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Common Transitional and First-year Experiences of Newly Appointed Community College Deans: A Qualitative Analysis

Joseph B. Olson
East Tennessee State University

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COMMON TRANSITIONAL AND FIRST YEAR EXPERIENCES OF NEWLY APPOINTED COMMUNITY COLLEGE DEANS: A QUALITATIVE ANALYSIS

A Dissertation Proposal
Presented to
The Faculty of the Department of Education
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Joseph B. Olson
May, 1996
APPROVAL

This is to certify that the Graduate Committee of

JOSEPH B. OLSON

met on the

10th day of November, 1995.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education.

Chair, Graduate Committee

Signed on behalf of
the Graduate Council

Interim Dean,
School of Graduate Studies
ABSTRACT

COMMON TRANSITIONAL AND FIRST YEAR EXPERIENCES OF NEWLY APPOINTED
COMMUNITY COLLEGE DEANS

by

Joseph B. Olson

The purpose of this qualitative research study was to identify common transitional and first year experiences of newly appointed community college deans. A population of deans from the states of North Carolina, Virginia, and Texas was identified. Through the use of qualitative research techniques, personalized accounts were collected from a sample of eleven deans.

Through a qualitative analysis of these personalized accounts, thirteen themes were developed. These themes identified common issues and backgrounds encountered and shared by the eleven deans. These themes reveal that: (1) prior community college administrative experience was a prerequisite to the deanship, (2) there were no commonalities in staff reporting patterns, (3) external candidates have the advantage in terms of job appointments, (4) the new dean's effectiveness is not restricted by his/her area of supervision, (5) minority participation at the administrative level is not increasing, (6) career preparation within a community college is the most helpful experience, (7) academic preparedness related to a community college component is helpful, (8) new deans were prepared to move up within one college component area, (9) new deans encounter increased responsibility, (10) career planning is integral to career progression, (11) new deans encounter personal challenges, (12) there is resistance to changes employed by new deans, (13) and that the new dean should expect some period of adjustment in the new position, but personal confidence outweighs frustrations which may be encountered.

From the findings, the researcher reached several conclusions. First, it appears that new deans encounter very little transitional difficulty. Secondly, community college search processes seem to be effective. Thirdly, it is extraordinary for a dean's position to be filled by a non-community college administrator. Further, an initial deanship commonly takes place in the area where the incumbent is most experienced. Women are gaining ground in college administrative positions. Lastly, new deans enjoy the challenge of the deanship, and careful career planning is important.
INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project: COMMON TRANSITIONAL AND FIRST YEAR EXPERIENCES OF NEWLY APPOINTED COMMUNITY COLLEGE DEANS

Principal Investigator: JOSEPH B. OLSON

Department: EDUCATIONAL LEADERSHIP

Date Submitted: JANUARY 11, 1994

Institutional Review Board, Chair

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PROTOCOL NO. 93-047s
ACKNOWLEDGEMENTS

Many people have contributed to the completion of this project; friends, colleagues, former teachers, and present advisors. Just as important as the individuals, is the American community college system. Were it not for access to higher education afforded to me by a Massachusetts community college, this effort would not have been possible.

Having witnessed first hand the achievements of many, many students and seen the pride in their eyes and that of their families, I can attest that few educational experiences seem as rewarding as a community college education. For the students who have danced across the stage, broken down in tears, or simply smiled as they received their degrees, along goes my sincere thanks for letting me be a part of their success. For having shared their challenges, listened to their frustrations, and witnessed their many accomplishments, I am proud. For all the students who may not have prospered were it not for the mission of the community college, please pass the word along that we in community colleges are here to serve you. The heart of education is our students, we should stand ready to provide access to opportunity and facilitate your success.

Lastly, I acknowledge the support, love, encouragement, and persistence of my best friend...my wife Melinda. I am forever grateful for the second chance.
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Chapter 1

INTRODUCTION

For years researchers in the field of higher education have examined the value, application, and science of leadership (Vaughan, 1989). Throughout these efforts, the role of the president has received the most attention and analysis, with little mention of the importance of leadership at all levels (Baker, 1992).

Vaughan (1986) believed that little is known about the importance of the community college presidency. Consequently, he has concentrated his research efforts on understanding this unique position of leadership (1986, 1989, 1991a, & 1991b). He has made little comment about the need to research the role of the dean, the level from which most community college presidents come. His research, however, documents that the path to the presidency is often through the community college deanship. Vaughan (1986) has drawn attention to the need to insure that deans are prepared to assume the challenges of the presidency.

Several researchers (McDade, 1987; Moore, 1983;) have suggested that higher educational institutions often thrust individuals into the position of dean when they have had little preparation for what may await them. Newly appointed
presidents generally have the benefit of several years in increasingly responsible administrative positions before reaching the presidency (Vaughan, 1989). New deans do not have this benefit, yet the development of leadership capabilities, beyond the level of the presidency was recommended by the American Association of Community Colleges (AACJC) in 1988 and has continued in recent works by Baker (1992, 1995). Such development may prepare deans for the transition to the executive level.

The transition into a position of authority and executive level responsibility requires a change in perspective (Ricks, 1991). A key element in the transition to the executive level is the creation of a leadership role (Petrock, 1990b). When the new executive has answers and/or familiarity with the potential issues which may arise, his/her transition to a higher level of responsibility is less difficult (Compton, 1988). In fact, Boggs (1995) reports that timely and accurate information are essential to effective campus operation. Often, the newly appointed community college dean lacks the resources and information to assist in a successful transition and the understanding of what awaits him/her in the first year. The purpose of this research was to identify common transitional and first-year experiences of newly appointed community college deans.

The need to understand the role and experiences of newly appointed community college deans is crucial since
deans guide the daily operation of community colleges, carry out the college mission, and provide visionary leadership for the future (O'Bannion, 1989). Often, the effectiveness level of the president will be determined by the preparedness and competence of those who round out the administrative team (Boggs, 1995). Moreover, successful transitions into new positions provide the foundation for effective deanng. When one considers the myriad of issues which will continue to face society, the facilitation of proactive problem solving on the part of community colleges becomes more important. This was the recommendation of Keller (1983) and still has applicability today. Gardner (1990) recommended the promotion of leadership development and professional growth among college leaders which could assist in the resolution of issues in the face of a changing campus and societal environment. The personalized accounts gathered from newly appointed community college deans can assist incumbent deans and those who aspire to the position. The accounts may also enrich the body of knowledge and promote an understanding of the role of the community college dean.

Enrollment growth within community colleges continues at a more rapid pace than most other postsecondary sectors (AACJC, 1991; Gwaltney, 1995). Enrollment growth over the last forty years has made community colleges an increasingly important component of American education and a provider of
services to an increasingly diverse constituency (Doucette & Roueche, 1991). Community colleges can expect to see dramatic increases in non-traditional student enrollment, a population which will bring a greater demand for services (Matson, 1995).

