in a faculty role. For instance, they enjoy collaboration with others, they are aware of deadlines, and they can maintain confidentiality. Successful administrators can build teams that come together, by taking into account strengths and weaknesses of individuals on the team. Both should function with high levels of integrity (Strathe & Wilson, 2006). The authors describe that it is imperative for institutions to identify faculty who would be successful administrators, nurture and develop them, and understand their vital contributions.

Deem and Brehony (2005) have paid close attention to what is described as “new managerialism” and state that although the divisions among those in academia traditionally have been about disciplines and subject boundaries, those divisions have diminished due to interdisciplinary work. Rather, the prominent role of academics in management roles has led to a divide between those who are purely academics and those who are “manager-academics.”

If one side of the house could try the work of the other side, they may be able to bridge the divide. Matos (2015) lists stereotypes that each side has of the other: administrators are viewed as “robots” and faculty as “divas.” Instead of each side blaming the other for obstructing the work of the other side, working collaboratively is desired. The author suggests that having a program where one walks in the shoes of the other side would help this issue and tongue-in-cheek calls it the “administration vacation.” If faculty members spent some time shadowing an administrator and administrators taught a course in their discipline, a greater understanding of both parts of the currently divided house would thrive. The author worked in an interim dean position for a while and explained some self-learned home truths. Student complaints crop up as a group for faculty, but individually to an administrator. Thus, if an administrator suggests to a faculty member to allow an exception for a late paper, they forget that the faculty member may

set a precedent and have to deal with several student requests for a similar exception. Faculty in large groups can be difficult for administrators if they request exceptions for a different schedule, etc. Administrators spend a lot of time hiring the faculty member but not enough nurturing their talents. On the other hand, faculty members should participate in service obligations, rather than avoid them. Ducking out of this work makes administrators view the faculty as replaceable. Most importantly, the author explains that both sides of the house need to respect the other's hard work and neither works less hours (Matos, 2015).

In conclusion, neither side is monolithic. Neither side can operate alone. Both sides need to view the other as dedicated to student success. Both sides need to put in more commitment to overcoming the breach. A chasm that is always looming between both sides of the house would not induce faculty to move into administration. As Green (1988) described 30 years ago, culture should value administration, not view it as "a necessary evil requiring little special aptitude or preparation" (p. 2). The author also stated that faculty should be valued as a human resource to be developed, not merely academic achievement. This would help prepare academics, rather than merely trying administration as a temporary assignment. Valuing the work of administration also makes the transition from faculty to administration much more attractive. Aversion to administration and administrative work is often reflected in the attitude of faculty who may view their work as scholarship and not "mindless battles over budgets" (Green, 1998, p.18). Therein lies the key to bridging the divide: they need to value each other's work.

MENTORSHIP AND SPONSORSHIP

Training for a position may include formal education, formal training, and on-the-job training. The role of mentoring in an individual's career is often informal but gives a new meaning to the word "training." One cannot stress sufficiently the importance of mentorship,

especially in roles that require transitions. The transition for a faculty member into administration will likely be different from the positions that they have trained for in the past. If one has been active in the faculty senate, it likely does not require a permanent change in one's status (Palm, 2006). Similarly, faculty elected as chair or those who lead an initiative on campus are still considered faculty and are not considered as transitioning into an administrative role. The role of mentorship in developing leaders has been explored significantly in the literature.

MENTORSHIP: FORMAL AND INFORMAL

In the context of academic leadership, mentorship can take the form of formal as well as informal development. Opportunities may be known as internships and/or involve spending time with leaders. An AACC survey (Shults, 2001, Figure 12) found that 57% of the presidents who responded said that a mentor had been “valuable” and “very valuable” to them obtaining the president position, and 62% said that a mentor had been “valuable” and “very valuable” to help them prepare for the challenges and tasks they faced in their presidency. Raines and Alberg (2003) explain the beneficial nature of mentorship as contributing both to personal and professional development. The authors describe faculty who are transitioning into administration as not typically “wet-behind-the-ears youngsters eager to be molded by a veteran,” but are experienced individuals who “need to learn new processes in a very short time period” (p. 36). Mentoring in business has changed. Within the company Intel, it is no more considered a long-term relationship but is described by Warner in Raines and Alberg (2016) as “short-term, focused, planned professional development opportunities” (p. 36). The authors suggest seeking individuals with expertise in specific areas of finance, personnel, and affirmative action which may benefit those entering academic leadership. In contrast, Kezar and Lester (2009) state, “Mentoring reveals a desire for training by peers as well as a commitment to long-term and deep

socialization” (p. 720). Academia is adopting a business model and streamlining programs and perhaps mentoring may move to a series of short-term professional development opportunities.

McCarthy (2003), who moved from faculty to college president, realized “how little I was prepared for administrative life” (p. 39). The paper emphasizes the role of mentorship: “I was lucky to find mentors who were willing to put in their time that allowed me to make it through the tough spots and who could provide counsel that attuned me to the realities of administrative life” (p. 47). The paper goes on to describe the importance of mentorship and professional development by describing that “The better we prepare people for the realities they will face as they move from the faculty ranks into management, the better chance they will have to succeed, and the better our colleagues will fare over the coming years” (p. 47).

Vaughn (2001) wrote about the role of a president in mentoring and stated that, “the president should mentor only one individual at a time. Mentoring is serious, time-consuming business and consists of more than meeting with an individual occasionally. The president should do all that can be done to prepare the person being mentored for the presidency” (p. 9). The author goes on to suggest that financial support, resources, and professional development opportunities, including workshops, etc., should be made available to the mentee.

Strathe and Wilson (2006) describe the value of mentorship to the development of individuals who are successful administrators. The authors explain that the mentee looks upon the mentor as a role model, and such administrative mentorships are informal. The authors have led and been a part of a formal mentorship program, the administrative fellowship program at the University of Northern Colorado, a program that provided structure and formal mentoring. In the year-long program, faculty, staff, and administrators participate in opportunities to learn about issues such as governance, management, and leadership. They receive a stipend for professional

development activities but no additional compensation. The expectation includes an individual committing to a half-day per week for activities related to the program. During the first semester, the participants shadow three of four administrators, and during the second semester, participants are assigned a mentor with whom they spend a half-day each week, for 10-12 weeks. This program is described as not requiring many fiscal resources but is very time intensive. Many such programs exist at national and local levels.

Zachary's theory on mentorship (2012) lists seven elements that are important in effectively mentor/mentee relationships: reciprocity, learning, relationships, partnership, collaboration, mutually defined goals, and development. The theory explains that it is not only a transfer of knowledge that occurs, but it is also a period of reflection for the mentee who is not only receiving knowledge but is an active learner.

The Higher Education Resources Services (HERS) offers a leadership program for women leaders, including those in community colleges. The ACE and the AACCC's John E. Rouche Future Leaders Institute also offer leadership training. Each of these programs requires an individual's sponsorship from their organization. Many mentoring programs exist on campuses and focus on helping faculty prepare for tenure and promotion not on developing faculty as leaders (Kezar & Lester, 2009). A lack of mentorship has been described as a possible reason why minorities and women are not adequately represented in many positions. These individuals may not be selected for grooming into leadership. Hewlett (2013) also describes the benefits of mentoring for underrepresented groups. Thus "intentional mentoring is noted as important for leadership development, particularly for women and minorities" (Kezar & Lester, 2009, p. 722). The authors observed that faculty "felt more confident playing a leadership role when they had a base of support across campus" (p. 729). Their study found that in campuses

where leadership was minimal, training coaches may be invited to help the faculty develop leadership skills.

SPONSORSHIP

The concept of sponsorship is a more modern version of mentorship. Hewlett (2013) explained that finding a mentor is inadequate. The author describes mentorship as advising someone, while a sponsor advocates for you. A mentor may be anyone within an organization, while a sponsor is a person with influence. A mentor may help the mentee navigate, while the sponsor will ensure the person is considered for assignments that stretch them. A mentor will provide some tips and could help with building confidence, while the sponsor will expect high performance and will support taking risks. In the article, “Mentor, Coach and Sponsor—What’s the Difference?” (2016), a director with Delta Airlines explains that, “A mentor talks *to* you, a coach talks *with* you, and a sponsor talks *about* you” (p. 50, emphasis in original). The article explains that mentorship involves more experienced people showing novices how to weave their way through situations, coaches help the individual focus on improving and growing in some areas by “constructive interaction,” and a sponsor typically helps a person get “hired, promoted or assigned to a coveted project” and is an advocate (p. 50). The author describes the benefits that mentorship and sponsorship have on women’s careers and on minorities. Hewlett (2013) states that women have about three times the number of mentors that men have, while men have about twice as many sponsors as women have, as a means to explain why more men hold the coveted top position rather than women.

Most of the information on sponsorship comes via the business world. Meyer (2018) states that while mentorships are “more ideological and educational, sponsorships involve concrete action on both sides.” In the article, Brittingham, a senior vice president, explains that,

“The barriers to advancement for women and minorities in organizations tend to be structural and rooted in unconscious bias” and being intentional in sponsoring such individuals can help improve this situation.

CONCLUSION

While the literature shows that developing community college leaders is required and urgent, scant efforts are being focused on developing faculty into leadership. This pool of individuals is present on campuses across community colleges and has an understanding of the role of community colleges in the education landscape. While desired competencies in future leaders are described, the development of faculty is almost ignored by the national organizations. Finally, transitions, like most changes, are difficult. Having mentors who guide either or both transitions can help. Developing universal skills, such as communication and collaboration, will be useful in any role. In reality, there is no dark and no light side. Both sides of the house have to work together. Both roles are important. Individuals typically make the transitions for personal and professional reasons. Each individual should have realistic expectations of either position. It is up to institutions to create the right environment for both choices to be viable, and to ensure that moving from a faculty to an administrative role is influenced by a supportive institutional culture so that more faculty may make the choice to transition to administration.

CHAPTER 3: RESEARCH DESIGN

INTRODUCTION

This chapter describes the design and criteria that were used to guide this study. The research design provides rigorous scaffolding upon which the soundness of the study is constructed. The purpose of this study was to examine factors that propel/derail a faculty member from advancing into administrative leadership positions. The qualitative research paradigm was used to study the data acquired from interviews. This chapter describes the rationale for the selection of the qualitative paradigm and research protocol used. The limitations, trustworthiness, and validity of this research are also described.

Research that uses a phenomenological approach is based on “the assumption that *there is an essence or essences to shared experiences.*” (Patton, 2015, p. 116, emphasis in original). These essences are the core meanings mutually understood through a phenomenon commonly experienced. The study recorded, analyzed, and compared the experiences of six individuals to identify and understand the essence of the effect of transitioning from faculty into administrative leadership positions and the effect of reverse transitioning into a faculty role.

RESEARCH PARADIGM AND RESEARCH QUESTIONS

The qualitative research paradigm allows the study of issues or cases in depth in order to generate data that is rich in people’s experiences and allows interpretation of multiple realities. The post-positivist paradigm, as defined by McGregor and Murnane (2010), states “research should not be value-free and unbiased but be value-laden, subjective and intersubjective, even

value-driven within the critical paradigm” (p. 422). The authors go on to say that small groups may be studied rather than those on a larger scale. Future community college leaders may rise from within the community college field and may enter it from the outside as well. New insights would be gained by understanding the factors that may benefit or hinder the development of community college leaders from the faculty ranks. The availability of resources, mentoring, and other factors could play a role in understanding and developing professional development programs.

Institutions offer a wide variety of professional development that range from self-directed activities to organized programs. Faculty development may include support for conference attendance, grants, and sabbaticals. Colleges began formalizing faculty development programs that focused on personal, professional, and organizational development as described by Alstete (2000). The author goes on to explain that few community colleges tie the programs for faculty development to the mission of the college, and that faculty participation is low. Many faculty may not partake in professional development opportunities that are offered or are reluctant participants. Existing factors affect the decision-making of some faculty moving into administrative roles, juxtaposed with those who choose to teach and remain as faculty. These factors and the triggers affecting them were studied. Faculty with developed teaching skills may be drawn to leadership despite lacking necessary leadership skills (Cooper, 2003). The author further observes that faculty may step into interim managerial roles, such as dean or division head, and that movement into and out of leadership roles is fluid. The environment within which these professional development opportunities occur may affect those decision-making skills. The organizational culture that promotes the advancement of faculty was considered and barriers

within the culture were examined. Murray (2002) describes how faculty development could be connected to reward structure and the vital importance of administrative support.

The research questions addressed are the following:

1. Why did the faculty member choose to become a leader?
2. What programs/opportunities are offered in-house at the institution? What programs/opportunities are available externally?
3. What are the factors that affect the faculty member's decision to move into a leadership position or not?
4. Does mentorship play a role? Does the institution have a mentorship program?
5. What is least rewarding/most rewarding about the leadership role?
6. To what extent and in what ways did others' encouragement contribute to the direction one followed in one's career?

METHODOLOGY

The methodology of choice included surveys, interviews, and the case study approach. The methodological approach followed provided an audit trail to authenticate the processes used. Merriam (1998) describes a case study as an analysis of a bounded system. The Carnegie Size and Setting Classification (n.d.) was used to select the colleges. Three large community colleges in Illinois, enrolling at least 5,000 full-time equivalent (FTE) students, were selected for the study. Careful site selection was used to enable the study of the different professional development opportunities offered at these colleges. The participants in the study possessed experiences and information that support the purpose of this study. Purposeful sampling was used to select the participants.

SELECTION AND SAMPLING

Non-probabilistic, purposeful sampling was used in this study as no generalization may result from this study which could be applied to the population it is drawn from due to the

variation in size, location, and characteristics of community colleges as well as different individuals, across the United States (Merriam, 2009). Merriam further explains that “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight” (p. 77). Patton (2015) clarifies that, “While qualitative methodologists prefer the term *purposeful sampling*, quantitative methodologists are more likely to label these strategies “nonprobability sampling” (p. 264, emphasis in original). The author goes on to further explain that while the use of purposeful sampling is considered a bias in statistical analysis, it “becomes intended focus in qualitative sampling, and therefore a strength” (p. 264). Patton (2015) further argues that, “the logic and power of purposeful sampling lies in selecting information-rich cases for in-depth study” (p. 264). Creswell (2007) explains that, “the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 125). Stake (2010) describes “methods for gathering data are selected to fit the research question and to fit the style of inquiry” (p. 89). A two-tiered approach was used. The first tier of purposeful sampling involved site selection. The second tier were the faculty and administrative leaders that were interviewed.

Site Selection

In this study, three large community colleges in the state of Illinois were categorized for their size and setting as defined by the Carnegie Size and Classification System for community colleges. Two community college systems, the City Colleges of Chicago and Illinois Eastern Colleges, were excluded from the selection due to their different and complex structure compared to individual colleges. Two-year, large colleges defined as enrolling at least 5,000 annual FTE students were selected for this study. The focus on this category size is based on the assumption that large institutions have greater opportunities for professional development.

Key participant colleges in Illinois that have in-house leadership programs, and/or encourage leadership development in collaboration with other programs, were considered. Institutions may encourage faculty by providing support financially and/or providing institutional support for participation in leadership development.

Sampling Criteria

The case as defined by Merriam (2009) “is a single unit, a bounded system” (p. 81). Each interviewee was examined as a single case and all interviewees as a case study. Professional development may be offered in different forms: financial support for attending conferences, leadership programs, in-house leadership development, and faculty development linked to institutional mission. Murray (2002) describes several reasons for successful faculty development in community colleges: administrative support; existence of a formalized, structured, and goal-directed program; connecting faculty development to reward structure; faculty ownership; and colleagues’ support for investments in teaching.

At each of the three colleges in Illinois, the administrative person in charge of hiring the deans and faculty, such as the provost or chief academic officer, was contacted to help recruit two people from each institution. Two individuals from each college were interviewed face-to-face: one who moved onto an administrative leadership position and another who did not. Three individuals, one from each selected college, who have moved on from faculty to becoming director/associate deans or higher were selected and interviewed. Three faculty, one from each of the three colleges within Illinois, who have access to similar opportunities, who have worked in administrative leadership roles, but have reverse transitioned to a faculty role were also interviewed. The barriers and facilitators that influenced the career paths were discovered through the research study. Case studies of faculty who achieved leadership positions

demonstrated whether institutional support, personal intrinsic motivation, or other factors drive their ascent into such positions. Those who have reverse transitioned to faculty were interviewed to uncover factors that may have resulted in their chosen career path.

Purposeful sampling was used for the study. The colleges within Illinois were selected by homogenous sampling based upon their size and FTEs. The unit of analysis was the faculty who were the primary focus of data collection to understand what is happening to individuals and how they are affected by their setting. The faculty interviewed were selected based on the suggestions of the provost or chief academic officer or dean. The first six individuals who responded were interviewed and included in this study. This was to ensure that the sampling size was small, focused, and included all three colleges. The Institutional Review Board (IRB) process was used to formally affirm the sites and the interview questions. All participants in this study had to sign a consent form as well.

DATA COLLECTION

Merriam (2009) explains that, “Data are nothing more than ordinary bits and pieces of information found in the environment.... Whether or not a bit of information becomes data in a research study depends solely on the interest and perspective of the investigator” (p. 85). Stake (2010) explains that the researcher has a choice “expecting the interpretations to come from the ‘data source’ people...or expecting the interpretations to rise up out of your aggregation of scores and observations” (p. 81). The author further explains “a feature of qualitative research is that it is interpretive, a struggle with meanings” (p. 38).

The three forms of data collection used for qualitative research are: conducting effective interviews, conducting observations, and mining data from documents (Merriam, 2009). Stake (2010) says that the methods used by researchers to seek data “are selected to fit the research

question and to fit the style of inquiry the researcher prefers” (p. 89). The author further describes the types of data-gathering methods. Observing is explained as “information that can be seen directly by the researcher or heard of felt” (p. 90) and interviewing as “obtaining unique information or interpretation held by the person interviewed” (p. 95). Yin (2010) describes data collection activities as interviewing, observing, collecting and examining, and feeling (p. 131). Patton (2015) describes a process where “discovery and verification mean moving back and forth between induction and deduction, between data gathering and data interpretation, and between experience and reflection on experience” (p. 76).

Two pilot interviews were used to refine the questions and the process. A pre-interview survey and in-depth interviews were the primary tools of this research. This chapter outlines the data collection methods that were used in this study. Prior to any data collection, the researcher contacted Ferris State University, and other participating colleges for permission to proceed. The researcher contacted the individuals to gain approval from the IRB (see Appendix A). The appropriate forms were submitted and informed consent of all the participants was obtained.

Pilot Study

Stake (2010) states that, “You have to expect to practice your data gathering repeatedly before actually gathering data” (p. 94). Yin (2010) also suggests doing a pilot study as it would “help to test and refine one or more aspects of a final study.... another opportunity to practice” (p. 37). Merriam (2009) explains that, “Although interviewing is a common activity throughout our culture, as a data collection technique in social science research, interviewing is a systematic activity that you can learn to do well” (p. 87).

A pilot interview was conducted with two individuals. These two interviews were in-person interviews, tape recorded and transcribed. Two recording devices were used for each

interview to ensure that valuable data was not lost due to malfunctioning equipment or human error. Their interviews as well as their input provided invaluable information on refining the interview questions. The pilot interviews also enabled the researcher to refine technical issues that may arise during the in-depth interviewing. During the pilot interviews, open-ended questions were explored to be certain that the in-depth interviews did not provide random divergent data which could not be connected later. The structure of the interview, as well as the questions, was refined prior to being utilized during the in-depth interview.

One of the pilot interviews was conducted in its entirety, and the other was not. In the latter case, the interviewee asked questions of the interviewer, and the interview was not completed due to the reversal of roles. This was an important learning experience for the researcher. Later on in the study, one of the final interviewees at times took control of the interview and began to offer theories and postulate during their replies. It was then that some tact was necessary to bring the interview questions back into focus, while simultaneously being respectful of the interviewee's time. The earlier pilot experience helped to anticipate such a situation. Other changes were considered such as an extra pair of batteries, a longer power cord, and placement of the microphone to avoid the cacophony of background noises. The pilot interviews were an important component for this study.

In-Depth Semi-Structured Interview

Patton (2015) writes that, "We interview people to find out from them those things we cannot directly observe and to understand what we've observed" (p. 426). Interviews are categorized into two types according to Merriam (2009): by structure and by their theoretical stance. The format for the in-depth interviews in this study was semi-structured to allow participants to provide answers to open-ended questions. (See Appendix C for the interview

questions.) Some unstructured time was part of the interview to allow for new insights. The phenomenological interview, as described by Patton (2015), was used to capture the “personal description of a lived experience” (p. 433). The in-depth interviews were in-person interviews, tape recorded, and transcripts were made. Two recording devices were used for each interview to ensure that valuable data was not lost due to malfunctioning equipment or human error.

Artifacts: Observations and Field Notes

Although the main source of data was the transcribed notes from the in-depth interviews, some insights were gained through observation of an interviewee’s campus, their official records, and other artifacts they may have provided. The organizational structure of the community colleges, their leadership program brochures, and other professional development offering materials were also gathered as data. The researcher had an earlier site visit to develop a comfort level with the site and the interviewee. During the in-depth interview, the researcher refrained from taking extensive notes and relied on the audio recordings for further observations.

In this case study research, it was vital to ask good questions during semi-structured interviews. Observational data provided an additional layer of depth to the interview data and helped frame the analysis. Artifacts helped situate the interview data and helped the researcher understand the organizational and personal context within which the interviewee was operating.

DATA ANALYSIS

Qualitative research analysis is not linear and does not follow sequentially data collection. Merriam (2009) states that, “Data collection and analysis is a simultaneous activity in qualitative research” (p. 165). Early analysis of data helped the field-worker to cycle between analysis of existing data and developing strategies for collecting new data (Miles & Huberman,

1994). Formal data analysis began during initial stages of data collection and concluded when the final research report was written. Emerging trends, themes, and patterns were analyzed.

The five-phased cycle of analysis described by Yin (2010), and shown in Figure 1, was used. This cycle describes the non-linearity of qualitative data analysis. The cycle of assembling, reassembling, and interpreting data was used. The collected data was disassembled using coding, reassembled using themes, and interpreted. This cycle was repeated until connections were drawn and major themes emerged from the data.

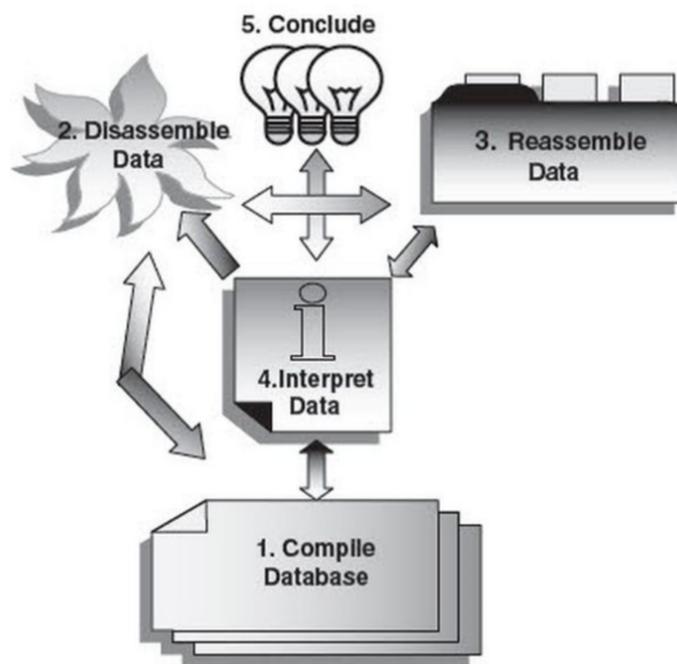


Figure 1. Five-phased cycle of analysis.

Coding

Following the methodological norms of qualitative inquiry as described by Miles and Huberman (1994), texts such as interview transcripts, institutional documents, and other artifacts were systematically coded. The researcher noted memos and included notes, phrases, and ideas that arose upon initial reading of the data. The memos were tied with key concepts and linked to

case analysis. Literature related to the conceptual frameworks of Zachary's (2012) mentorship theory and leadership theory as described by Bryman (2004) was used to develop codes and themes. Six codes were developed during initial analysis of the data. The number of codes were limited to ensure that the data was manageable. Using the codes, the data was analyzed for relevant emerging themes.

Coding took place using inductive data analysis to look for emerging themes and patterns (e.g., mentoring, conferences). For instance, a code of MENT-ONE was assigned to suggest that a single mentor was extremely helpful to the faculty member moving on to a leadership position. Additional coding for patterns were developed as more interviews are analyzed.

Theming

As themes appeared, connections between them were uncovered and mapped to help conceptualize the data. For instance, the theme of teamwork may result in faster problem solving (a second possible theme). Hierarchies identified within themes were mapped. The triangulation of data from different sources, interviews, documents, and field notes, resulted in the mapping of stronger connections between the themes.

Reporting

The research findings from the in-depth interviews were narrative. Emerging themes were followed by interpretation of the findings. From the data, conclusions were drawn about how components in the environment, including professional development opportunities, impede or encourage leadership within faculty. Other conclusions included how personal traits impact an individual's decision to move into a leadership position. Any linkage between reward structure and administrative support in developing leadership from faculty, was also reported.

QUALITY, VALIDITY, TRUSTWORTHINESS, AND ETHICS

A key component of any research is to produce valid and reliable knowledge in an ethical fashion (Merriam, 2009). Loh (2013) states that, “Many narrative studies subscribe to the criterion of verisimilitude as a form of quality check. However, such a criterion does not fully nor explicitly address the issue of quality or rigor” (p. 1). Bias is unavoidable in research as the researcher views the data collection through their particular lens (Yin, 2010). Triangulation of the sources, improving research design, and healthy skepticism should help control bias in a study. The bias of the research and the researcher was explicitly stated.

Quality

The quality of the evidence collected in a study is influenced by the quality of the sampling and selection criteria as well as by the methods used for data collection. Once collected, the data was disassembled using codes and then reassembled into themes that fell into patterns. The quality of the data collection would determine the quality of the interpretation of the study. A pilot semi-structured in-person interview was conducted and adjustments were made to ensure that the data collected during the study was of a good quality. In this study, the analysis of different factors that contribute to the advancement of members of the faculty into leadership positions were considered. Coding, theming, and patterning based upon a conceptual framework, were used to analyze the data and ensure maximum quality.

Validity

Some features of the research design were revisited once the collection of data began and the design process was recursive. A strong research design would strengthen the validity of the study and its findings. Merriam (2009) describes internal validity as those findings that capture reality. The author describes external validity as to whether the findings can be generalized or

transferred to other situations. A study that is valid is described by Yin (2010) as one where the conclusions reflect the reality of the world being studied. The data collected in this study aimed to draw conclusions about the effectiveness of organizational structure to encourage leadership within faculty. Other conclusions were also drawn about the impact of personal factors on an individual's decision to move into leadership. These conclusions reflect generalization is interpreted by a reader wearing the same "lens" (Merriam, 2009).

Triangulating the evidence is a way to improve the validity of the research. This study used triangulation of data sources to check and expand upon the researcher's interpretation. Data from artifacts and field notes from site visits was compared with the data obtained from the in-depth interviews to allow for multiple realities.

Trustworthiness and Credibility

Qualitative research should follow transparent steps, follow an orderly set of procedures, and a strict adherence to evidence (Stake, 2010). The data collection and analysis was organized such that an audit trail can follow. The transparency allows for peer review and multiple interpretations. The methodic, purposeful use of procedures helps avoid unexplained bias. Each interview followed a set series of steps to avoid unnecessary and unexplained bias in the research. By adhering to the evidence provided by the research, the researcher analyzed the multiple realities. Triangulating the data from multiple sources results in convergence which increases the credibility and trustworthiness of the study.

Ethics

A key trait of doing research is to ensure that it upholds a code of ethics. The IRB process has guidelines and IRB approval was needed before the data was gathered. The privacy of the participants was guarded. Although it may appear innocuous, participants in the study may feel

that they face a level of risk if they voice disagreement with the organization. For instance, faculty participants may voice a lack of incentives as one of the reasons they have not moved into leadership positions and may be concerned about jeopardizing their professional lives if the data is disclosed. Informed, voluntary consent was garnered prior to conducting the in-person interviews. Although the potential risks are to be considered there is also great benefit to understanding how faculty develop into leadership positions.

Patton (2015) describes an ethics checklist which includes risk assessment, confidentiality, informed consent, and data collection boundaries. This checklist was used as a guideline to ensure data is collected and maintained ethically.

The Belmont Report, as outlined in the CITI program (2017) addresses three basic ethical principles that must be adhered to: respect for persons, beneficence, and justice. During the study care was taken to ensure that the autonomy of people was protected and their informed consent was obtained. The principle of beneficence is to ensure that the participants in the research are protected from risk. The selection of participants would be reflected in the principle of justice. The idea behind this principle is to ensure that the burdens and the benefits of the research are just. The three principles were carefully considered during the research.

CONCLUSION

The research process followed ethical guidelines, described transparent steps for an audit trail, and used triangulation of sources. The data was collected and analyzed using coding and theming based on a conceptual framework to ensure the quality of the data. Validity of the research was described by outlining the bias of the researcher and triangulation. Trustworthiness and credibility were ensured by following methodic transparent steps and adherence to the evidence provided by the data in this study. IRB approval was obtained, informed consent was

obtained, and care was taken to ensure the research has quality, validity, trustworthiness and was ethical.

CHAPTER 4: FINDINGS

INTRODUCTION

Qualitative research allows the opportunity to gather the insights of individual experiences from participants. This study recorded, analyzed, and compared the experiences of different people to understand the essence of the internal and external reasons for an individual's choice to move from faculty into administration at community colleges.

The purpose of this study was to discover the factors that affect faculty development into leadership positions at three selected Illinois community colleges. The following question was addressed: "What impacts an individual's decision to transition from a faculty into a leadership/administrative role and permanently move into administration, or transition back to faculty?" The following factors that impact the decision are explored further: What programs/opportunities are offered to the individual? Does mentorship play a role? What is the least rewarding/most rewarding about the leadership role?

Research data was gathered from the following data sources: demographic survey of participants, in-person interviews, and any training material provided by the colleges. In this chapter are included a description of the participant community college sites, the protocol used to contact participants, a summary of the data collected, and the data analysis process.