Doucette and Roueche also found that over 50 percent of all postsecondary freshmen are enrolled in community colleges and that a majority of minority students now begin their college careers within community colleges. Women, as well as an increasing number of economically disadvantaged students, seek out community colleges as their predominant portal of entry into postsecondary education (AACJC, 1990; Gwaltney, 1995).

In addition to enrollment growth, new challenges, such as diversity in student populations, the increased expectations for services, changes in funding formulas, and externally mandated requirements confront community colleges. These issues demand ingenuity and visionary leadership. The demands on community colleges with respect to student remediation, the increasing number of single parent students, the influx of lifelong adult learners, and an increasing role in employee retraining represent additional issues that challenge community college administrators. All of this occurs at a time when per student state resources are reduced along with a higher proportion of costs assigned to students (Moriarty, 1995).
Matson (1995) believes that these reduced resources will "make it more difficult to succeed in achieving the stated mission of the college" (p. 491).

The president's role in responding to these challenges is to provide institutional vision and to point the direction for the institution's response. The newly appointed community college dean must develop and implement strategies consistent with, and compatible with, the president's vision. The new dean, part of an administrative team, will be expected to assume a leadership role which complements the culture of the campus (Baker, 1992). New deans, who arrive on the campus from a variety of settings and with varying levels of experience, must be adept in responding to these challenges; they cannot be sidetracked by a lack of sensitivity to transitional issues or campus culture. An understanding of, and appreciation for, the transitional issues could ease the adjustment to new responsibilities and expectations. Furthermore, insight into those common experiences which have been identified in this study could help guide the new dean in career decisions.

Background for the Problem

The community college has a unique educational role as an open-door institution (O'Bannion, 1989). These institutions have been identified and accepted as a resource to business/industry and other constituencies as a provider
of information and services (Doucette & Roueche, 1991; Zeiss, 1995). Community colleges have both core and fringe responsibilities. The core responsibilities of the comprehensive community college as identified by Thornton (1972) include:

- Transfer and general education programs;
- Technical/terminal education programs;
- Developmental education;
- Comprehensive student development services; and
- Continuing education/community services.

Fringe responsibilities supplement, but do not always complement, core activities. The community college must also respond to special problems such as 2+2 programs with high schools, business and industry programs, services to special populations, economic development, and a variety of public service projects (Vaughan, 1991b). These diverse issues challenge administrative resources.

An effective administrator recognizes and understands these differences and works to "reconcile the differences among the constituencies on campus" (Cohen & Brawer, 1989, p. 117). The effectiveness with which they conduct themselves derives from an intuitive knowledge of the organization (Cohen & Brawer, 1989). Understanding and familiarity with the varying groups on campus and an ability to successfully interact with these groups promote campus success at addressing challenges (Reed, 1995). Furthermore,
the ability to transform these challenges into institutional responses to the various constituents places a strain on available human and fiscal resources. The absence of research on community college deans along with inexperience at the dean's level of responsibilities leaves the newly appointed dean on his/her own. This handicaps the individual and has the potential to limit effectiveness. As a consequence, students may be served poorly, the president's vision may not be fulfilled, and the dean's authority may be questioned. All of these unintended consequences can be avoided with information or research which leads to a better understanding of the common issues facing newly appointed community college deans. The information presented in this study may prove valuable to newly appointed deans as they address these issues.

Changes in social structure will require community college administrators to view their institutions differently (Boggs, 1995; O'Bannion, 1989). These changes include more single parent families, more children as parents, increased family violence, increased substance abuse, increased homelessness, and continuous change in the work environment. Community college administrators must create and shape the future of their institutions in light of these changes (Baker, 1995; Vaughan, 1989). Administrators must have information that enables them to envision their own future. Specifically, newly appointed
community college deans need access to information that indicates what to expect in their new positions.

Understanding the environment, the culture, and expectations of the work setting provides the context for meaningful adaptation by the incoming leader (Bennis, 1989). This is true when the information is available and used appropriately. Currently, little specific information exists on this transition period for newly appointed community college deans. In addition to Vaughan's continuing research on the presidency, Beehler (1993), and Addy (1995) have examined the issues which confront the president. Others such as Gmelch (1994) and Hamel (1994) have researched the role of division chairs. And several, Brinkerhoff (1987), Lunde and Healy (1991), McKeachie (1991), and Palmer (1995) have emphasized the need to develop and examine faculty issues. Unfortunately, there has been very little written about the issues and challenges facing community college deans.

Statement of the Problem

Given the sparsity of information on the community college deanship, the purpose of this study was to identify the common transitional experiences and issues which confront newly appointed community college deans. A successful transition to the dean's responsibilities, enhanced by an understanding of others' experiences, serves to increase the newly-appointed dean's effectiveness. This
understanding should be helpful on addressing campus issues. The study uncovered the common experiences of newly appointed community college deans and the transitional issues which took place between position changes.

**Significance of the Study**

Since deans are in such key leadership positions in community colleges, it is important to understand the critical issues and challenges encountered by new deans. This is evidenced by national reports such as *Building Communities* (AACJC, 1988) and *The Way We Are* (Adelman, 1992). Attempts at redressing illiteracy, increasing minority representation in education, retraining the unemployed or displaced worker, providing community service projects which link the college experience with the conditions of the community, and remediating the potential college student are just a few of these societal problems that become community college challenges. These challenges confront the newly appointed community college dean immediately; therefore, it is incumbent upon community college leaders to insure that the new dean is prepared for these immediate challenges. The knowledge and application of strategies designed to address these issues demands creative approaches. If outstanding results are to be realized, effective leadership must come from the ranks of the dean (McDade, 1987). Although the position of dean is
considered an executive level position, few newly appointed deans have sufficient training (Sagaria & Krosteng, 1986).

Due to the limited available research on issues confronting the new dean and the need for effectively prepared community college administrators, it is important to understand the experiences and transitional issues of individuals who hold this position. Accurate information and a sensitivity to the campus culture contribute to effective leadership (Baker, 1995). Kanter (1983) found that those with current information had an "advantage over others" (p. 257). Kanter further believed that accurate information assisted in the development of team and consensus building and helped in the accomplishment of organizational goals. Effective deans must keep in step with the times (Kouzes & Posner 1987). The absence of information on newly appointed community college deans makes it difficult for a new dean to make effective decisions.

This need, the support for those who aspire to become community college deans assumes added importance when one recognizes that there is a trend to hire leaders from outside the institution. Olson and Knight (1989a) found that between 1984 and 1988 the proportion of external promotions at the associate dean's level and above had risen from 56 percent to 66 percent. This trend, which is further identified in this study, suggests that a majority of appointments to deans' positions will be accomplished from a
pool external to the institution. Consequently, transitional issues and other adjustment experiences will materialize with increased frequency. Knowledge of transitional, organizational, and cultural issues along with the shift in new roles will supplement the general knowledge that the newly appointed dean brings to the position.

Preliminary efforts have been undertaken to identify common experiences encountered by new associate deans and deans (Olson & Knight, 1989b). This research did not focus solely on community college deans, although common themes were identified. The personalized accounts and findings presented in this study provide data where little data currently exists and builds upon these earlier efforts.

**Research Questions**

In this study, qualitative research techniques were used to identify common themes. This is an effective methodology when one wishes to describe a culture or phenomenon from the point of view of the group under study (Lincoln & Guba, 1985). The purpose of qualitative research is to identify commonalities within the culture (Merriam, 1988). An objective of qualitative research is to allow respondents to tell their own story (McCracken, 1988). Therefore, it is imperative for the researcher to begin the process without preconceived notions. The questions generated must not be preformed; however, they should elicit common issues from the interviewee with respect to what
he/she considers important about the situation under exploration (Lofland, 1971). The qualitative process utilized in this project led to the development of guided questions reflective of preliminary investigation and pilot testing. Based upon knowledge of the newly appointed community college dean and readings within this very limited field, the following questions were posed:

- What are the common experiences of newly appointed community college deans?
- What issues occur in the transition between the new position and the previous position?
- What are the issues that demand the most time and effort in the transition to the new job?
- What are the personal and/or social issues which demand attention in addition to those specific to the job?
- What are the skills that the newly appointed community college dean will rely upon most in his/her new position?
- What would the newly appointed community college dean do differently if he/she had prior knowledge of what the demands/experiences would have been?
- What advice might you have for those seeking community college deanships?
Definition of Terms

The definitions which applied to this research were:

Community College - A publicly supported, open enrollment institution, accredited to grant the associate of arts, the associate of science and/or associate of applied science as its highest degree offerings (adapted from Cohen & Brawer, 1989).

Dean - Any person holding that title for a given area, division, or component of a community college. This person shall be the chief administrative officer for that area, division, or component;

Newly Appointed - Any dean who held his/her current position for a period of at least three, but not more than twelve months. This person must not have had any prior experiences as a dean, or chief administrative officer at an institution of higher education. The position must have been his/her first appointment as a dean, and must not result from an institutional reorganization (i.e. title changes), but may have resulted in a promotion from one school to another;

Transitional Experiences - Those issues, concerns, or experiences identified by newly appointed deans
themselves, as they move from old positions to new ones.

Limitations

This study was conducted with limitations, recognizing that in qualitative study the individual conducting the research serves as the data collection instrument (McCracken, 1988). Consideration of the following limitations is recommended in making interpretations and conclusions from this study:

- The results are limited to the information received from selected deans, reflecting upon their own personal experiences;
- The quality of information received was dependent upon the level of trust and comfort established by the researcher; and
- All subjects who participated were volunteers who may have disproportionately represented particular perspectives or not have addressed issues of a serious concern, due to the sensitivity of those issues. The perceptions of non-participants remains unknown, and they may have provided additional perspectives.

Design of the Study

Qualitative research techniques were used in this study. Emphasis for data collection was given to the in-
depth, face-to-face interview. The use of this interview technique helped the researcher provide a more detailed method for the collection of data. The interview process was but one of the tools in this qualitative approach and sample selection was determined through application of research definitions for community colleges in the states of North Carolina, Texas, and Virginia.

The plan of research included: preliminary planning; pre-pilot investigation; pilot interview; sampling and selection of participants; interview process; and analysis of data. A more detailed research design and justification for the approach used is elaborated upon in Chapter 3. The selection of newly appointed community college deans was made in an effort to identify common experiences and transitional issues encountered by new deans.

**Summary**

For those who aspire to the community college deanship there is little information available with respect to what may be encountered during the first year. This may limit the effectiveness of new deans. Leaders who are effective are those who can immediately meet challenges. As leaders strive to meet the challenges brought on by changing demographics, reductions in financing, and services identified as needed by the community, they will need resources or training from which to draw. The importance of this is underscored by the challenges of the expanding
mission for community colleges. Common experiences encountered by other newly appointed deans may serve to meet the need for information and assist those who aspire to the deanship.

The study identified these common experiences with the understanding that the research findings will add to the body of knowledge in the field of higher education and provide aspiring deans with data which may help them as they develop in their careers. Because research has indicated that many community college presidents are selected from the ranks of community college deans, an understanding of the nature of the newly appointed community college deanship will help to promote leadership effectiveness at both the deans level and the presidential level.

Chapter 2 is a review of the literature related to community colleges, the role of the dean, and pertinent literature related to transitional issues germane to new leaders. In Chapter 3, methodologies utilized in this project are presented. This is followed by Chapter 4, an analysis of data, and Chapter 5, the conclusions and recommendations.
Chapter 2
REVIEW OF THE LITERATURE

Introduction

Chapter two outlines the history, philosophy, and future of community colleges and provides a discussion of the organizational structure and the mission of these uniquely American institutions. Issues and factors that face newly appointed community college deans are presented. Literature focusing on the role of the community college dean and the deanship is also reviewed. This is followed by a review of the literature on issues related to transitions into higher level leadership positions and a brief overview on staff training in higher education. The final section includes a brief review of the emphasis placed on presidential effectiveness, a position which is generally preceded by the deanship.

History, Philosophy, and Future of Community Colleges

To understand the role of the community college, it is important to be familiar with the development of this unique component of American higher education. From this perspective, one can understand the role of a newly appointed community college dean and how the issues of transition and first-year experiences may be influenced by the mission, role, demographics, and future of the community college.
The community college has been referred to as a truly American invention (Diener, 1986). Wattenbarger (1977) called the community college and its development as part of higher education a uniquely American phenomenon. The community college grew "out of the nation's unique social, political, economic, and cultural society and its needs" (Harlacher, 1965, p. 7). The idea of the community college evolved from a concept of Henry P. Tappan, President of the University of Michigan. In 1851, he had a vision of lower level junior colleges providing introductory college level education, which has developed into the comprehensive institution found today (Diener, 1986). This concept was echoed by Henry Barnard, first United States Commissioner of Education in 1871.

Some debate has existed regarding the establishment of the first junior college and who the founder of the junior college movement was. Many credit William Rainey Harper as the founder of the first junior college at the University of Chicago, which was originally called the "academic college" (Maradian, 1982). Harper is also credited with the establishment of the first public junior college in Joliet, Illinois, in 1901 (Monroe, 1972). Even that credit, however, draws arguments from Greely, Colorado, where a public junior college is supported to have opened in the 1880s, and Saginaw, Michigan where the first junior college is claimed in 1895 (Brick, 1964).
Monroe (1972) and Diener (1986) presented even further evidence for disagreement about the history of community colleges. They suggested that others, such as Alixis F. Lange, Dean of the University of California, David S. Jordan, President of Leland Stanford Junior University, and Allen C. Lewis, of Lewis Institute in Chicago should be given credit for beginning the movement as well. Lange proposed the notion of the junior college as an extension of high school (Diener, 1986). Harper shared this idea, but saw it as a way to relieve universities of lower division activities (Monroe, 1972). This concept follows a European model of a separate lower division junior college (Cohen & Brawer, 1989); however, few educators give any credence to the American community college having its roots outside America.