All individuals were interviewed in-person and interviews ranged from 1-2 hours; each signed a consent form, and each agreed to permit audio recording. All interviewees were interviewed at their office space at their institutions in Illinois. In preparation for the interviews,

two practice interviews were conducted in order to refine the questions and test the equipment. The interviews were transcribed manually as soon as possible in order to record the connections and familiarity experienced during the interviews. Each individual's name and identity was replaced by a participant number and the institutional affiliation was concealed as described in the consent form.

DEMOGRAPHIC DATA OF THE RESEARCH PARTICIPANTS

Purposeful sampling was used to select the study participants and obtain the data for this study. Three large community colleges were selected for this study as defined by their Carnegie Size and Classification System for community colleges. Two-year, large colleges enrolling at least 5,000 annual FTE students were selected. Six participants were invited to participate in the study, two participants from each of the three colleges. One participant at each college was selected based on the criteria that they had been a faculty member (full-time or part-time) at the college and had transitioned into an administrative position as associate dean/senior director, dean, or vice-president. One participant at each college was selected based on the criteria that they had been a faculty member at the college, had transitioned to an administrative position at the college (interim or permanent) and then transitioned back to being a full-time faculty.

Potential interview participants were contacted based upon suggestions by the provost/chief academic office/vice president. Emails were initially sent to each participant and the communication included a description of the research and a brief demographic survey to determine their role and their transitions. All six interview participants gave a positive response and were contacted via email to set a date and time for an in-person interview. Prior to the scheduled interview the participants were provided the Informed Consent Form and a set of pre-interview questions (Appendix B) which provided a brief demographic survey. Three of the

participants had been faculty, had worked in an interim or full-time administrative role, and had returned to being faculty; all had the rank of professor. Three of the participants were faculty who had moved into a full-time administrative role and remained in administration. For the purpose of this study, part-time and adjunct faculty are used interchangeably.

The demographic data of the participants is presented in Table 1 and provides contextual information of the background of the individuals who were interviewed. They were all from three large, suburban, community colleges: Two colleges had more than 10,000 students and one college had 5,000-9,999 students. Two were in the age group 41-50, three in the age group 51-60, one in the age group 61-70. Four of the participants had a master’s degree and two of them had a doctorate.

Table 1: *Demographic Data–Pre-Interview Survey*

CATEGORY	FACULTY WHO MOVED INTO ADMINISTRATIVE POSITIONS	FACULTY WHO MOVED INTO ADMINISTRATION AND RETURNED TO FACULTY POSITIONS
Age	41-50 years (2) 51-60 years (1) 61-70 years (0)	41-50 years (0) 51-60 years (2) 61-70 years (1)
Number of years in current position	4 years 1 year <1 year	30 years 20 years 3+8 years*
Educational Level	Masters (3) Doctorate (0)	Masters (1) Doctorate (2)
Reports to	Interim Dean of Adult Education President VP of Academic Affairs	Dean (3)
Department/Division	ESL/Adult education Workforce Solutions Academic Affairs	Communication & Behavioral Science Math and Science Liberal Arts

* This individual worked as a dean between the two spans

Participants included four females and two males. All the three candidates who moved into administrative positions and remained there were female. This study did not take into account ethnicity, but as outlined later in the chapter, participant #2 explained the experience of underrepresented individuals on a “predominantly White campus.” More recently, as reported by the American Council on Education Presidents’ study (Gagliardi et al., 2017), “Diversifying the presidency will grow in importance, especially as the nation’s student body grows more and more diverse, and the presidency grays” (p. ix). Additionally, the study reported within key takeaway 1, that 30% of college presidents were women (up from 26.4% in 2011) and 16.8% were racial/ethnic minorities (up from 12.6% in 2011) (p. 4, Table 2). These numbers were higher in associate colleges, and women made up 36% of the presidents in 2016 (up from 33% in 2011) and 20.2% were racial/ethnic minorities (up from 12.9% in 2011) (p. 16, Table 7). The report states that, “Associate colleges also had the highest proportion of minority presidents (20%) (p. 17). The report highlights that women of color had lower representation than men of color at doctorate-granting, master’s, bachelor’s, and associate institutions. Public special focus institutions had the largest number of women of color presidents (33%) in 2016 (p. 38, Table 24). In this 2016 report, 45.3% of the presidents indicated that there are initiatives “to attract both women and racial/ethnic minority faculty” (p. 48, Table 30).

In Gardner’s (1990) work on constructivist leadership, he explains the fifth key idea:

Diversity provides complexity, depth, multiple perspectives, and equity to relationships, thereby extending human and societal possibilities. Working and learning from diversity requires essential prerequisites of understanding. Among these is that diversity is a fundamental complexity in relationships and perceptions. Vital to such diversity is the presence of reciprocal, mutual, equitable relationships. (p. xvii)

Diversity is a vital consideration in reviewing leadership in higher education. However, its consideration was beyond the scope of this study.

For the dissertation, participants are referred to by their number. One through three were faculty who became administrators and continued in administrative leadership roles. Participants four through six were faculty, worked in an administrative role, and moved back to being full time faculty. Eleven questions leading to twelve findings are described. Findings #9 and 10 arose from question 9 and provided better analysis when de-grouped.

REASONS FOR WANTING TO BE A LEADER: OWN INITIATIVE OR SOMEONE'S ENCOURAGEMENT

Faculty aspiring to leadership positions in administration in community colleges are likely to be influenced by others and/or be driven by intrinsic motivation as well. This question was designed to uncover whether it was intrinsic motivation and/or whether someone sought them out that led them to the choice.

Participant 1: Faculty into Administration (Senior Director of ESL)

This participant had worked as a part-time faculty member in the ESL department and had worked at another institution prior to this position. The person moved from that adjunct role into the role of a senior director at the institution. Self-motivation was described as the primary driver by the interviewee. The individual described that

I really like to improve things. I don't like to just sit back and complain.... Don't sit back and complain, offer solutions.... I guess this need that I have to fix things or to find solutions or to improve systems or to advocate for others led me to be a leader.

The person described a situation where they jumped in and helped when they saw long lines for registration. The person served in a leadership position on the faculty union, served on curriculum committees, and was a "very active and engaged" adjunct. The person describes the desire to improve things and thus became "a leader in just about everything I've joined." They stated, "So, it's a very self-motivation kind of thing."

Participant 2: Faculty into Administration (Administrator in Workforce)

This individual had worked in the private sector as a district manager, had been an adjunct for a semester, moved into a full-time tenure track position, and then moved into a dean position. The dean position led to the role of special assistant to the president for diversity and inclusion which eventually led to the executive suite and the VP position. This individual described their success:

My story is really about somebody else's encouragement. When I look at my life, my whole journey, I am always trying to be in the middle of the pack and then I've always been pulled out of the pack for some reason or another.

The person described several scenarios where they were selected to be the lead and said, "I think people have often seen me as a leader and helped me to see myself that way. I don't know that I've always seen myself that way."

Participant 3: Faculty into Administration (Academic Dean)

Interviewee number 3 had worked as an adjunct faculty and as full-time faculty at another institution. The person then moved and worked as full-time faculty at the current institution, became the chairperson of the department, progressed to dean of a division, and then moved into another dean position at the same institution. They mentioned that at their faculty interview, they had mentioned that they would like to be dean someday, and on their own they recognized that they wanted to be a leader. The person had several opportunities to be a chairperson but "always turned it down." The person believed they became "department chair by fluke.... The chair at the time was being promoted and so they needed somebody to step in quickly....so I did." The individual also described that when the dean position became available, the individual was encouraged to apply by the assistant VP of academic affairs while simultaneously the person was

told they “wouldn’t be a good person for the job” by the dean who was leaving. The interviewee still applied for the job and contemplated,

So, part of me wonders if I applied for the job because I wanted to prove X wrong. But I knew I could do a better job than X was doing. But I also had a lot of support internally to pursue the job, which helped a lot.

The individual appeared to be self-driven and said, “I like to lead change...driving initiatives that create change, positive change, positive impact, and I like being in those positions and working with other people to make those changes.”

Participant 4: Faculty to Associate Dean and Back to Faculty

Interviewee number 4 had taught at another institution as a faculty and at that institution there “was a lot of faculty involvement in what you might normally consider administrative tasks.” Then the interviewee went on to do their doctorate in higher education administration, liked the material, and applied at another institution for an acting associate dean position for eight months and later served as the dean for about one and a half years. The individual mentioned that they were encouraged by others to apply for positions and “the college approached me to be the interim associate dean.... [The VP] also encourage me to apply for the director of institutional research.” There was a clause in the contract that allowed this individual to hold their faculty position, and they chose to return to a full-time faculty position

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This interviewee had taught as a high school teacher, moved into the community college, and had moved up the ranks from instructor to assistant professor to associate professor. At this point, the individual became the chair of the department. They then moved to serve as the interim dean of the division. After two years, the person returned to serving as the chair of the department and a professor in the department. This reverse transition to faculty was the

individual's choice, as they were deemed fit for the role of dean if they would have chosen to apply for the dean position. The individual currently works as a professor at the community college. The individual was encouraged to be the interim dean, "definitely at someone else's encouragement," and although it was something the individual had considered, the timing had not been right until that point. They accepted the interim dean position because they felt that,

I do like to have some measure of control of the direction in which things are going. I don't like to be one who complains about something and doesn't do something about it...Where I felt like if I had something that I could contribute, I wanted to be in a position where I could do that...I like to help provide direction.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This participant had worked as an adjunct faculty for ten years. They then became a full-time faculty at the community college and worked as a coordinator at the same time. After about four years, the individual moved into a chair position. They were interim dean twice during their career, but during the first time, they moved into the interim dean position and maintained their chair role at the same time. They said that it was due to the encouragement of the others that they moved into leadership, "It was the encouragement of the chair and the dean that I would be a good chair. So yeah, I was encouraged by the people here."

Conclusion

An interesting preliminary conclusion was that universally all those subjects who were faculty and had moved into administration and later moved back into faculty positions mentioned that others had encouraged them to make the transition. All three subjects who had moved into administration and stayed there described self-motivation, although one described a mixture of self-motivation and extrinsic encouragement as the factor that led to the change. Only one of the six participants moved directly into an administrative position from an adjunct faculty role. The remaining five moved from a full-time faculty position.

OTHER PEOPLE'S PERCEPTION OF THEM AS LEADERS, AS RELATED BY THE INTERVIEWEES

Support for moving into an administrative leadership position does not end after the transition. People need to feel supported and validated to continue to be successful. This question was designed to see how one is perceived as a leader.

Participant 1: Faculty into Administration (Administrator in ESL)

This participant mentioned,

I have compassion for people and a passion for teaching... I want to move forward and do great things, but when people are down and out, I'm not going to kick them.... So those two things are things that I think people appreciate. I'm not afraid to speak up, but I'm also not afraid to listen.... When I'm involved in something, I'm not afraid to represent people in situations. I'm very much an advocate.... Those are some of the things that are important to others: that I listen, that I will advocate for them, and that I'm passionate and understanding.

Participant 2: Faculty into Administration (Administrator in Workforce)

This individual reflected that on two occasions, they stood out from the crowd and were selected for leadership positions by others.

I tend to be very authentic. I am who I am. I am very transparent. I am also very honest.... I think that the meeting after the meetings are inappropriate... it shows a lack of integrity... and those things are what people see, and they'll go, I think this is the kind of person I'd wanna follow.

Participant 3: Faculty into Administration (Academic Dean)

Others viewed this individual as "reliable," able to "respond to communications in a timely manner" and "accountable." They also explained that others viewed them as a "team player" and "when I do start initiatives and change, I don't just direct or lead, I also am involved in the work, so they see me as a team player." The person explained that "I feel like the quality of the work that I produce is high so...they can rely on me to get it done."

Participant 4: Faculty to Associate Dean and Back to Faculty

The interviewee reflected that others recognized two qualities in them: “a pretty good ability to see the big picture [and] where are the landmines going to be as we move through” and “the ability to have a good sense of how other people are looking at issues, seeing their perspective...and presenting a respect and a legitimacy.”

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

The individual mentioned they were a “workaholic” and “had a strong work ethic.” The individual got the chair position as “nobody else wanted it” and believed they were asked to fill in as interim dean because “my experience as a chair also influenced people [to think] I would be a good leader within the division.” They pay attention to detail and “like having that kind of organization and keeping track of and balancing those things. It just seems to suit me.... I seek input, it’s that choice not to lead autocratically but more democratically.”

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This participant mentioned that they had been a camp director and “people saw that I was able to handle a lot of different situations,” and when the chair left, they “recommended me,...felt that I could deal with what needed to be dealt with. The people aspect of it, working with the people, working my own time and my own schedule, and teaching at the same time.” They attributed their success to “being able to deal with people. I’d say that was my best strength.” They also mentioned that “you have to lead by respect” because “you can’t lead by fear” and people “have to respect what you do” and that “you are an equal partner with them... they have to respect you and then they’ll perform for you.”

Conclusion

The subjects all described different traits and no universal traits emerged. They included phrases like an advocate, authentic and honest, reliable and accountable, see the big picture, strong work ethic, and able to deal with people. No particular theme emerged as to whether it was their soft skills or technical skills or a universal leadership trait. One has to keep in mind these are six different individuals operating in three different community college cultures.

ENCOURAGEMENTS OR DISCOURAGEMENTS TO THE LEADERSHIP PATHWAY

Often a person may be encouraged to continue in administration by extrinsic factors such as people or by a particular situation. This question sought to uncover such themes.

Participant 1: Faculty into Administration (Administrator in ESL)

This participant mentioned that they got a lot of support from others and colleagues. They came from an adjunct position into this leadership position and “the system discourages leadership and loses so much because there isn’t the respect for adjuncts that there needs to be at institutions.” They also explained that “you really have to establish yourself as a person with people first” before they find out you’re an adjunct, and then “it’s really, really hard.”

Participant 2: Faculty into Administration (Administrator in Workforce)

This individual had previously worked outside academia in leadership positions and, as they said, “that work did not feed my soul... it was not a good fit....At that level of the company it’s about money.” So, when they came to the community college, they were happy to be faculty and “had no interest in ever being an administrator again.” When they were encouraged by two individuals who did not really know this person but had worked very briefly with them and noticed some leadership qualities in them, the person felt “that was encouraging” and “I thought I would investigate that.” The person applied for the dean position and progressively moved into

a vice-president role. The difference was that “community colleges are not-for-profit....We’re still dealing very much with the heart of people....As I’ve moved up in the community college environment that pressure of the for-profit isn’t there.” However, in a moment of self-reflection the person said,

As I’ve been considering a presidency, I’m finding myself going, ‘is that the right thing?’ and I don’t know the answer to that....So that’s something where I’m exploring.....When you become a president,..it is a very different way of engaging the campus community.

Participant 3: Faculty Into Administration (Academic Dean)

This interviewee was told by the dean whose shoes they would be filling that they “didn’t think I would be a good dean.... And the vice-president of academic affairs...was a non-advocate of mine.” This was discouraging initially and “that did make me question but because I had good supporters that encouraged me, that helped.” Other situations and individuals encouraged the person and the assistant vice-president of academic affairs and the interviewee co-lead a team and “that really helped me develop my leadership.” Then later on, “as people get to know.... your leadership style, that’s when people ask you to do more things....As a result, knowing that people had confidence in me to lead things or be involved in things made a big difference.” As a result of new leadership, the new VP was very supportive of the individual as well.

Participant 4: Faculty to Associate Dean and Back to Faculty

This individual had previously worked as faculty at another place and they had opportunities to take on tasks as it was a small institution. The interviewee mentioned that “When there were things to be done, I would step forward and say I’m willing to do that. That was generally well-received.” The biggest factor was that they came to a crossroads where they had two options, to be a faculty or administrator for the rest of their academic career, and they

were good at both. “I enjoy teaching... I also enjoy doing administrative tasks.” It was “at least a fence, if not a moat.” Thus, they felt they had to make a decision.

If I had made the administrative choice, it was pretty terminal. If I made the faculty choice, it at least appeared to kind of keep more options open. Wanting to keep those options open, the move back to faculty made sense.

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

The person has worked as faculty and took an interim dean role because the dean had left and previously a similar situation had occurred when they became chair. They were encouraged by the previous chair to become chair, and they were encouraged by administration to become interim dean. So “part of it was situational and then it was the encouragement of the people who knew me who gave me the confidence that I would be good for the position.”

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This individual had previously been chair and interim dean before the new dean. They felt discouraged to move into leadership by people who would say,

“Why do you want to do that, who don’t you just teach?” I used to get that all the time, “Why do you want that aggravation?” But others encouraged this person by saying, “Thank you for working with me... thank you for helping me out.”... That was the encouragement I got from faculty members....I got a lot of encouragement from the administration in keeping the job....Within the last three years, with X as the dean, that all went downhill very fast,...that was the beginning of the end for me.... That’s what burned me out of that job....X leads by fear rather than respect ... after three years under X... I couldn’t do anymore, so I just quit being chair.”

Thus, they went from being interim dean and chair at the same time, and then only as a chair when the dean X joined the college. They also stayed as interim dean when Dean X went on sabbatical. Soon after that, they quit the chair position as well and remained as full-time faculty.

Conclusion

The subjects all described receiving encouragement and support when they moved into an administrative leadership role. Interviewee number three was specifically discouraged from

applying for a dean position by the outgoing dean but received support from others and applied when the leadership changed. Those interviewees who chose to go back to a faculty position cited tenure as their safety net to be able to explore an administrative position.

OPPORTUNITIES OFFERED BY THE COLLEGES TO DEVELOP AS A LEADER

Often an individual may develop into leadership positions because of the organizational support offered by the community college. The aim of this question was to see if support exists at some community colleges. Participants 1 and 4, 2 and 5, and 3 and 6, were from the same community colleges.

COMMUNITY COLLEGE #1

Participant 1: Faculty into Administration (Administrator in ESL)

This participant mentioned that there isn't a leadership institute at the college, but they are encouraged to apply to and are funded for other leadership institutes. They reported receiving an email from the vice president about attending a leadership training program.

This is a relatively new initiative. However, professional development is very encouraged by the institution....We have in-house training provided for faculty [and] once you are in the union you receive money [for professional development] even if you're an adjunct....The leadership opportunities aren't as many but they do provide them.

They also offer a dean's retreat, an administrator's retreat, and a faculty retreat at the college.

Participant 4: Faculty to Associate Dean and Back to Faculty

This individual mentioned the college had "a very specific and refined faculty and professional development program laid out in great detail in the contract...Each [person] has professional development money that can be used [and] beyond that, there are other pots of money with a faculty professional development committee." There is no specific leadership development institute. They explained that there is a Center for Enhancement of Teaching and

Learning and in the past, the national level department chair institute has been held at the college.

COMMUNITY COLLEGE #2

Participant 2: Faculty into Administration (Administrator in Workforce)

This participant mentioned that there was an in-house leadership institute, a year-long program which they were involved in since its inception. It is open to every employee group on campus, and “people say over and over again it’s the networking and the understanding of how they fit into the bigger picture.” Other than that, there are funds available for professional development, but the interviewee felt there was a gap at the institution because not everyone encourages utilization of the funds, “nor do I think we are really good at targeting those funds.” They felt there should be a process, and if those funds were not used, their supervisor should encourage an individual to attend targeted professional development. Additionally, the management council on campus meets once a month and has professional development as well. The individual mentioned, “I don’t know that our chairs and coordinators always think of themselves as leaders... but the truth of the matter is they are leaders.” The institution has a faculty and administrative mindset. “I think many faculty come in with that mindset....I mean, teaching is leadership, but I don’t know that we’ve socialized that concept and so when they become chair or coordinator, they are still faculty, like that’s my home base.” They felt the institution does not make it clear that,

You are not just getting reassigned time,...it’s not about you’re teaching less classes, it’s about you being a part of the leadership within the college....We were perpetuating this idea that if you make sure the schedule gets written down then I’ll release you from some courses. That’s very different than saying you are part of my team that’s going to lead our vision.

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

The interviewee explained that there was a year-long leadership institute at the college which was open to all employees, but they had not participated in the program because of previous leadership positions and timing. “They do projects connected to the strategic plan, so there are some very valuable experiences for people coming out of that...It certainly builds camaraderie because the groups are across disciplines [and] across work groups.” The college also offers professional development money individually, and other pots of monies exist for other external programs/conferences. There is no chair/coordinator formal training at the college. There are retreats for faculty and administration. There is a brand-new professional development program being offered on social justice to full-time faculty.

COMMUNITY COLLEGE #3

Participant 3: Faculty into Administration (Academic Dean)

This interviewee described monthly administrator meetings which include some component on professional development. The college also offers funds for professional development and an annual administrator retreat. The person mentioned there is no structured leadership development. There is a chair and coordinator training for half a day, and it includes a software training component, panel discussions, and other professional development. The researcher attended one training session.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

The college offers a chair and coordinator training now, but there was no formal training previously and they were sent to the national chair’s academy by the college, “Everything I learned on my own or with the help from the chair or coordinator before me...In-house, not that much training now, but there was no training at the beginning. I was thrown into it.”

Conclusion

Community college number two offered a leadership institute, a year-long program which was open to every employee and was fully funded. All three colleges offered funding for employees to attend conferences. Community colleges one and two offered support for national leadership training programs as well. Faculty and administrative retreats were offered at all three colleges.

SUPPORT OR TRAINING FOR NEW LEADERS

This question aimed at uncovering if there were other means of support such as specific targeted training to help the person perform in the new leadership role. As each community college would have a different organizational structure, the goal was to see if any internal training existed and in what form.

Participant 1: Faculty into Administration (Administrator in ESL)

This was a difficult question to answer according to the interviewee who said that it varied from area to area. “For most of the positions, they are usually looking at somebody who has experience.... I didn’t have any formalized training. I kind of figured things out.” The individual was encouraged to attend a leadership excellence academy and a certified manager in program improvement (CMPI) training, in adult education.

Participant 2: Faculty into Administration (Administrator in Workforce)

At this college, it was uneven. Chairs and coordinators have meetings, but there is no mentor for the new chair. “It’s kind of like whoever was the chair before I hope they are really nice to you and get along well enough. Otherwise, good luck! Figure it out, and ask the office questions. So it’s kind of training baptism by fire.... Every dean was given a mentor...at least through that first year.” At this level (VP) the individual felt they had to advocate for themselves.

“I have a regular one-on-one meeting with the president [and] I always have an item...where I will purposely walk into the room with a question for the president that I felt only the president can help me be informed about.” The person felt that the organization needed to send individuals to other colleges to learn and fill the gaps as well. There is no dean training and no VP training at the college, but many human resource workshops exist on items such as how to write an evaluation report, etc.

Participant 3: Faculty into Administration (Academic Dean)

This individual explained that there is nothing available and said,

I’m fortunate that I’m an internal candidate, but as I’ve seen other people come in as external candidate, there is absolutely nothing for them. I mean even just to figure out budgeting and do a budget request. When I became dean for the first time...it was all my initiative.... I know that the institution is trying to change that but there is nothing.

They explained that for an external person seeking to make fast changes, “Their leadership skills that may have worked at their institution may not work here [because] of our shared governance model...If people have that same leadership style and come in and try to do things that fast, it could cause problems.”

Participant 4: Faculty to Associate Dean and Back to Faculty

This college supports each person when they move into a role “in some way,” and there is new employee orientation; but if one is moving into a higher position, they are expected to have the necessary skills from previous positions. Generally people were very open door and informal where “You can go, ‘Gee, I’m thinking of going in this direction, how does that fit with what the institution does, where are we with the strategic planning process?’”...and certainly be able to get that kind of help.”

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This individual said, “Well, you are thrown into it. You have to do it regardless.... There is a dean’s council and we met regularly, and even informally I would meet with a couple of deans in particular... and ask.” According to the person, it would be the same if you were an internal or external candidate; there is a willingness to provide informal help. There is also a chairs’ meeting and the provost attends the deans’ council and the chairs’ meetings, and it’s the same. It’s not a training program, it’s for business.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This individual felt supported by the other deans “tremendously,” but there was no training as a chair or as an interim dean. They relied on past relationships for answers to questions. “Here’s an example: a washer and dryer broke down in the child development center when I was the dean. So, I called the finance people and asked, how do you do it, what do we need to do?”

Conclusion

None of the community colleges had targeted training for particular roles and college number three, in particular, had nothing. Study participants from college number three said that everything depended on their relationships with others which they had established as internal candidates. At college number three, they had to approach someone even if they had to learn how to fill out a budget request. At colleges one and two, some training existed as human resource workshops, etc. One participant at college one mentioned that the college sent them on a specific training in their disciplinary area.

MENTOR-MENTEE PROGRAMS

While a community college may not have targeted training for certain positions, the goal of this question was to uncover if mentor/mentee relationships existed, formal or informal.

Participant 1: Faculty into Administration (Administrator in ESL)

This college was trying a program for the adult education division, but the grant monies ran out, there was no money to pay people to do it, and it was discontinued. The math department tried it with special initiative money, but again, it's no longer active. The individual said that "there hasn't been a long-term financial commitment by the institution for such a program." No formal program exists for administrators, but some faculty programs have been tried under a state pilot program. "It's expensive...all the steps, all the time, and all the work.... It's a lot of hours to do a mentor/mentee program well." For full-time faculty, there is the tenure process and guidance, but the mentorship is not formal. For administration, within the ESL department, all the staff has taught at some point. There is a meeting before and after an observation, but "We try our best to help faculty along the way but this formal piece...just doesn't have the money."

Participant 2: Faculty into Administration (Administrator in Workforce)

There is a mentor/mentee program for deans for the first year. No formal program exists at the college for the chairs and coordinators. At the administrative VP level, the individual used meetings with the president to introduce items or questions that only the president could give a perspective about, which amounted to mentoring. The person said,

The challenge with mentoring is if people aren't really clear about what that should involve, then we just give you a buddy. That's not necessarily a mentor. I think we actually have to take the time to figure out, what are Y's gaps, and what do they need help with, and then I have to give Y those people who really help them, and sometimes the people may not be within the organization.

There is no monetary compensation, it's not structured, and it's "at folks' discretion." The person explained their own mentoring process when they became dean involved meeting the previous interim dean and asking questions during that meeting. At the end of the first year, they "went to a monthly meeting and then it was kind of as needed." This individual had started developing a dean mentoring manual at the college which lies unfinished. The person also mentioned that they had become great friends and good colleagues with their previous mentees. However, there is a group on campus that is directed to multiculturalism and that group offers a "more prescriptive mentoring process." The person felt like "the college tried to be really nice" but that

I don't know that everybody takes mentoring that seriously. So sometimes people will say if you need anything, let me know, and as a new person I think that's a hard space to be in. Especially if you are an underrepresented person on a predominantly White campus....I think it's really hard to go to somebody and say I'm struggling because you worry that it makes you look weak or that you shouldn't have the job....So I think we really pair people up well-meaning but we don't give direction. I think that's where the gap is.

Participant 3: Faculty into Administration (Academic Dean)

The interviewee said no mentor/mentee program existed at the college for administrators. However, there is a new faculty seminar course for new full-time faculty which is like a mentorship program since "the two faculty leaders from the seminar basically act as mentors for the new faculty that are in there." The full-time faculty (both mentor and mentee) get release time, but it's not directly monetary-based. In addition, "I was also assigned another full-time faculty mentor. They don't do that anymore...and soon we are starting an adjunct mentor program." The adjunct mentor would be getting some release time but for the mentee it is voluntary. The full-time faculty "will ask the facilitators to be on their peer review team" so the relationship continues after the seminar.

Participant 4: Faculty to Associate Dean and Back to Faculty

At this college there is nothing formal that the individual was aware of, but the individual did receive some help with the new associate dean position. When they started, there was a

two-day [course] at the start of the semester and then a couple of checkpoints during the semester....For the faculty we tend to talk about it as the tenure class because you're the new faculty and then you move right into the tenure process....There is obviously no administrative tenure.

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This college has a structured mentor/mentee program for new full-time faculty and one for the adjunct faculty. At the time they were interim dean, there was nothing formal for administrators. The full-time faculty program does not have a stipend, but it's a course that new faculty go through and are paired with someone in their division, but not their department. "You have somebody you can go to if you have some issues with your department....It's not evaluative at all....They get coupons to go to lunch,...but there is no money." There are some guidelines provided to the mentors that include recommended things to discuss.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This college had no structured program and there is no monetary component, "you go to somebody and you ask them a question." Now there is a structured program for faculty that includes a peer team to would help the new full-time faculty get on the tenure path, but it has no monetary component.

Conclusion

The tenure process existed at all three colleges that included guidance which could take on the form of mentorship. Community college numbers two and three had a formal mentor/mentee program for full-time faculty. College number three had a new-faculty course, and the facilitators served as mentors for the new faculty. No formal program existed for administrators

at colleges one and three. College number two had a mentor/mentee program for deans for their first year in the role but no formal program for chairs/coordinators.

THE ROLE OF HUMAN RESOURCES IN IDENTIFYING, HIRING, AND PROMOTING POTENTIAL LEADERSHIP CANDIDATES

If an individual moves from faculty to an administrative leadership position in the same community college, they would be an internal candidate. The human resources (HR) department would be involved in all decisions related to promotion and hiring. The researcher wanted to find if HR played any role in identifying/hiring/promoting the internal candidates. As each pair of participants came from the same college, the data was considered in the following order: community college 1, 2, and 3.

COMMUNITY COLLEGE #1

Participant 1: Faculty into Administration (Administrator in ESL) and Participant 4: Faculty to Dean and Back to Faculty

At this college the participant 1 mentioned there was not a promotion structure. “Sometimes in rare situations somebody might be put into a position on an interim basis...and if they do it really well, they might get the position on a permanent basis.” With faculty there is the tenure process which is fixed and a step lane process after that.

The HR department at this college mainly handles personnel matters and posts openings. Participant 4 said HR “serves in a support role for that search.... Our HR is going to be very careful about making sure they maintain their role of equal access, equal appointment, all of those kinds of things.”

COMMUNITY COLLEGE #2

Participant 2: Faculty into Administration (Administrator in Workforce) and Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This college's HR department deals with personnel matters and transactions but participant 2 said recognizing and identifying people normally comes from the leadership. The college has a leadership institute, and they typically look for candidates from those who have "raised their hands and said I'm interested, and they participated in the institute."

Participant 5 mentioned that HR plays a support role and said,

I know people here at the college who have moved from their position into a higher leadership positions, so they're not faculty, but within their area their titles change, they have more responsibilities, or they move to a different position and it's based on their experience and their performance.