In addition to being called community or junior colleges, the institutions have been called "people's colleges," "two-year colleges," and "city colleges" (Cohen & Brawer, 1989). Regardless of what they may be called, community colleges have emerged in all states. From a few institutions scattered throughout the Midwest, South, and West in the 1920s, community colleges had developed into a network of over 1,138 institutions by 1991 (AACJC, 1991). This growth kept pace with secondary and university educational expansion in the early 1900s but surpassed that of other institutions as the century progressed (Cohen &
Brawer, 1989). In the early 1960s, it was common to see one new community college open every week (Maradian, 1982). This growth was the result of a direct relationship between the needs of the nation and the mission of the community college (Diener, 1986).

Thornton (1972) outlined three milestone eras of the community/junior college. They were:

1890-1920 - Junior colleges become accepted as providing the first two years of university work. This is described as "education for transfer";
1920-1945 - Expansion of transfer mission to include terminal and semi-professional programs;
1945-1960 - The evolution to the comprehensive community college, to include transfer offerings, terminal technical degrees, and community services involvement.

Since 1960, community colleges have become more comprehensive and include such components as; economic development, developmental education, and student service (AACJC, 1988). Recently, with limited public resources available to them, community colleges are re-examining their role and mission, establishing priorities, and focusing on their historical responsibilities (Parnell, 1990). In fact, Deegan and Tillery (1987) add to Thornton by adding two categories of the evolution. Their additions include the

Throughout the past 30 years, access to community colleges has remained fundamental to their mission. The issue of open enrollment or "access" began to emerge in the 1947 President's Commission on Higher Education (Cohen & Brawer, 1989). Access essentially depended on proximity. Only recently, however, the neighborhood institution emerged to serve broader segments of the population by offering more comprehensive programs and services (Diener, 1986). Access changed from proximity to availability of required services. Access remains the essential element of the comprehensive community college. This has been reaffirmed by every state. However, even this is being compromised as dwindling resources limit the availability of classes. This has become an important issue in states like California and Florida, where demands exceed the availability of space (AACJC, 1991).

It is not clear when the term "community college" first appeared, but it was suggested in the 1947 President's Commission on Higher Education. With the expansion of the junior college role and the emerging needs of adults after
World War II, the junior college evolved into the community college. Gleazer (1968) summarized the differences between "community college" and "junior college":

**Junior college**, the older term, describes an institution which offers the first two years of college. Preparation of students who transfer to the four-year college or university is usually one of its major functions. For the most part, the community college has become a comprehensive institution with a great variety of programs to match the cross-section of the community represented in its students. . . . The comprehensive community college exists to give students opportunity beyond high school to find suitable lines of educational development in a social environment of a wide range of interests, capacities, aptitudes, and type of intelligence (p. 28).

Harlacher (1965), suggested that the community college philosophy clearly demonstrated that it is a multi-purpose institution. Comprehensive community colleges are committed to five major purposes. Maradian (1982) cited these as:

1. *Preparation for advanced study* (the transfer function);
2. *Occupational education* (the terminal function);
3. General education;
4. Guidance and counseling; and
5. Community services.

Given their mission, community colleges are most prepared to change educational emphasis based upon regional needs. Community colleges have responded to a variety of needs by adding services such as regional training centers, economic development assistance to local communities, and special activities departments designed to promote student transfer options and other services. This need for mission expansion was reported in the 1940s and 1950s by presidential commissions.

The Truman Commission Report and President Eisenhower's Committee on Education both specifically called for the creation of new community colleges to meet the demands of the population and the challenges of a post World War II society (Monroe, 1972). The presidential commissions recommended further that these colleges create opportunities not directed towards an academic or economic elite (Diener, 1986; Monroe, 1972). The expansion of the mission of community colleges resulted in a dramatic increase in enrollment. Students looked to community colleges for career, and short-term educational training (Palinchak, 1991). Changing demographics, participation of women in the work force, growth within non-traditional college populations, and changing educational objectives all
promoted the growth of community colleges (AACJC, 1990). Between 1945 and 1975 the number of community/junior colleges almost doubled from 648 to 1,230. The community college boom leveled off in the 1970s and 1980s. In 1992, the AACJC listed 1,138 community/junior colleges. This figure fluctuated somewhat due to very limited growth in the new construction of campuses, campus closings, or campus consolidations.

These institutions enrolled over 5.3 million students, or over 37 percent of the total college enrollment (Gwaltney, 1995). Community colleges also enroll a majority of first time freshman college students (AACJC, 1991; Baker, 1995).

The changes which have taken place in mission expansions during the last 45 years will be curtailed in the 1990s due to limited state and federal resources (Smith, 1991). Growth in enrollments will continue as the development of work force skills becomes more important and individuals accept the importance of advanced training (Adelman, 1992; Zeiss, 1995). New community colleges are not anticipated except, perhaps, in Southern California, Arizona, and Texas where population increases cannot be accommodated in existing institutions.

To meet educational needs which the universities do not, or cannot fulfill, will require community college leaders capable of change and leaders who possess the vision
to meet these needs (Vaughan, 1989). Community colleges exist partially to meet the needs of a changing society; leaders must, therefore, focus on why they exist (Vaughan, 1991b). The new leader will be expected to match needs to services, have the courage to initiate changes, and the perseverance to nurture a changing institution (Maradian, 1991). Effectiveness will be measured by how community college leaders meet the future. This assumes a central role in institutional leadership. The newly appointed community college dean, in partnership with other campus constituencies, will need to confront the changing realities of the next decade. An understanding of the changes that await the new dean enhances his/her effectiveness, as well as serving the institution and its students better.

The future for the community college presents a tremendous challenge. A report titled *Building Communities* published by the AACJC (1988) recommended that community colleges must renew their missions. The report also recommended that changing societal, cultural, and economic conditions will force community colleges to adapt. These adaptations will result in the formation of partnerships in collaboration with business, industry, and government. Gilliland (1995) believed that community colleges, like other institutions, "no longer have the skills, the resources, or most other needed ingredients to independently function" (p. 43). Community colleges will therefore need
to reach out to a changing student population, facilitate innovation in teaching, and emphasize their place in the community. Effective community colleges must provide the necessary experience for administrators as they adapt to future demands (Vaughan, 1991a) and provide training to develop the experience (Baker, 1995).

In addition to the changes anticipated within community college service districts, continuing changes in global economics present opportunities for these colleges. Dale Parnell (1990), former president of the AACJC, believed that these institutions had been very successful and that this success had led to an international model for other countries to emulate. Countries in the Pacific rim, Central America, and the Middle East have studied the community college concept. Parnell believes that the future will bring opportunity, challenge, and change. Community colleges can take advantage of these new opportunities by developing human potential, economic self-sufficiency, individual empowerment, and an understanding of technology.