COMMUNITY COLLEGE #3

Participant 3: Faculty into Administration (Academic Dean) and Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

Participant 3 mentioned the HR department does not have a role in identifying potential candidates, and that it falls to someone advocating for you. In the past, "There have been positions that had been created for that person and I never saw anything posted.... I don't think that happens anymore. I hope that doesn't happen anymore." Participant 6 said, "HR has nothing to do with it."

Conclusion

At all three community colleges, HR was mainly in a supportive role. At college 1, in rare cases, an individual may be appointed to an interim position and then made permanent if they were deemed suitable. At college 2 the leadership may identify candidates. College 3 has

had positions created for individuals in the past, but no more. Thus, HR typically has no role in identifying/promoting individuals

PERSONAL SKILLS THAT HELPED INDIVIDUALS ON THEIR PROFESSIONAL JOURNEY

An individual may recognize that their professional identity has changed as they move from faculty into leadership positions and vice versa. Some skills they recognize in themselves may be universally applied to any position. The goal was to identify any skills that may be universal or identify those that may be unique to a faculty role or to a leadership role.

Participant 1: Faculty into Administration (Administrator in ESL)

Upon self-reflection, this individual said, “I’m very detail-oriented. I want everything to be just right but I’m able to look at the big picture and say, ‘In the big picture [of a semester], is this detail really that important?’ and let it go....As an administrator, it’s even longer term because I’m looking over periods of years.” Another skill they had was practicing reflection. “I like to go back and evaluate things and how well they go....to make sure that we do things methodically and carefully.... It’s that process of continuous improvement.” The person enjoyed collaboration since

Other people have wonderful ideas that could be better than mine so working with others is very important.... I do pride myself on my ability to listen to people and to really try to see what they need...we can find a common ground.”

Participant 2: Faculty into Administration (Administrator in Workforce)

This person mentioned one skill that had served them well as a leader is that they are a good listener. They typically do a “listening tour” and ask people two questions:

If I came in here and said I’m gonna change everything,...what would be the one thing that you would tell me not to change because it’s working?...What would be the one thing you would tell me to change first because it needs to be different?

These two questions have helped the person get a sense of the culture and the climate.

People will like the same things, and people will be frustrated with the same things [and] you can get some early wins as a leader if you can make a difference in the stuff they don't like...because leaders aren't leaders if people aren't following them.

I'm a low risk but driven individual....I'm gonna listen,...collect some data, get some insight, and then move at what Franklin Covey would say "at the speed of trust"....That ability to show that change is coming but not at the expense of the good work that has come before it.

Lastly, they thought being supportive was very important and that if people felt they were heard and were supported, they would do pretty much anything for the good of the organization. "They had been given a word cloud with the word supportive as the largest word on their cloud. This applied to them when they were faculty as well because students definitely want you to be supportive."

The person felt that faculty are in leadership roles as they lead classes and are in charge of curriculum.

We think that you are only a leader if your name is on an org chart and there are other people's names beneath, and I think you are a leader if people are following you somewhere... [Students] trust your knowledge and what you present. [They] show up, they pay money...,to follow you on whatever journey you are gonna take them on. It's leadership.

Participant 3: Faculty into Administration (Academic Dean)

Interviewee 3 thought they were personable, though not an extrovert, and described themselves as a "relator," especially with students. In their work, they are an achiever, very task-oriented, someone who checks things off their list as they get them done. In working with colleagues, they say, "I'm a collaborator. I'm a team player. I'm a good listener."

Participant 4: Faculty to Associate Dean and Back to Faculty

This interviewee believed they had the "ability to see the big picture and the ability to see and respect other people's point of view." They also felt they had an administrative mind that

enabled them to deal with bureaucratic responsibilities and understand how it fits in the big picture. The individual felt that these two skills mattered for both administrative and faculty positions:

that's an artificial distinction. I don't believe in either the fence or the moat.... If you are good at being empathetic with people, you can lead people in an administrative role; you can relate well to students. [The skills] are going to serve you whether you're a teacher or an administrator.

They felt these skills made it possible for them to cross back and forth between faculty member and administrator:

I don't see it as any different in what you're trying to do. You come in to work in the morning, there's a set of things that need to be done, and at the end of the day, I really don't care if they're academic or administrative, they are the things that I've got to get done today, and my skills will allow me to do that.

The individual said felt that higher education tended to build silos with people living in one or the other, and that the language of "faculty" and "administration" reinforced that thought. The person recalled actor Morgan Freeman being asked about race issues in Hollywood and how we would know when those issue have been addressed. His paraphrased response was, "When you stop asking questions like that." Hence the individual felt that "if we would stop...saying I'm moving from one to the other... culture that would allow these barriers to suddenly come down."

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person felt that they were an effective communicator, a trait that is important both in a leadership position and as a faculty member.

If you are in a dean or higher administrative position, you have to be able to communicate with the people with whom you are working, because the lack of communication,...not communicating with each other or not communicating effectively, [that is] often the root of many problems.

They are felt that they pay attention to detail, an important trait in both positions. They said,

I think I'm fair. That is also important in both positions. Again, you want to treat students equitably, which is different than equally, and I think that's also the same with people with whom you are leading. To take them where they are, to listen to their situation, and to make judgments based on the situation. [People] have different backgrounds, they have different starting points. You need to be fair, but to me, fair is equitable.

The person said they were an enabler.

Sometimes [I] will just do it instead of getting people to do it themselves or making them suffer the consequence if they don't...I have learned to delegate more, but I don't do a real good job at that. I think that's a skill that a leader needs to have. They need to be able to delegate responsibility.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person said they had people skills and organization skills and is also a perfectionist. They are very detail-oriented, organized, and prepare ahead of time. And they help me in both of my roles. They feel these help in both roles. "To me, the key is the personal skills. To be able to communicate with people is the key in everything. Critical thinking skills....The key [for] me is the emotional intelligence."

Conclusion

Participants 1, 2, and 3 (all faculty who moved into administration) believed they were good listeners. Participants 1 and 4 (both from the same college) believed they had the ability to see the big picture. Participants 1, 5, and 6 said they were detail oriented.

FACTORS OR EXPERIENCES THAT HELPED THE MOVE FROM FACULTY TO LEADERSHIP POSITIONS

The researcher thought perhaps some factors or experiences may trigger the move from administrative leadership positions back to a faculty position. In order to understand factors that

affect faculty development into leadership, one should consider factors that push an individual to return to a faculty role, having tried administrative leadership.

Participant 1: Faculty into Administration (Administrator in ESL)

The person was very engaged on campus, even as an adjunct, and they thought that their engagement in different groups help make the transition from one to the other smoother. They went to faculty professional development activities, even if it wasn't directly related to their job, and attended conferences on campus. They describe their willingness to take on extra tasks:

I became involved in faculty committees. As soon as adjuncts were allowed to serve on committees, I was there. I was also there anytime that there was some kind of new project or something new coming through our department.... I was called upon to pilot or try out many things over the years.... You have to put yourself out there, and multiple times.

Participant 2: Faculty into Administration (Administrator in Workforce)

This individual felt people showed confidence in them, and the VP assured them that if after two years they didn't like the position, they could move back to a faculty position. "That was a good proposition because at the end of the day I didn't lose anything. [It] was helpful for me to take the gamble and take the risk." At this college, if faculty are tenured they can move into an administrative role and keep their tenure.

Participant 3: Faculty into Administration (Academic Dean)

For this participant, one of the biggest factors was that they took on leadership roles as a faculty member and that gave them experience. It was of their own initiative and "nobody asked me to do it. I chose to do it because I saw a deficiency."

Participant 4: Faculty to Associate Dean and Back to Faculty

Interviewee number four felt that "where we've got this certain thing that needs to be done and this person is willing to do it, they're probably good to do it, and we don't care so

much if that person is a faculty member or administrator.” They felt it would open doors for some people “without this formal move that seems to carry a lot of baggage in higher ed.”

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person said, “I had so much history.” Their wealth of experience, including being on a lot of committees and serving as chair for some of them, gave them a sense of what was required for a dean position. “I think that also helped me move from faculty into the dean position...it was for the entire division as opposed to one department.”

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person became bored in the dean role, feeling that there was not enough work for one person and no flexibility: “That’s why I like the faculty job more, because it’s flexible. My personal opinion here for this is, I just don’t know what administrators do anymore. It seems like we’re wasting our time on a lot of stuff that’s getting us nowhere.” They related a couple of incidents where they could not get the administrators and college to make the change and said,

that’s why I can’t be an administrator.... If I could be somewhere where I could implement change and the change would work, then I would do it. But in my opinion.... they’re just wasting their time. They go from meeting to meeting to meeting.... to do whatever it is, I don’t know what.

Conclusion

Participants 1, 3, and 5 all said they put themselves out there and took on leadership roles as faculty. They were very engaged on campus even in their faculty positions. This helped them move from a faculty position into an administrative leadership position.

THE MOST AND LEAST REWARDING PART OF A LEADERSHIP POSITION

There are things people love and don’t like about any position they are in. If faculty are affected more deeply by the least rewarding aspects of leadership, they may be motivated to

move back into faculty positions. Community colleges would thus find it beneficial to understand and provide support for those aspects of the administrative leadership position that are least rewarding. Another possibility is that those who returned to faculty positions may have a common thread of those aspects of leadership positions that they do not like.

Participant 1: Faculty into Administration (Administrator in ESL)

This interviewee felt the least rewarding part was the management aspect: paperwork, managing, and having to do performance evaluations: “The most rewarding is the leadership part of the position. Being able to take the department places that it hasn’t been before in order to improve overall services to students.... to say that I have some say in where this program is going.

Participant 2: Faculty into Administration (Administrator in Workforce)

The most rewarding piece for the person was “being able to influence (many more) lives.” They were able to frame learning and experience for students because of the different experiences and different people they came in contact with. The least rewarding part was the time commitment.

When you get into leadership, you should never take your salary and divide it by the number of hours you work per week. Because you will find you are grossly underpaid [and there is no union representation.... And people can be a little abusive of your time.

They also felt that the better you performed, the more people expected from you, and the more difficult it is to balance doing things well and being able to say no.

Participant 3: Faculty into Administration (Academic Dean)

Interviewee number three felt that everything connected with change and “a reward is seeing that the work you put in has an outcome,...that you made a difference....Sometimes it’s just getting something completed is a reward....I love seeing the finished product.”

The pace was the least rewarding for this individual. They like to see progress, and when they have to rely on others who don't have the same drive or initiative, it can become frustrating. "I know I'm trying to do something positive and I can't get it done because I have to rely on other people that don't have that same drive."

Participant 4: Faculty to Associate Dean and Back to Faculty

Interviewee number four found that taking on a task to a good solution and having it appreciated was rewarding. What was least rewarding was having to deal with a situation where you didn't feel you were given the ability to get to the best answer because of bureaucratic structures that create limits:

It is the nature of what bureaucratic systems are, but being somebody who likes to attack a task, pull the information together, figure out what needs to be done, and get to the right answer, the more I'm able to do that, the more rewarding it is for me.

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This individual found that their favorite task as interim dean was evaluating the faculty, because they got to sit in on people's classes. "I absolutely love that.... I learned something from every one of the faculty whose classes I sat in. I loved that part of it." They found interactions with other deans rewarding as well as it gave them a broader perspective of the college. They mentioned the tact and diplomacy needed in balancing the needs of the college with the needs of the faculty.

I think a good dean is in [a] tough position. Having that perspective and [the] opportunity to interact with the deans, when I came back, I think it made me a better faculty member. That was the best part of the job.

For them, the least rewarding aspect was the number of meetings. "We spent so much time in meetings, it seemed like there wasn't enough time to be available for the faculty and the staff in the division, and to process what needed to be done, to get the rest of the work done."

They got into teaching because they like working with students and felt the need to have one foot in the classroom. For them, they needed “that grounds... that connection... I needed that tie to my roots of why I got into education.” As an administrator, they felt that classroom experience would help them understand what it means to be a faculty member in a very real way. “I think if every dean was required to teach at least one class a year, that that would be a good thing.”

One particular way in which they found it least rewarding was

I felt like the soul was being sucked from my body. I was losing what I got into education for.... There were too many fires to put out, stuff that just came up that you had to deal with. The meetings. The constant, constant meetings.” I couldn’t do it anymore. I just didn’t want to do it anymore. I wanted to get back into the classroom. The classroom was my oasis.

This participant related an incident about a group picture being taken, and when they stood on the faculty side of the picture one of the other faculty members in the division asked what they were doing there.

I was like, “huh.” And I left. That had a huge impact on me. I felt terrible. It was that perspective that I had gone to the dark side...that really hurt.... Having been an interim dean, I don’t see the administration as the dark side. They have a role to play, and we have a role to play, and both of us, together, we support the college, and help it achieve its mission....Even if I stayed as dean, I will always be a faculty member, first and foremost. That really, that was painful. That didn’t make me leave as interim dean, but it certainly didn’t help me feel comfortable in the position.

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This individual felt that the many meetings were futile, that they were spinning their wheels, and nothing was being done. They felt frustrated that that “little stuff” they could be doing, that would make a difference, wasn’t being done. They felt the only rewarding thing was faculty members urging them to stay on as dean, that they would be great at the job.

Conclusion

In complete contrast, participant 1 did not like doing performance evaluations but participant 5 loved doing faculty evaluations. Participants 4, 5, and 6 had returned to faculty positions. Participants 5 and 6 did not like the fact that when they were in leadership positions, their daily agenda was driven by meetings, and participant 4 did not appreciate the limits that bureaucracy set. Participants 1, 2, and 3 (who all had moved into leadership) found it very rewarding to be able to influence change, influence lives, department direction, and produce outcomes.

COMMUNITY VERSUS AUTONOMY: WHICH IS MORE APPLICABLE TO A FACULTY POSITION OR LEADERSHIP POSITION?

Could there be a sense of belonging to a group (community) or a sense of being able to drive one's path at work (autonomy)? The path of inquiry was to see if one is more prevalent than another in faculty versus administrative leadership positions. When tenured faculty move into an administrative leadership position, they still identify as being faculty although their peers may view them differently. This question sought to explore if they felt part of a group or not. It also sought to probe if those faculty who moved into administrative roles felt they were being viewed as different from their fellow faculty once they transitioned (even in an interim role).

Participant 1: Faculty into Administration (Administrator in ESL)

This person, who was previously adjunct faculty, found a greater sense of community in their leadership role "because we've got a team here that works together every day.... There's a lot of interaction between all of us here. Faculty come down and talk to me and I see people a lot more because it's a full-time job." They felt that in an adjunct position, you were more autonomous, and if you didn't make the effort, you were on your own. This was especially true if

you were at an outreach site. “You show up, you do your job, you leave, and you never see anybody.”

Participant 2: Faculty into Administration (Administrator in Workforce)

This person associated autonomy more with faculty. “You are able to craft the way you are going to deliver content to a group of students independent of how your colleagues are doing it.” In contrast, leadership is more about community. “You are not leading if nobody is following you.... There has to be buy-in, there has to be community.”