In fact other new opportunities will be presented through the use of technology (Morrison, 1995) and as alternative learning programs are developed (Taylor & Maas, 1995). The greatest opportunities will be the result of external forces (Mittelstat, 1995).

Some of these opportunities will be in the form of partnerships with the industrial sector. In a speech to the
annual AACJC convention, Larry McKinney, director of academic solutions for IBM, stated that relationship between the AACJC member colleges and the business community "will intensify in the future" (Gardner, 1991, p. 23). He also stated that demographic indicators show a need to invest in programs for minorities today in order to plan for the future. O'Bannion (1989) believed that community colleges were beginning to respond to these changing demographics with renewed interest. He cited community college involvement in worker re-training programs, the development of community service departments, and greater interest in local issues as appropriate examples. These areas will be the keys to continued growth and can lead to other more educationally oriented partnership (Roueche, Taber, & Roueche, 1995).

In the future, community colleges will look to establish networks and affiliations with other educational providers, such as high schools, senior colleges, and universities. Recent efforts to expand the Carl Perkins Vocational Education Act to include the TECH PREP initiative will encourage curriculum development and partnerships with high schools, universities, and the business/industry sector. TECH-PREP, if successful, will develop new, or expand existing, technical curricula which will improve the basic skills needed for tomorrow's occupations. TECH-PREP will promote the formation of consortia among local
educational institutions and promote the development of secondary curriculum agreements with community college associate degree programs.

Debate regarding academic transfer or terminal technical training as the primary function of the community college has become a topic of renewed interest (Knoell, 1995; Pierce, 1991). Recently community colleges have come under some attack over the issue of student transfer to senior institutions. Brint and Karabel (1989) concluded that American community colleges have forsaken their mission to provide democratic education to the masses. It was their belief that community college vocational training actually limited opportunity and contributed to a society which maintained class stratification. According to Brint and Karabel (1989) in this society there is more ambition for upward mobility than opportunity, which forces community colleges to emphasize vocational/industrial training.

The AACJC declared 1991 the "Year of Transfer." The Association placed an emphasis on research, publication, and guidance on transfer issues. The examination and interest in transfer issues will place additional demands on administrators and challenge institutional effectiveness (Eaton, 1991). Pascarella and Terenzini (1991), found that community college transfer students face a disadvantage and
may have less chance of completing a baccalaureate degree than four year college students. This topic will continue to be sensitive and demand attention throughout the 1990s.

Community colleges will be forced to do more with less financial support. The 1990s will be times of dramatic and painful change (Smith, 1991) and budgets will force campus to "juggle unmet needs and limited resources" (Thornton & Baron, 1995, p. 200). The 1990s will be times of increased accountability, scrutiny of results (so-called outcomes assessment), and adaptation to changing internal and external forces. These changes, challenges, and threats will demand effective and informed leadership and staffing.

In 1986, the AACJC set out to develop recommendations for movement of its members towards the 21st century. The need for a visionary plan was the direct result of changes in the economy, society demographics, and culture (AACJC, 1988). The ensuing report titled "Commission on the Future of the Community Colleges" contained several recommendations, including:

- Placing a priority on community college teaching;
- More involvement in community relations;
- Building of partnerships with industry;
- Outreach services for older adults; and
- Meeting the needs of students.

The report, the most comprehensive and referenced to date, further emphasized the development of a new spirit of
leadership. Part of the new leadership effort should focus on community college staff. While the commission report cited this need, it is important that one understand the pressing financial realities, and their resulting cuts in administrative activities. Vaughan (1991a) suggested that it will become more important to develop faculty and staff training even as community colleges face budget cuts. The newly appointed community college dean should be aware of these issues, the evolution of the community college, and the role which it plays to facilitate the fulfillment of future expectations (Wattenbarger, personal communication, June 6, 1991).

The community college movement has undergone tremendous growth in its 100-year history. From a somewhat controversial origin to its growth in the late 1900s, the movement has seen dramatic change. As financial concerns restrict many options in higher education, the nation's community colleges must meet the new challenges which are brought about by changes in American society. Like all components of American higher education, community colleges are being asked to do more than ever envisioned.

The community college dean is expected to develop strategies to address these demands. Yet this remains a position of which little is known. Research which is reported in this effort leads to information which increases the data available for newly appointed deans and can lead to
the development of innovative administrative training programs. If followed, this could promote effectiveness within the ranks of the dean and among community colleges as organizations.

The Role of the Dean

For those who aspire to the community college deanship, it is important to understand the roles and responsibilities which come with this position. Depending upon the governance structure of the institution, the community college dean functions as either a mid-level or executive level manager (Wattenbarger, personal communication, June 6, 1991). In large institutions or multi-campus institutions the dean might find him/herself reporting to a vice president who holds chief executive responsibilities for the department. This is a similar governing structure as one might find at a university (Diener, 1986). In most community college structures, however, the dean serves as chief executive officer for a division or department. While there is literature which focuses on career tracking patterns of community college deans, most related literature on the deanship concerns the role of the university dean.

Mid-level management within a university is unique since the dean interacts with all levels of the organization, including the students, who act as consumers (Morris, 1981). Roaden (1970) believed that the position of dean, as a mid-level manager, was brought about through
student and faculty protests and decentralization of management functions. The deanship became a front-line position to address these constituent groups and the issues which they raised more adequately.

Because of these and other pressures, the deanship at a university is a position which has high burnout rate (Morris, 1981). It is accepted that the university dean is a transient position, typically held for four years (Morris, 1981; Olson & Knight, 1989b). Morris (1981), in his examination of university academic deans, believed that the deanship is a temporary role. It is either a stop on the path to a presidency, or a break from the faculty experience. Many deans return to their faculty roles with relief after their stint in the position, having left them overcome by stresses and demands of a position that has little reward and for which they were never trained (Erhle & Bennett, 1988).

Sagaria and Krosteng (1986), in their study of four year college and university deans, reported that the dean's position required considerable skill as a manager. The study included deans from academic areas as well as graduate schools. Skills that ranked highest in the study were curriculum development, program planning, effective use of personnel, and assessment of program need/demand (Sagaria & Krosteng, 1986). They concluded that deans were only moderately prepared for their positions. Deans have little
opportunity to learn the skills necessary for a deanship in previous positions and previously acquired skills did not directly transfer to the deanship. The most effective development for deans may be afforded through institutional guidance and professional development, practices which are rare in higher education. Sagaria and Krosteng (1986) found that most deans are forced to learn on the job or through mistakes, a condition which contributes to high turnover.

Perhaps the most comprehensive of the books on the deanship is "The University: An Owner's Manual" by Rosovsky (1990). The author, the former dean of arts and sciences at Harvard University, detailed the life of a major university dean.

While Rosovsky examined the position of university dean, he brought some understanding of the pressures of the position which are significant for those who aspire to higher educational administration. He concluded that long days and painful appointments where confrontations or issues of problem solving are frequent are the lot of the administration in higher education. Despite this and other negatives it was a position to which many secretly aspire, due to the sense of power as well as financial rewards associated with it.

When Rosovsky depicted the joys, pains, and demands of the deanship, he did so from his own experiences at Harvard. His intent was not to prepare or familiarize future deans of
what may confront them, but rather, to educate the public. Newly appointed community college deans may find that the day-to-day operations at Harvard are not necessarily common to the American community college; given the different missions, organization, and student bodies. Furthermore, Rosovsky's experiences as a dean were mainly confined to his office or other meeting areas. Public events, fund raising, and external university operations were the responsibility of vice-presidents and the president. This is not the case of the community college dean, who often times must act as the college spokesperson, salesperson, and fundraiser (AACJC, 1988).

Both Rosovsky and Morris viewed the university dean's position as challenging, rewarding, and very stressful. Each also saw the university academic deanship as a position which labors in isolation and out of the public eye (Morris, 1981). These authors also speak of the academic deanship as a position that concurrently held faculty status. Indeed it oftentimes had tenured status. This dual status is seldom found at the community college level. The faculty status oftentimes associated with the university dean's position can serve as a security net for those who try and fail at this level. This status also serves to promote an amateur status at the university level where the dean has one foot in administration and one foot in the faculty ranks (Scott, 1978). The community college dean is more settled into an
administrative role and oftentimes lacks the option of operating at the faculty level.

Morris (1981) and Rosovsky (1990) each view the university academic deanship as a management position with little emphasis on leadership. Within the smaller organizational structure of the community college with its unique mission, differences in student bodies, and emphasis on teaching, the dean must take a leadership role. This role should expand and extend beyond the campus to the community in order to carry out the mission of the community college (DiCroce, 1991). Campus administrators will come under increased pressure to develop leadership skills as changing campus cultures challenge traditional approaches to problem solving (Baker, 1995).

Ehrle and Bennett (1988), in their book Managing The Academic Enterprise, presented numerous case studies of issues that may confront the college or university dean. The authors presented a detailed, first-hand account of the challenges awaiting the dean or provost by presenting information obtained from several deans of various backgrounds. These authors noted that considerable attention has been paid to the position of department chair and college president, yet little research is available for the position of dean or provost.

Their study is a realistic account not limited to the academic deanship. The variances between institutions and
specific deanships are vast, yet the representative problems may be quite common. The authors state that having only sophisticated managerial skills is not adequate. Effectiveness at this level also requires vision and insight (Erhle & Bennett, 1988). More and more though, future leaders will become dependent on their skills at forming and managing campus teams (Baker, 1992).

Erhle and Bennett also found that interaction extends outside the academic walls and includes varied constituencies. The dean may find him/herself negotiating with legislators or planning with system or board administrators. The deanship, they found, must include interaction with those outside academe in an effort to inform and advise the president. This role is also advocated in community college administration (Baker, 1992; Roueche, et al., 1995; and Vaughan, 1989.

Erhle and Bennett (1988) concluded by identifying some of the challenges which confront the dean. These include institutional change, personnel actions, academic issues, and financial planning. They suggest that more research be conducted on the role of the dean.

Anderson (1973) called for a more detailed study of community college administration in his research on deans of instruction. He recommended that further research was necessary to identify the unique functions and problems of the community/junior college dean. He further stated that
the national needs of community college administrators should be identified so that in-service training programs can be established.

Moore (1983) concluded that "direct, specific preparation (training) for academic administration may be a useful and necessary investment for both individuals and institutions" (p. 82). Detailed information gained through the personalized accounts reported later in this study could enhance the existing data and apply it specifically to newly appointed community college deans.

Griffiths and McCarty (1980) conducted research designed to address the problems and issues of the education dean. Their conclusions, which have implications for leadership, were that the information which existed at that time was insufficient. They further found that the existing literature was poor and in need of enrichment.

Moore, Twombly, and Martorana (1985) reached this same conclusion when they found little research available in their study of two year college administrators. While considerable efforts has been devoted to the role of the presidents, virtually no studies of the eight other positions they researched could be found.

The role of the dean is a complex position, and one that is essential to the successful operation of a community college (Moore, 1983). It is a position wherein the specific nature of the role is misunderstood and in need of
additional research. This is particularly true at the community college where a dean, unlike his/her counterpart at a major university, is expected to develop policy, establish community liaisons, and serve in a leadership capacity (DiCroce, 1991).

Industry has found that successful managers will be judged by their effectiveness in the development of plans, achievement of results, and outcomes consistent with a stated mission. Despite numerous calls for a better understanding of the role of the dean (DiCroce, 1991; Ehrle & Bennett, 1988; Moore, 1983; and Vaughan, 1991b) little new research information has been generated. Higher education has failed to follow the lead of American business in the development of new leadership training, motivators, and career development. The importance of these issues is well documented in the business world by Feuer (1986), Kanter (1989), and Kelley (1988). It is important for higher education to follow these recommendations if it is to be successful. This study was proposed to help fill the void in higher education and thereby set parameters for leadership training or seminar development which could benefit those who aspire to the community college deanship. This plan was accomplished through the personalized accounts obtained through the deans in this study.
The Newly Appointed Dean as a Leader

If outstanding results are to be achieved in the community college, effective leadership must come from the ranks of the dean (McDade, 1987). Depending upon the organizational structure, manner of governance, and system policies, the dean's position corresponds to that of an executive manager (Wattenbarger, personal communication, June 6, 1991). In spite of the level of responsibility accorded to them, few deans have formal management training, and few have been prepared in doctoral training programs (Crawford, 1983; Sagaria & Krosteng, 1986;).

Wattenbarger, (personal communication, June 6, 1991) concluded that a crisis was developing in American community colleges due to a lack of effective leadership. He recommended that the skills necessary for effective leadership be identified and made available for the next corps of community college leaders. Currently, little has been identified for the aspiring dean to utilize as a resource. This fact led to predictions of negative consequences and concern for the community college leadership in the 1990s (Moore, et al., 1985).

Their concerns are particularly important since future community college presidents will be drawn from the pool of existing and aspiring community college deans (Vaughan, 1989). It is important for the dean to understand and prepare for his/her role since the dean must act as both
manager and leader (McDade, 1987). The necessity for the dean to be effective and informed is more vital since many presidential vacancies will exist due to the onset of current presidents reaching retirement age (Vaughan, 1991a). This phenomenon is due in part to the boom of the 1960s and 1970s and tenure in office by existing leaders. Due to the limited available research on issues confronting the newly appointed community college dean and the need for effectively prepared community college administrators, it is imperative to understand the experiences and expectations of people who hold this position.