Participant 3: Faculty into Administration (Academic Dean)

Interviewee number three felt that the concept of community applied more to the faculty group. They said, “We have a new faculty seminar, we create opportunities to build the community. We do a better job with full time than we do with adjuncts but I have heard faculty say how important that is.” For a leadership position they talked about directing their own path, deciding where it needs to go; for administrators, autonomy is part of their culture.

Participant 4: Faculty to Associate Dean and Back to Faculty

Interviewee number four said that “in general, both sides have to recognize both.... but on the faculty side, there is something of an autonomous element,... most faculty want that level of autonomy, call it academic freedom.” They went on to say that “unless you’re pretty much Socrates under the tree, you are existing in a bureaucratic organization” with expectations from the department and the broader community. On the administrative side, they felt that collaboration led to administrative operations tend that function better.

Participant 5: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person felt that both terms applied to both groups.

Faculty are very adamant about this one, autonomy in the classroom. The classroom is my domain. I am in control of what goes on in the classroom....But at the same time, one of the downsides to being a faculty member is, if you don't build that community, and you don't have that support with other colleagues, it can be horribly isolating.

They added that one of the benefits of the community is that you have the “opportunity to share with colleagues in an area of interest and to help you develop whatever it is.”

For the leadership side of matter, they described the need for autonomy in reconciling different disciplines and different needs. However, community support is necessary as well: “We all work for the same college. There is a single mission for the college. We're moving in a particular direction, so there needs to be that sense of community, but there also has to be some autonomy to work within your own group because there are some specific needs and outcomes that have to occur that are different.”

Participant 6: Faculty to Chair to Interim Dean and Back to Chair and Currently Faculty

This person felt both concepts applied to both. They said that as faculty members they are very autonomous in what they need to accomplish, but that they have also created a great small community who can talk to each other and get together. In speaking about leadership, they said, “We were very autonomous in our own way, and that was a good thing, but at the same time we had a community of just a small group of people.”

Conclusion

Five out of the six participants referred to the autonomy of faculty, especially in the classroom, even considering it as academic freedom. However, participant number 3 thought the opposite and considered the faculty to have a sense of community. Interestingly, participants 4, 5, and 6 (all those who returned to the faculty role) felt both concepts applied to both roles.

SUGGESTIONS FOR FACULTY ASPIRING TO LEADERSHIP POSITIONS

It was thought that the participants may be able to provide some insights for faculty who would consider moving into leadership positions. This line of inquiry allowed them to reflect.

Participant 1: Faculty into Administration (Administrator in ESL)

This individual offered the following advice:

You have to be willing to take risks; you have to be willing to do the work; you have to be willing to put yourself out there; and it's not about 'are you going to pay me to do this.' Leadership is about other rewards outside of that financial reward. If you're doing it for the money, you're not really a leader.

This person felt that if faculty want to a leadership position, they should become as involved in learning about processes, who does what, and make connections outside their department. "If people don't see you out there taking on responsibility and being a leader, they won't see you as a leader."

The person continued with the suggestion to cultivate a voice and make meaningful contributions that show vision, that see the bigger picture, that show how things can be improved, and how they can be part of that improvement.

Lastly, they urge being humble. "There are so many people who see themselves as leaders and talk about how great they are....[Humility is] realizing that you do not have the greatest mind in the room necessarily, you do not have all the solutions, and everybody else isn't wrong."

Participant 2: Faculty into Administration (Administrator in Workforce)

This participant shared this advice: "If you are interested in moving into leadership... you should make it known to folks....Then you should seek advice on what can you do to prepare yourself to be ready when said openings come up." They suggest that one way to prepare yourself is to take on any leadership opportunity, even if it's not something you are ordinarily

interested in. “I think faculty have to be willing to come out of their comfort zone and do some things and be a part of some stuff that might feel a little awkward or weird.” This participant acknowledges that it is not without cost: “When there is an opportunity to take on the leadership, you gotta raise your hand and do it, even though its gonna cost you a little bit more. It’s gonna make you work a few more hours.”

Participant 3: Faculty into Administration (Academic Dean)

The advice this individual had for others was, “I think it’s important to read about leadership skills and community college leaders and identify which ones you have. Which ones you might need to work on.” They also found it important to become involved so that they can demonstrate the leadership skills and build relationships. These increased relationships also provide more voices that can speak for you and advocate for you. A third recommendation is to do things without being asked to. “If you see an opportunity for change or opportunity for improvement, talk to the appropriate people to see if you can lead that. And to do it without asking for money.”

Participant 4: Faculty to Associate Dean and Back to Faculty

Interviewee number four said, “There is no question that some people dearly love teaching and would never want to engage in administrative kinds of things. Be aware that it is a different job.” If this is an option you want to pursue, they advise looking for institutional support and internal and external educational opportunities and support. Take advantage of informal opportunities. They conclude with this advice: “Any time you think there is another opportunity you’d like to pursue, another horizon you’d like to explore. Go for it. Take advantage of the resources that give you the chance.”

Participant 5: Faculty to Chair to Interim Dean; Back to Chair and Currently Faculty

To conclude the interview, this person gave the following advice,

Do your homework. Understand what you're getting into. Talk to people. If you are aspiring to be a dean... talk to people who serve as deans, find out what the responsibilities are. Get their perspective so that you go in with your eyes wide open.

You should understand that your skills, background, and history will make the experience different for you. rather than this idea of what it might be like, because it's going to be different for you too.

A second suggestion was to learn to listen to people: "Absolutely learn to listen to people. Really listen to people. Hear them. Hear what people are saying. Keep an open mind. Be willing to negotiate." A person new to a leadership position cannot go in with a list of goals to accomplish.

I think if you're aspiring to be a leader, you have to be able to listen and hear people. You have to be willing to negotiate. You have to be willing to be flexible. If you're rigid... you're going to fail. At some level, you're going to fail.

Participant 6: Faculty to Chair to Interim Dean; Back to Chair and Currently Faculty

This individual offered the following advice:

Do a good job in your current position, look to the people and areas that you want to move to in administration, and look for mentoring to see what those positions are like. So, ask the people what it's like, that they're doing, how they like their job, how they want to do it. Not how they want to do it, but what works for them, what doesn't.

They also mentioned the security of a tenured position to return to. "If they don't like what you're doing, they can let you go, but at least you've got a job, so you don't have to worry about it."

Conclusion

These individuals each had a different path and at different institutions, but some common threads emerged. Participants 1, 2, and 3 (all administrators) suggested faculty who

want to consider administrative leadership roles at community colleges should become involved and engaged, raise their hand, and demonstrate leadership skills. Participants 4, 5, and 6 (those who returned to faculty positions having tried administrative leadership) all suggested that one should be aware it's a different job and one should talk to people in those roles and understand what administration is about.

THE LIFE EXPERIENCES

These six participants shared their stories and moments in their careers which led to such extraordinary insights into community colleges, their organizational structure, and the perceptions of faculty and administration of each other. Each spoke with their own voice and with a sense of honesty about the way their journeys have led them to where they are today. From the interviews through the process of transcription, this researcher marveled at the motivation that came through in their lived experiences. Themes of confluence and dissonance emerged, and chapter five explores deeper the insights distilled from these conversations.

CHAPTER 5: CONCLUSIONS

INTRODUCTION

This qualitative research explored the factors that affect a faculty member's transition into an administrative leadership role at community colleges and the subsequent choice to stay in administration or return to the faculty ranks. The research study included experiences of six individuals who have worked at three community colleges. Two individuals at each community college in Illinois having a minimum of 5,000 FTEs were interviewed. Six individuals were interviewed face-to-face: three faculty, one from each selected college, who have moved on to administrative leadership positions and three faculty who have access to similar opportunities but chose to remain as faculty were also interviewed. The factors that influenced their transition into administrative leadership (and the subsequent return of three faculty into the faculty ranks) were discovered through the research study.

The purpose of this study was to examine the motivating factors and obstacles that a faculty member faces when advancing to leadership positions. Today, since most community colleges use some form of shared governance, faculty is undertaking administrative roles, testing new technology, and working with business partners. Levin et al. (2006) posit that comprehensive community colleges are moving to "*nouveau* colleges," and the professional role and status of the faculty within community colleges is one of "professionals, agents of knowledge dissemination, and participants in a socially and personally transformative process, and as workers, facilitators of postindustrial production" (p. 133). They describe community

college faculty as “educators as well as corporate workers employed within an organization that encompasses cultural, economic, educational, and social missions” (p. 133). There is a need to have an intentional pathway for those faculty who desire to move into leadership positions, not by happenstance, but by design. The AACC (2018) has recognized this need by devoting an entire section on suggestions for faculty to develop competencies for community college leadership. The faculty are described in the first section in the latest version of the report (AACC, 2018) and the 11 competencies are described within the context of faculty work. The role of the faculty member is vital to colleges and understanding what factors would propel a faculty member to develop as a leader is vital. While faculty may have highly developed teaching skills, they are not often trained in leadership skills. To prepare them for leadership roles, a deeper understanding of motivating factors and obstacles they face is important. Paying close attention to developing leadership within an institution can lead to a better institutional culture that promotes, fosters, and rewards faculty who develop into leadership positions. Primary research methods for this study included conducting demographic surveys and conducting in-person interviews.

The researcher met individually and face-to-face with each participant at their community college to conduct the interviews that were approximately 60-75 minutes in length. Once the interviews were completed, the researcher used a case study approach to analyze the information. The researcher conducted a preliminary reading of the interview transcripts and identified themes that surfaced with responses to each question. In this chapter, the responses to each question are discussed and excerpts from the participant interviews are quoted to support the results. Overall observations and conclusions are presented. In addition, suggestions for future study areas are also included.

THE DEMOGRAPHIC DATA

All three colleges selected were from suburban Illinois. There was no outstanding result from the demographic data to indicate one college or any particular individual would have had different experiences from the rest.

The 11 questions were initially grouped into 12 findings. From these twelve findings, three broad themes emerged: perceptions of leaders, leadership, and leadership pathways (questions 1-3), organizational support and culture (questions 4-7), and self-reflections questions 8-12). The findings are listed below in the context of the three broad themes. Findings 9 and 10 arose from question 9.

Theme 1: Perceptions of leaders, leadership, and leadership pathways

1. Reasons for wanting to be a leader: Own initiative or someone's encouragement
2. Other people's perception of them as leaders, as related by the interviewees
3. Ways in which others/situations have encouraged/discouraged their leadership pathway

Theme 2: Organizational support and culture

4. Opportunities offered by the colleges to develop as a leader
5. Support or training for new leaders
6. Mentor-mentee programs
7. The Role of Human Resources in identifying, hiring, and promoting potential candidates to leadership roles

Theme 3: Self-reflections

8. Personal skills that helped the individuals on their professional journey
9. Factors or experiences that helped the move from faculty to leadership positions
10. Most rewarding/least rewarding part of the leadership position
11. Community versus autonomy: Which is more applicable to a faculty position or a leadership position?

12. Suggestions for faculty aspiring to leadership positions

Each broad theme and the findings from each question are discussed below. Participants 1 through 3 had been faculty and moved into administrative leadership positions. Participants 4 through 6 had been faculty, moved into administrative leadership, and moved back into full time faculty roles.

THEME 1: PERCEPTIONS OF LEADERS, LEADERSHIP, AND LEADERSHIP PATHWAYS

Reasons for Wanting to be a Leader: Own Initiative or Someone's Encouragement

Faculty aspiring to administrative leadership roles may have their first role as a chair, associate dean, interim dean, director, etc. These individuals are likely to be influenced by those around them to try out an administrative position even if it is a temporary change. They may be driven by intrinsic motivation or land in these positions being encouraged by others.

Five of the six participants had a full-time faculty position prior to moving into an administrative role; only one had been an adjunct faculty (but a highly involved part-time faculty by their own admission).

- Participant 1: "I really like to improve things.... offer solutions... advocate for others... (been) a leader in just about everything I've joined."
- Participant 2: "I was always trying to be middle of the pack... and then I've always been pulled out of the pack for some reason or another."
- Participant 3: "I like to lead change...and I like being in those positions."
- Participant 4: "The college approached me to be the interim associate dean."
- Participant 5: "The interim dean position was definitely at someone else's encouragement."
- Participant 6: "It was the encouragement of the chair and the dean that I would be a good chair."

Two of the three subjects who had moved into administrative leadership described self-motivation, while all three who tried an administrative leadership position and moved back into a faculty role were clearly encouraged by someone to try it out. Nader (2010) explains that while one may gain extrinsic rewards from “favorable judgment” from one’s peers, “the intrinsic rewards come from both the acceptance of this judgment, and the direction that it provides for further learning” (p. 7). The researcher concludes that the difference of driving one’s own path and having very strong intrinsic motivation allows faculty to move into administrative leadership and thrive there. If faculty try an administrative leadership role and sense a lack of support or find the work incompatible with their interests, they may choose to return to a faculty role without strong self-motivation.

Other People’s Perception of Them as Leaders, as Related by the Interviewees

Leaders may self-identify as leaders if others view them as such. That external validation is an important component of leadership because one cannot be a leader without followers or without a group to work with. The self-understanding of the individuals in this study would be closely related to their perceptions and expectations of a leader’s role. As all of these individuals have been/currently are faculty, their beliefs about the culture of teaching and learning would also shape their viewpoint. Vroom et al. (2007) state that “One thing that all leaders have in common is one or more followers” and that “Virtually all definitions share the view that leadership involves the process of influence” (p. 17). Billot et al. (2013), explained that leaders are defined by their followers and in the absence of followers, leadership has no meaning. The results from themes 1 and 2 suggest that it is a combination: the culture of the institution of the individuals, their self-perceptions of leadership, and their perception of how they are viewed as leaders affect their career path.

- Participant 1: “Those are the things that are important to others, that I listen, that I will advocate for them, and that I’m passionate and understanding....I do pride myself on my ability to listen to people and to really try and see what they need.”
- Participant 2: “I tend to be very authentic. I am who I am. I am very transparent. I am also very honest.” This individual also described that they do a “listening tour” when they take on a new role. This enables them to “get a sense of the culture and the climate of where I am walking into.”
- Participant 3: “I’ll respond to communications in a timely manner. They know I’m accountable. When I do start initiatives and change I don’t just direct or lead, I also am involved in the work, so they see me as a team player.” They also said that they try to be a good listener, but they are not always successful at that.
- Participant 4: This person said, “even if it [the decision] is not what people wanted, they at least felt they were heard” and that they had “a pretty good ability to see the big picture.... Where are the landmines as we move through” and “presenting respect and legitimacy.”
- Participant 5: “I seek input, it’s that choice not to lead autocratically but more democratically” They also mentioned that others thought they had “the ability to be able to listen.”
- Participant 6: “Being able to deal with people. I’d say that was my best strength.” They stated that, “To be able to communicate with people is the key in everything.”

Four out of six people used the word “listen/listening” in their interview. They considered that an important leadership trait. In addition, participant 4 explained that people were “heard,” a similar theme of listening and hearing. Participant 6 did not specifically use the words “listen” and “hear” but alluded to them when broadly describing their “people skills.” This was an important finding since the three administrators emphasized their “listening” skills, while the three faculty described their “communication skills.” To explore this further, one could define the concepts of listening, hearing, and communication, and see if common themes emerge.

This research was born out of six different individuals working in different areas of three different community colleges. Although leaders may identify most with one leadership theory or another, they cannot be defined prescriptively, and leaders can be viewed as leaders in many roles.

Encouragements or Discouragements to the Leadership Pathway

Leadership pathways may not always be smooth, and situations and/or people may have encouraged and/or discouraged these participants. The safety net of tenure would also play a role in the decision to return to the faculty position. Kezar and Lester (2009) have explained that tenure may negatively impact faculty leadership in the pre-tenure years since faculty are hesitant to discuss change and want to avoid resistance. These early years of non-participation can later “inhibit the faculty member’s ability to effectively contribute as a leader later in their career because they have never formed the habit and skills” (p. 719).

- Participant 1: This person had been an adjunct prior to this position, and they said, “The system discourages leadership and loses so much because there isn’t the respect for adjuncts that there needs to be at institutions.”
- Participant 2: This person was encouraged by two other people at the institution to apply for a leadership position the person felt “that was encouraging” and “I thought I would investigate that.”
- Participant 3: This individual was discouraged by the outgoing dean to apply for the dean position and “that did make me question but because I had good supporters that encouraged me, that helped.”
- Participant 4: This individual enjoyed teaching and administrative and they felt it was “at least a fence, if not a moat.”
- Participant 5: This person was encouraged by the previous chair to move into the chair position and later they were encouraged by administration to become interim dean.
- Participant 6; This person was discouraged by faculty and in particular X who said “What’s wrong with you? Just teach classes.... Why do you want that aggravation?” But other faculty and administrators encouraged the person.

Vroom et al. (2007) explained that situations shape how leaders behave. They explain that the environment affects everyone, including leaders. Overall, most people seemed to have experienced support from the administrative side except for participant 3 at college 3 who waited out a change in leadership before applying for a successive leadership position. Faculty faced

some discouragement from their faculty colleagues (particularly for participant 6). If as Vroom et al. (2007) explain that leadership is “a process of motivating others to work collaboratively to accomplish great things” (p. 23), then clearly discouraging someone can demotivate a person. If faculty desire leadership that comes from their ranks (Barden & Curry, 2013), they should highly encourage those seeking such roles and not make them feel they went to the dark side. In general, the literature is peppered with samples of people describing their faculty colleagues as going over to the dark side (Palm, 2006) and leaving the administrative side and moving back to faculty has been described as “leaving the dark side for the light” by Sale (2013). It would be a good idea to focus on building a culture of respect for what the faculty as well as administration do and making sure everyone is together and there is no dark side and no light side. Matos (2015) urges that “we as faculty members and administrators have to stop viewing one another as monolithic and antagonistic entities” (p. A29). Administration should not be a temporary assignment in a faculty career, and higher education should not only value faculty over administrative achievements (Green, 1988). If faculty are to develop as leaders, they should be encouraged on the leadership pathway, administration should be an aspirational goal for those faculty who desire it, and faculty need to be perceived as potential leaders of community colleges.

THEME 2: ORGANIZATIONAL SUPPORT AND CULTURE

The overall organizational support and culture of the institution would contribute to one’s growth as a leader. This series of questions aimed to search for ways that community colleges would develop faculty into administrative leadership positions, as well as to uncover opportunities that may exist and the lack thereof. Green (1988) says that within the culture of higher education, administration is “in short, not a very lofty art” and administrators may take

the job “only under duress, intending to return to the classroom at the first available opportunity” (p. 16).

Opportunities Offered by the Colleges to Develop as a Leader

This question asked the participants to describe the various ways in which the college provided opportunities to develop through conferences, retreats, institutes, etc,

- Community College 1: There was no leadership institute at the college but there was a “very specific and refined faculty and professional development program laid out in great detail in the contract.” There is also a Center for Enhancement of Teaching and Learning at this college. Administrative leaders were encouraged to apply and the college funded attendance at other leadership institutes.
- Community College 2: This was the only college in the study which had an in-house leadership institute, a yearlong program and which was open to every employee group on campus. Funds were available for professional development. There was no formal training for chairs/coordinators although there were retreats for faculty and administrators. A new program on social justice was being offered to the faculty as part of professional development.
- Community College 3: At this college there were monthly administrator meetings which included a component of professional development. The college also had an annual faculty retreat and an administrator retreat. This is the only community college in the study which offered chairs’ and coordinators’ training which the researcher attended and that had a software usage component as well as components on how to deal with specific situations.

Overall, all three community colleges in the study had professional training opportunities. One college had a chairs’ and coordinators’ training, while one college had a leadership institute. Barden and Curry (2013) asserted that chair positions are considered “paper pushers,” and faculty are often discouraged to develop the skills to lead. If community colleges develop faculty into leaders, chairs and coordinators need to be trained on contracts, performance evaluations, developing budgets, and managing conflict. If this entry position is not a pleasant experience, many chairs and coordinators will choose to return to the faculty ranks.

Levin et al. (2006) explained that the role of faculty has broadly expanded to include serving on committees, driving college-wide initiatives, and working with external partners. The authors write that “the opportunity exists, given the infancy of the nouveau college, for faculty to chart incremental change in redefining their role and status as professionals” (p. 134), and they elaborate that faculty can reshape their professional identity in governance, in the development of missions, and in the way they use technology. Boggs (2016) described the need for practical leadership, one that exists at multiple levels at the community colleges. The authors talked about a need to focus on issues that community college leaders can face, rather than focusing on leadership, and by doing so developing leaders that understand how best to respond to issues. Some of the issues listed include college completion, outcomes of developmental education, cyber security, and sexual assault. Barden and Curry (2013) suggest training in the art of fiscal matters, persuasion leading to buy-in, and a structure that encourages opportunities to allow professors to develop a vision, plan and budgeting at the departmental level. If faculty are doing so many of these activities, in addition to their teaching role, if they are shaping missions, driving initiatives, and working with partners, they are already leaders and they need a supportive organization to thrive and build their leadership skills.

Support or Training for New Leaders

When an individual takes on a new role at the community college, they may need training and support to perform in the new role. This question was used to unearth whether any internal specific training was provided to faculty when they moved into new positions.

None of the colleges seemed to have particular support or training that they provide to those taking on a new role. College 3 (participants 3 and 6) said that there was nothing available, and it depended on past relationships or their own initiative. College 1 (participants 1 and 4)

provided some training which was specific for a division or a department, and participant 4 said “generally people are very open door.” College 2 (participants 2 and 5) also said it depended on relationships, and “it’s kind of training baptism by fire.”

Overall, all three colleges lacked specific support or training provided to those assuming new roles. Barden and Curry (2013) have explained that not much is spent on developing faculty into leadership. If department chairs are to view themselves as more than “paper pushers” and if professors are to be developed into leaders who understand the fiscal scenarios of the institution within which they operate, then training is needed. Training that helps them understand how to deal with issues such as those described by Boggs (2016) earlier, will help them develop into community college leaders who have training in practical leadership and can respond to the issues that the community college of today faces. If institutions do not invest much money into training and developing faculty as leaders and if the appointment as a department chair is viewed as “simply a temporary term of service,” then it is “a lost opportunity” to develop chairs as they are typically the “first crucial step toward leadership on campus” (Barden & Curry, 2013).

Mentor-Mentee Programs

This question aimed to determine if any mentor-mentee programs existed and whether they were formal or informal. Mentor programs can be particularly beneficial. Raines and Alberg (2003) described the personal and professional benefits of mentorship and that faculty who transition into administration are experienced professionals who need specific training in a short period of time. Strathe and Wilson (2006) have described the mentor as a role model for the mentee, and that administrative mentorships are informal in nature. McCarthy et al. (2003) have explicitly stated the positive role of mentors in their professional career as a president. Kezar and Lester (2009) explain that faculty had more confidence when they felt supported and intentional

mentoring was “important for leadership development particularly for women and minorities” (p. 722).

- Participant 1: “No formal program exists for administrators, but some faculty programs have been tried.”
- Participant 2: There is a specific program for deans in their first year but no formal program for chairs and coordinators. Other programs exist and the college tries to pair up individuals but “we don’t give direction” and “I think that’s where the gap is.”
- Participant 3: No program exists for administrators, but a formal new faculty course takes on the form of mentorship.
- Participant 4: An orientation week two-day course exists and then there are a couple of checkpoints during the semester for the administrators. For the faculty, the tenure process was present.
- Participant 5: There is a structured mentor/mentee program for new faculty and adjunct faculty. No formal program existed for administrators when they were an interim dean.
- Participant 6: No structured program for faculty other than the tenure process.

College 2 had a formal mentor/mentee program for deans during their first year but no formal program for chairs and coordinators. College 2 also had a mentor/mentee program for adjunct faculty and college 3 was just beginning one. All three community colleges had the tenure process for full-time faculty and that took the place of a formal mentor/mentee program. Zachary (2012) notes that mentoring involves a process of critical reflection and application. Ottenritter (2012) suggests that mentors from outside the institution can help with broadening the knowledge of the mentee. Kezar and Lester (2009) describe a sponsor when they explain that every participant in their study had mentioned a supportive individual and that these individuals “were more than mentors” and they “change work conditions to support faculty leadership” (p. 726)

The research is awash with the role of mentors and the importance of mentorship. The researcher concludes that the words mentorship, coaching, and sponsorship, are used

interchangeably in this research since sponsorship appears to be a more modern concept in the literature and has been associated with business, rather than the field of education. The importance of coaching has been outlined in the recently released version of the AACCC's (2018) described competencies for community college leaders. The researcher posits that having someone, whether it is a coach, mentor, sponsor, in the development of leaders is vital for those who desire to understand nuances of relationships, insights from experienced people, and develop skills that would make them a good leader, skills that cannot be found in a book or a paper, but only developed through experience. The researcher concludes that the development of such structured paired programs, mentor/mentee, coach/mentee, sponsor/mentee will gain even more importance in the development of faculty as leaders, especially those from underrepresented groups.

Hewlett (2013) has defined a sponsor and delineated who is a mentor and who is a sponsor. The author says that mentors help navigate the waters, while sponsors advocate for their protégé. The interviewees universally described having someone who supported their move into a new administrative role. Their described experiences read as one would have with a sponsor, not just a mentor. However, all of these individuals happened to be internal candidates when they moved into administration. This was an unintended bias of the study. In a future study, the role of mentor/mentee should be compared and contrasted with the role of sponsor/ protégé. Similarly, opportunities that arise in different institutions may also have different factors in play.

The Role of Human Resources in Identifying, Hiring, and Promoting Potential Leadership Candidates

This question sought to uncover whether HR was involved when individuals transition within their institutions and whether HR played a role in identifying leaders. This question yielded no immediate result. At all the colleges HR played a role in personnel matters, no more.

If HR played a proactive rather than a subordinate role, they could develop programs to coach, mentor, and train people. Colleges have resources available to them, human, capital, and financial. The AACC (2018) report outlining the competencies for future community college leaders suggests that leaders prioritize activities and the ways in which they can tap those resources, all in the context of their particular institutional goals. The document also suggests that data be used. Surveys are an institutional instrument that is often used to understand human resource issues. Research on such data could potentially inform HR of the ways in which colleges can develop their most important resources, their human resource. The researcher suggests we heed the work of Green (1988) who described colleges and universities as “highly labor-intensive; a typical campus may devote as much as 60% of its operating budget to personnel. Yet, we invest little in the development of these valuable human resources, and, when times get tight, faculty and administrative development funds are among the first casualties” (p. 1).

Community colleges face an impending leadership crisis due to the large number of predicted retirements looming. Many studies have pointed to the need to develop and train new leaders and develop a pipeline. Clarion calls have been sounding for a while and Shults (2001), Vaughn (2001), Weisman and Vaughn (2007), AACC (2013, 2018), and Phillippe (2016) have rolled out numbers that express this dire need. If community colleges need leaders who understand their mission, understand the challenges they face today, and forge into the future, they need a cadre of developing leaders who would be equipped to take up the reins. The Aspen Institute and the AACC (2013) together published a report that identified one of two important factors for developing presidential candidates is explicitly having sitting community college presidents and other leaders identify potential presidents from within their institutions as “about

one-third of community college presidents were internal candidates” (Weisman & Vaughn, 2006, p. 6).

Professional development and leadership development are vital to developing qualified individuals, especially if they are emerging from the faculty whose initial training is discipline specific. Shults (2001) explained that nearly two-thirds of presidents in an AACC survey had found mentors extremely important to their development and in obtaining their presidency. This indicates an extremely high need for such relationships. It implies that faculty would have to expand their professional network to discover such mentors if they wish to ascend up the administrative leadership pipeline. The AACC (2018) puts this at the forefront when discussing developing competencies for community college leaders. The report suggests that the mentee/coach relationship should be designed to focus on “exactly what the mentee wants to accomplish” and sets out some caveats: the coach selection should be done by the mentee, the coach should be able to carve out time, the reputation of the coach matters, and the success record of the coach matters. Participant 2 really exemplified this when they explained that mentoring should not mean pairing someone with a buddy but should help the mentee with identifying and improving their gaps. They explained that pairing up people is not sufficient, although well meant, but the goal of the relationship is important. Participant 2 also emphasized the need for this relationship when one is an underrepresented minority on campus. Lastly, the individual displayed their strong belief in this kind of a relationship by considering writing a training manual which at the time of this research was unfinished.

All the participants stated the importance of such mentoring/coaching/sponsorship. Yet all described experiences that were a) devoid of such relationships, b) they had to seek such relationships on their own, or c) such relationships were not specific to their needs. The

researcher puts forth that significant, specific resources need to be devoted to this oft-ignored section on the development of leaders, particularly those transitioning from faculty into leadership.

THEME 3: SELF-REFLECTIONS

Jackson and Gmelch (2003) described that an effective associate dean would develop three spheres and the third was the “inner journey” wherein an individual practices reflection. The following series of questions were designed to delineate any self-truths that these six participants may have realized and any advice that they may have for future leaders.

Personal Skills that Helped the Individuals on Their Professional Journey

This question aimed to uncover skills that individuals may believe are specific to a faculty role, an administrative role, or both. These are self-truths not observations.

The AACC describes competencies (2005, 2013) that a future community college should develop, and other authors seek to explain these competencies further. The first version of the AACC competencies describe the need for leaders to develop communication skills and the ability to engage. The second version also refers to the need for leaders to have communication skills. Eddy (2010) refers to the changing dynamics of power and the emergence of an organization that has shared values and trust when communication is inclusive. The third version (2018) particularly uses the term “social media” in describing channels of communication, finally establishing that we are in a digital age. The development of the communication competency in an effective leader is explained as one who “leads and fully embraces the role of community college spokesperson.”

The researcher believes that learning how to communicate, understanding that the medium of communication matters, and realizing that nuances may be lost when using social

media is a vital skill in this particular age. Participant 1 used the terms “collaborative” and “inclusive.” Participant 2 said they were “a good listener.” Participant 5 exemplified this by stating that “lack of communication is often the biggest problem that causes disruptions to workflow.” Participant 3 explained that others viewed them as a leader because of their ability to “respond to communications in a timely manner.”