Kanter (1983) found three factors which affected a leader's success: resources, information, and support. She states that "those people with more information about the matters at hand have an advantage over the others" (p. 257). Effective leaders, in this case deans, must maintain and develop skills to meet workplace conditions; this information about the workplace is essential (Kouzes & Posner, 1987). The lack of information on newly appointed community college deans makes it difficult for a new dean to have the informational skills necessary for immediate effectiveness.

This need, for the newly appointed community college dean, is even more important since there is a trend to hire leaders from outside the institution. Olson and Knight (1989a) found that between 1984 and 1988 the number of
external promotions at the associate dean's level and above has risen from 56 percent to 66 percent, this was reaffirmed through this study. This ongoing trend suggests that a majority of appointments to deans' positions will be accomplished from a pool external to the institution. Consequently, transition issues will materialize with increased frequency. Knowledge of transition to, and shift in new roles will supplement the general knowledge which the newly appointed dean will bring to the position.

**Transitional Issues**

A leadership role in a new environment presents its own set of challenges. In many cases, effectiveness is dependent upon the knowledge or feeling one has for the organizational culture (Roueche, Baker, & Rose, 1989). Schein (1985) advocated thorough understanding of organizational culture and that it was essential for a leader to have this if he/she wishes to shape or influence that organization. Schein identified three points that describe why culture should be understood:

1. The phenomenon of culture is real and has an impact, and a phenomenon so real should be better understood;

2. Individual and organizational performance, and the feelings that people in the college have about the college, cannot be understood unless one takes into account the college's culture; and
3. The concept of organizational culture is often confused and misunderstood; and if we are to get any benefit from the concept, we must build a common frame of reference for analysis and then use it in an appropriate manner (p. 24).

The aspiring dean should make plans to prepare him/herself to address those challenges that come with this position. Koestenbaum (1991) advised those who aspire to positions of leadership that specific events will occur and these expectations should be factored into one's leadership plan. He also identified an important principle in leadership -- authentic leaders make superhuman efforts to be prepared. This is a considerable challenge given the changing skills necessary for effective leadership.

Unlike years ago, today's leaders need to devote the majority of their time towards social issues, such as morale, spirit, and loyalty of the group (Koestenbaum, 1991). In 1988, the AACJC issued The Building Communities Report which defined the social framework of the community college existing both within and beyond the institution.

The report was concerned with the position of the institution within the community and its social implications and did not examine the individual. Horton (1987) researched assimilation of administrators from one community college to another. Horton found that in community college administrative openings, care was taken to employ
administrators from within similar social or cultural community college organizations. Her examination of career moves from within state and within region did not identify common social or transitional issues. Horton's research did seem to contradict other studies that indicated a tendency to employ external candidates.

Transitional issues have been examined by several authors (Glasser, 1987; Horton, 1987; Noel, 1991; and Petrock, 1990b). Of these, Glasser, Horton, and Noel examined transition as part of labor market analysis. Their research more closely explored doctoral opportunities in higher education and opportunities for local and/or regional advancement.

None of these specifically focused on newly appointed community college deans. Horton (1987) briefly mentioned the need to focus on real world conditions and the fact that studies of administrative issues have largely been ignored until recently. The research of these authors does help fill a void and provides insight into career planning issues. It does not, however, address transition from the point of newly appointed deans. While the literature shows an absence of research relating to transitional issues for new community college deans, there was research which addressed this issue for other positions and organizations.

Arkin (1992) found that changes in software development at Oracle required new approaches to management,
particularly newly appointed managers. As a result, a new managers' workshop was implemented for all newly-hired managers. Ricks (1991) found that many individuals who assume supervisory positions experience anxiety. She noted that the transition to a higher position always required a shift in perspective. Further, new supervisors had to develop good working relationships with the entire staff through communication and by being a positive role model. This conclusion was also reached by Salembier (1991), who found that success in the workplace often required getting to know employees, while maintaining a personal set of standards.

Bergin and Prusko (1990) presented ways by which Hanover Insurance Company addressed changes in the healthcare industry. Of particular import to this study was their finding that new managers must learn a significant body of organizational knowledge and history and that this was shortened through the utilization of a learning laboratory as a pre-service and in-service training function. The transition issue was related to the time required to learn an entire new organization and the industry's need to have managers who could make a more immediate continuation.

Delmar (1990) researched the transition from engineer to manager. He listed several areas which the new manager must address to mitigate the negative effects of making this
transition. Among his findings were the following: new responsibilities should be recognized separately from previous functions; one must separate oneself from the previous position; a new perspective on management must be developed; a social distance from colleagues must be established; motivating others takes on added importance; a management style must be developed consistent with organizational values; the commitment of others must be recognized; and a broader set of objectives must be developed corresponding to the depth and breadth of the position. Badiru (1987) researched this area of position change as well and noted the transition from engineer to manager required training in non-technical areas dealing with personal interactions. Brower (1984) also found the transition required forgetting past practice and developing new skills. Among these new skills are the ability to motivate, delegate, and praise others.

Lurie (1991) studied the transition from technical position to manager and determined that the successful manager who makes this transition is able to motivate, evaluate, and develop employees. He noted that corporate culture plays an important role in the manager's ability to be successful. Decreased productivity and efficiency due to stress and uncertainty was discovered in Looram's (1985) research at Kaiser Aluminum. Transition meetings were held focusing on interpersonal skill development and team work.
Assessing transitions from the adult perspective was the focus of Sargent's study (1988). She found that businesses must understand the dynamics of adults as they transition from one position to another. She concluded that the employer must determine what kind of transition the employee is experiencing and how the employee views it; that the employer must understand the strengths and weaknesses the employee brings to the situation; and that the employer must understand the employee's coping strategies.

Ramser and Forester (1989) concentrated their research on manufacturing organizations in transition and newly hired managers' needs during this period. Their research found that a well-developed orientation program eases the transition for the newly employed manager to overcome a deficiency in knowledge about the organization. This was also noted by Bergin and Prusko (1990). The orientation program familiarized the new manager with policies and practices and it exposed the new manager to daily activities to the extent possible.

In his research on leadership transitions, Petrock (1990b) examined the organization's role which contributed to a successful transition. He found that the change for a new leader should be planned and managed carefully and that new managers tend to harm the effectiveness of an organization by making small mistakes. This can be overcome by good working relationships through small group
orientation workshops. In a second article, Petrock (1990a) illustrated that expectations must be clearly articulated and the leadership role defined clearly if the transition is to be successful.

Pearson (1988) noted that being promoted into supervisory positions involved difficult transitions for the new supervisor. His work focused on the need to motivate others, getting to know those with whom the supervisor works, to plan and prioritize, and delegate effectively. Freston (1987) also addressed promotions into supervisory positions and found that the transition issue of most concern was interpersonal skills, particularly the lack of communication skills new managers brought to their positions.