- Participant 1: The person said they were detail-oriented but yet able to look at the bigger picture. This skill applied over a semester for a faculty and longer term as an administrator. They also enjoyed working collaboratively and listened to people.
- Participant 2: This individual described the skills of listening and they do a “listening tour” when they take on a new role. They believed that being supportive was important to leadership. They described a faculty position as a “really huge leadership role.”
- Participant 3: This person described having an open-door policy and being a team player and a collaborator. They described they were a good listener.
- Participant 4: This individual believed that due to the silo effect of the administrative and faculty side in higher education, they believed the culture needed to change. They also stated that they were empathetic and that worked well with students or administration. The individual also explained that group communication was important and spoke about organizational communication theory.
- Participant 5: This person believes that communication was an important skill in both administrative leadership and faculty roles.
- Participant 6: This person described that having “people skills” and “organizational skills” was important. They also described communication skills as key.

With participants 1, 2, and 3 focusing on listening skills and participants 4, 5, and 6 focusing on communication skills, it was striking to realize that the first group were administrators and the second group were faculty who had been in administrative roles and moved back into faculty positions. The researcher theorizes that through the work of teaching, faculty are viewing their work as communication, while those in administration need to reach consensus and gain support for initiatives. This work needs one to listen and make others feel heard. Future studies could delineate various forms of communication and examine the ways in

which listening is different from communication. Sandy Shugart (1999) explained in his community college leadership philosophy that a community college leader should fashion organizations and teams that have “habits of listening and serving at every level of the organization” (p. 1). The philosophy goes on to state, “A new chancellor needs to listen thoughtfully and deeply” AACC (2005, p. 5). “An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college” (Eddy, 2010, p. 96). Eddy (2010) explains that “A college president—who must often take the role of chief communicator—must listen to campus feedback and clearly articulate the college’s vision and strategies to fulfill it” (p. 10). The researcher extrapolates two possibilities. One could be that the subjects could replace one word for the other. Another possibility would be that if communicating is a faculty skill and listening is a skill in an administrator’s toolkit, then learning the new skill is a necessary task when one transitions from faculty into leadership.

Factors or Experiences that Helped the Move from Faculty to Leadership Positions

This question aimed to uncover if there were specific incidents or factors that positively affect the move from faculty into administration.

All the participants stated that they worked in areas beyond teaching in the classroom while in their faculty role, and this helped their move into leadership. Participant 1 particularly stood out since they were an adjunct and despite their part-time position, they were very strongly engaged on campus. Participants 1 and 3 stated they took on leadership positions while faculty. Participant 4 did not agree with the premise behind this question and explained that if an individual has the right skills, one should not view them as faculty or administrator, and thus it would not be considered a formal move from one side to another. Almost all the participants

cited being engaged in work outside of teaching as one of the reasons they could move into administrative leadership, even though three of them moved back into faculty roles.

The researcher concludes that those who stand out from their faculty colleagues as doing more than teaching in a classroom are noticed for their efforts, network, and progress in their career which takes them into administrative work. In the words of participant 2, “I think when there is an opportunity to take on the leadership, you gotta raise your hand and do it, even though it’s gonna cost you a little bit more, it’s gonna make you work a few more hours.” While discussing question 9, participant 1 said, “You have to be willing to do the work, you have to be willing to put yourself out there and it’s not about ‘are you going to pay me to do this?’ Leadership is about other rewards outside of that financial reward. If you’re doing it for the money, you’re not really a leader.... If it’s about the money it’s not really that you’re a leader, you are doing a job.”

Most Rewarding/Least Rewarding Part of the Leadership Position

This question aimed to find if there were some aspects of administrative leadership that were rewarding and others that were not.

Participants cited the following as being the least rewarding: “the management piece, the paperwork,” “being grossly underpaid,” “the pace of change,” “bureaucratic structure,” “way, way too many meetings,” and “meeting after meeting.” Participant 5 said that when they were doing administrative work they felt like their “soul was being sucked from my body. I was losing what I got into education for.”

Participants cited the most rewarding aspects as “being able to take the department places,” “being able to influence more lives,” “an outcome, knowing you made a difference,” “taking on a task and getting to a good solution,” “being able to evaluate faculty...being able to

sit in on other's classes," and "other faculty telling me to stay as the dean." Participant 1 (in administration) said that "anything that falls under that management title is just not that rewarding. Having to do performance evaluations even, that's not the fun part of it.... I don't see faculty to talk to them about ideas for the classroom as a management piece." In contrast, participant 5 (who had returned to faculty) said, "My most favorite thing about being interim dean...was my responsibility to evaluate the faculty, because what that meant was I got to sit in on people's classes. I love that. I absolutely love that." The researcher concludes that while on the surface, both are evaluations, faculty evaluation allows the evaluator to learn about different teaching techniques and disciplines, while a performance evaluation is judgmental and designed to appraise productivity. Two of the three faculty did not like the fact that meetings drove their daily schedule. All those who remained in administrative positions liked providing direction, producing outcomes, and influencing change.

Community Versus Autonomy: Which is More Applicable to a Faculty Position or a Leadership Position?

This question aimed to uncover if a concept applied to one role versus another. All but one of the participants felt that the faculty role lent itself to autonomy and academic freedom. All participants (4, 5, and 6) who returned to being faculty felt both concepts applied to both. Participant 4 explained it best, that "in some kind of funny way, part of being a good collaborator is recognizing the autonomous skills."

Suggestions for Faculty Aspiring to Leadership Positions

This section intended to provide insights for those aspiring to leadership. It also provided an opportunity to close the interview with some reflection. While this section had no constant theme emerging, it was inspirational to hear these individuals describe their professional journeys. All the participants who were administrators described the need for aspirants to

become involved, participate, and demonstrate leadership skills in areas outside the classroom. The researcher discovered that this ability to reach out and take on roles that are not within the confines of the job description is what helps individuals make the initial leap from faculty to administration. All the participants who returned to their faculty roots expressed that faculty need to understand what administration is about prior to taking on a new administrative role and seemed to unwittingly state the old adage, “Look before you leap.”

Conclusions

Perhaps one needs to see themselves as a leader, believe in others’ perceptions of themselves as a leader, and sense very strong support from the institution for faculty to transition into administrative leadership. If those pieces do not come together for an individual, they may choose not to venture further into the uncharted territory of administration but choose to return to the faculty role where they already have a job and the security of tenure.

RECOMMENDATIONS FOR FUTURE STUDY

There are several possible follow-up studies and some of these possibilities are included in the following paragraphs. The AACCC core competencies described in 2005, 2013, and 2018 serve as guidelines for developing faculty into leadership. One possible future study could study tenured faculty and learn which core competencies (as described by the AACCC) they already have and which of those could be developed within their ranks. Deans who have moved from a chair or coordinator role can be studied to see whether the chair/coordinator role is an important pivot point for faculty movement into leadership. Another possible study could focus on comparing faculty in universities versus community colleges, those that have tried an interim role and then returned to the faculty ranks. There is a deep void in the literature on this topic and the resultant findings could very well brush away misgivings and perceptions of dark side and

light side. The research shows that the chair and coordinator role is the most important initial pivot point for faculty who desire to move on to administrative leadership positions. A positive experience in an initial role spurs faculty to move into leadership, while a negative experience reverse transitions them into a faculty role.

Studying the factors that affect a reverse transition would greatly benefit those who are trying to face the impending leadership retirement crisis and greatly enhance the role of faculty in leadership. Some solutions could include providing a balance between teaching and nonteaching duties, ensuring that an administrator's workday is not solely driven by a meeting agenda. Ensuring that new chairs and coordinators have access to training programs geared to this initial position is another solution. A future study could determine which colleges provide support and training to those in chairs/coordinator roles and the subsequent impact to those individuals in their career tracks. Those colleges that provide access to such training could be studied further to see if the training programs encourage faculty engagement and leadership development.

Studying the faculty who move into administration at community colleges that have collective bargaining units and those that do not have them would divulge whether the safety net of tenure is helpful or if it is a crutch for faculty who may otherwise move into administrative positions. Perceptions of leaders and leadership may not match expectations. One future area of study could explore if correlations exist between perceptions and expectations in those entering a new chair/coordinator/interim dean position. One future temporal study could explore if the expectations of leaders and leadership that exist among faculty (prior to taking on an administrative role) match the perceptions once they have performed in an administrative role.

Mentoring, coaching, and sponsorship all appear to play a role in an individual's career path. A future study could define these different supportive roles. Those individuals who have moved into leadership and those who have reverse transitioned could then be surveyed to determine the breadth and depth that such support plays in the development of faculty into leadership.

Although some researchers attribute particular traits to leadership, and many researchers argue whether leaders are born or made, Eddy (2010) explains that "Leadership needs change over time in response to evolving contexts and demands and as our understanding of what works and is important develops" (p. 27). If leadership cannot be ascribed to individual traits and if one can be trained in leadership, then faculty as a group are ideally situated to develop into community college leadership. If faculty do not take an active interest in being part of the pipeline, boards are forced to look at nontraditional candidates (from outside the faculty) who exhibit the qualities of leadership. Thus to have a voice, to play a strong role in the direction community colleges are to be steered in, and to avoid antipathy between the administration and faculty, more leaders need to be encouraged from the faculty ranks.

Those who are developing leadership programs would benefit from understanding the factors that affect faculty movement into leadership positions. Faculty who want to move into leadership positions would be better prepared to undertake these roles if they understand the factors that affect their transition and possible reverse transition into a faculty role. Delineating the factors that affect faculty movement into administrative leadership positions will potentially benefit the development of programs aiming to develop college leaders. It will also benefit those who are currently in faculty positions and seeking to enter administrative leadership. A potential benefit to the community college is a resultant more effective college because its leaders are

better prepared to fulfill their roles having experienced student success in the classroom during their teaching career and now leading the college in their administrative role.

This accretion of factors: the role of training, mentorship, sponsorship, and a supportive culture all play a role in the development of leaders. For faculty to aspire to higher levels of administrative community, college leadership will need to nurture and develop those who come from the faculty ranks and are desirous of moving into administration. If community colleges are to be relevant and viable, they cannot ignore the faculty in the development of leadership, while intentionally taking care to include underrepresented groups. Including faculty and nurturing their development into community college leadership positions will enhance the pool of candidates for higher levels of community college leadership and produce more successful colleges that better serve their students and their communities.

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APPENDIX A: IRB APPROVALS

Institutional Review Board for Human Subjects in Research

Office of Research & Sponsored Programs, 1010 Campus Drive FLITE 410D· Big Rapids, MI 49307

Date: January 10, 2018
To: Dr. Roberta Teahen and Khursheed Ichhaporia
From: Dr. Gregory Wellman, IRB Chair
Re: IRB Application #171207 (*An Exploration: Factors that Affect the Development of Faculty into Leadership Positions*)

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, "*An Exploration: Factors that Affect the Development of Faculty into Leadership Positions*" (#171207) and determined that it meets Federal Regulations *Expedited-category 6: Collection of data from voice, video, digital, or image recordings made for research purposes; and Expedited-category 7: Research on individual or group characteristics or behavior or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

This approval has an expiration of one year from the date of this letter. **As such, you may collect data according to the procedures outlined in your application until January 10, 2019.** Should additional time be needed to conduct your approved study, a request for extension must be submitted to the IRB a month prior to its expiration.

Your protocol has been assigned project number (#171207), which you should refer to in future correspondence involving this same research procedure. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

Understand that informed consent is a process beginning with a description of the study and participant rights with assurance of participant understanding, followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document and investigators maintain consent records for a minimum of three years.

As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual reviews during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,



Ferris State University Institutional Review Board
Office of Research and Sponsored Programs

FERRIS STATE UNIVERSITY

Institutional Review Board for Human Subjects in Research

Research & Sponsored Programs, 1010 Campus Drive, FLITE 410G · Big Rapids, MI 49307

Date: April 11, 2018

To: Dr. Robbie Teahen and Khursheed Ichhaporia

From: Dr. Gregory Wellman, IRB Chair

Re: IRB Application #171207, *An Exploration: Factors that Affect the Development of Faculty into Leadership Positions*

The Ferris State University Institutional Review Board (IRB) has reviewed and approved your request for revisions to the study, *An Exploration: Factors that Affect the Development of Faculty into Leadership Positions* (#171207). This approval follows the expiration date of your initial application approval. **As such, you may collect data according to the procedures outlined until January 10, 2019.**

Your project will continue to be subject to the research protocols as mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) for using human subjects in research. It is your obligation to inform the IRB of any changes in your research protocol that would substantially alter the methods and procedures reviewed and approved by the IRB in your application. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,



Ferris State University Institutional Review Board
Office of Research and Sponsored Programs

APPENDIX B: PRE-INTERVIEW SURVEY

This pre-interview is part of a research project conducted by Khursheed Ichhaporia, a doctoral student at Ferris State University, located in Big Rapids, MI. The research will take place from December, 2017, to December, 2018.

The study is tentatively entitled Factors Affecting Development into Leadership Positions in Community Colleges. The purpose of this study is to learn motivating factors/demotivators that affect faculty progressing into leadership positions.

Thank you for taking the time from your busy schedule to complete this pre-interview questionnaire. Your responses will provide substantive depth and clarity to this study and allow us to more effectively use the interview time. This questionnaire will take approximately 15 minutes to complete.

Demographics

1. Participant Name *
2. Gender *
Mark only one oval.
Female
Male
Prefer not to say
Other:
3. What is your age group?
Mark only one oval.
Younger than 25 years old
21- 30
31- 40
41-50
51- 60
61-70
Over 70 years old
Prefer not to say
4. Name of institution *
5. City / State *
6. Community environment of your institution *
Mark only one oval.
City/Urban
Suburban
Town
Rural
7. Enrollment (total credit headcount)*
Mark only one oval.
5,000 - 9,999 students
Greater than 10,000 students

8. Job Title *

9. Number of years in this position *

10. Education level completed *

Mark only one oval.

High school degree or equivalent (e.g. GED)

Some college but no degree

Associate degree

Bachelor's degree

Graduate degree (Master's level)

Doctoral degree

11. Is this education level required for this position? *

Mark only one oval.

Yes

No

Unknown

12. Title of the person to whom you report *

13. Department / Division of the institution in which your position is located *

14. Direct reports to you (titles only) *

15. For which college functions are you responsible? *

APPENDIX C: FACE-TO-FACE INTERVIEW QUESTIONS

Face-to-Face Interview Questions

1. Why do/did you want to be a leader? (e.g. your own initiative or someone's encouragement).
2. In what ways do you believe that others would consider you to be a leader?
3. Please describe the ways in which others/situations may have encouraged/discouraged the leadership pathway.
4. Please describe all the various ways that your college provides opportunities to develop as a leader (e.g. conferences, institutes, retreats, in house professional development training, etc.).
5. What support or training exists for a person who assumes a new leadership role?
6. Does your college have a mentor/mentee program? Describe how it works. If yes, in your experience, does it have a monetary component/stipend? What are its strengths and limitations? Does the relationship continue beyond the designated time period? Please elaborate.
7. How does your college and/or the HR department identify/hire/promote potential candidates for leadership positions? Please explain.
8. Please list 3-5 personal skills that have helped you along your professional journey. Which of these would you consider to be more relevant to leadership and which help(ed) you in your role as a faculty member? Please explain.
9. What factors (or experiences) helped/would help you move from a faculty position to a leadership position? What is/was the most rewarding/least rewarding about the leadership position?
10. Let us consider the concepts of "community" (a sense of belonging and feeling connected to a supportive group) versus "autonomy" (being able to direct one's path at work). Which concept is more applicable to a faculty position? Which concept is more applicable to a leadership position? Please explain.
11. What suggestions do you have for faculty who aspire to move on to leadership positions?