The need for leaders to develop abilities beyond traditional leadership skills is well documented. Leaders from within higher education will need to jointly develop social and communicative qualities as well as a familiarity with the concerns of the academy. Attention must also be given to the transitional process as the newly appointed community college dean moves into his/her new position. This process can be facilitated by an effective orientation to the new position.

Staff Training in Higher Education

Higher education can follow the lead of the business sector in staff development as it relates to organizational
leadership. American businesses deliver more learning to their employees than does the entire system of higher education in the United States (Carnevale, 1989). This occurs although it is the role of higher education to deliver learning. Even more incredulous, is the fact that higher education does little to train, develop, or orient its employees. Education has been lax in its emphasis on management development when compared to American business (Millard, 1991).

Marciano and Keller (1990) found little information on professional and staff development in higher education. Only 16 of the 70 North Carolina institutions provided structured training programs for their staff. Only 13 percent of the state's 33 community/technical colleges responding to the study had training programs in place. Their conclusions indicated that colleges and universities do not find training necessary.

The selection and development of effective staff and leaders are important to the effectiveness of a community college. Identification of the right person for the right job is difficult. Priorities change, and what was right or appropriate a few years ago, may no longer be appropriate (Kaplowitz, 1986).

The most effective institutions are those in which employees are provided opportunities to achieve self actualization (Bensimon, Neumann, & Birnbaum, 1989). This
is achieved in an environment that encourages participation and shares in decision making. Effective staff development is essential to this. Few colleges, if any, provide adequate training for their deans to maximize their potential. Few provide any training or orientation for the newly appointed dean, and virtually all expect him/her to arrive already prepared or to learn on the job. The lack of information makes it difficult to achieve self actualization or effectiveness. Top leaders are not depicted as primary recipients of staff development programs; these are usually reserved for faculty (Wattenbarger, personal communication, June 6, 1991). This practice impacts effectiveness, which is a function of the quality of information that the leader has at his or her disposal.

Previous theories and approaches to management will need change to meet the challenges and opportunities awaiting community college leaders (Guest, 1986). Success will become dependent on the ability to change, the reinvention of management styles, collaboration, and familiarity with potential resources (Kanter, 1989). O'Banion (1989) sees the 1990s as a time for a "renaissance of innovation" (p. 12) for community colleges, yet one which will face significant change. Due to a dramatic turnover in administrators and faculty, perhaps as high as one third, community colleges must be prepared to renew interest in innovation and explore successful innovations applied during
the 1960s (O'Banion, 1989). The existing lack of training, the lack of information in the field, and the resulting inability to tap into good ideas adds an unnecessary barrier for the newly appointed community college dean to become effective.

Summary

Like many components of American education, the community college will face dramatic challenges in the upcoming future. After tremendous growth and an "unusually long succession of fat years when a new college appeared each week" (Cohen & Brawer, 1989, p. xi) the lean times of the late 1980s have continued into the 1990s. Ebbing controversies over the role of the transfer function of the community colleges and the growing need for developmental educational services will continue to be debated and affect the mission of these institutions.

Community colleges will also need to confront their image within the community. Increasingly, these institutions are being called upon to deliver more services and accept larger roles within the communities which they serve. These issues, changing societal demographics, the role of technical education, partnerships with business and industry, and the potential for flat or slower enrollment growth will demand vision and greater administrative effectiveness.
While the president may guide and develop the vision of the institution, the dean, as chief administrative officer for his or her unit, must assist the president in achieving the vision of the institution. Most newly appointed community college deans accept their position with little formal preparation for their new position. Training or orientation for newly appointed community college deans is not readily available. The importance of a successful transition from old to new positions is well documented in the corporate world as a means of organizational effectiveness.

The importance of understanding the demands of academic administration has been identified by several researchers (Anderson, 1973; DiCroce, 1991; Ehrle & Bennett, 1988; Griffiths & McCarty, 1980; Moore, 1983; and Vaughan, 1989), yet little new research has been conducted.
CHAPTER 3
METHODOLOGY

Introduction

In Chapter 3 the methodology and design utilized in this study is described. This includes a discussion of the purpose of qualitative study, its appropriateness for this research, and the skills of the researcher who conducted this study. Following a review of these areas, the criteria for selecting project participants will be outlined. Next will come a discussion of the Pre-Pilot and Pilot phases. The chapter will close with a summary.

Qualitative Research

In this study a qualitative research approach was used to identify and gain insight into the common transitional and first year experiences of newly appointed community college deans. The long interview was used as the primary data collection tool. The long interview, which will be examined in a later section, is a powerful tool in the qualitative process (McCracken, 1988). In order to employ the long interview, the researcher entered the world of the newly appointed community college dean and met with eligible participants on an individual basis. It is in the social setting, where people interact verbally and through actions that the qualitative process is most effectively used (Loftland, 1976).
Qualitative research methodology requires the examination of behavior and attitudes which exist among those subjects being studied (Merriam, 1988). This type of research is conducted through direct discussion, participant observation, face-to-face observation, use of the in-depth or long interview, and audio recording of these personal interactions. Data generated from these interactions are collected, analyzed, and reported in a format that depicts conditions experienced by the research subjects (Patton, 1980).

The qualitative approach provides an understanding of social phenomena and of specific population characteristics of the target group in a social setting by allowing the researcher to enter the world of the group under study (Patton, 1980). Merriam (1988) has advocated the use of the qualitative methodology when the researcher desires to investigate a subjective phenomenon in need of interpreting rather than measuring. The community college dean carries out his/her duties and responsibilities in a social setting, functions as part of this social setting, and thus becomes what is referred to by Lofland (1971) as a social phenomenon. The use of a qualitative methodology allows the researcher to enter, observe, and function as a part of the social setting, which leads to an understanding of the target group by analyzing the personal responses of the participants.
The application of qualitative methodology is especially useful when a researcher wishes to use descriptive data or personal documents (Bogdan & Taylor, 1975). Personal documents were obtained during the long interview and refer to the personal reflections of the participants on activities and events in their social setting. Merriam (1988) referred to these documents as "an assortment of written records" (p.XV). The use of the qualitative approach allows the newly appointed community college dean to explain in his/her own words what takes place within the social setting. By examining what takes place among the participants under study, the researcher is able to identify common characteristics (Denzin, 1989).

The researcher in this study became familiar with the population under study in an ongoing manner during the pre-pilot and pilot phases of this study and through his own career experiences. Once prepared, the long interview was utilized to define common transitional and first year experiences.

The qualitative approach is most appropriate when one wishes to gain intensive descriptions from the population under study by eliciting their own responses. There were two additional reasons to support this approach. The first is the sparsity of research on the topic; thus, no data or discussion has been established from which to begin. Second, the approach employed in this study opened the range
and number of responses, which broadens the data base which was established. Thus, the researcher did not define the transitional and first year experiences; they were identified and described by the new deans.

This entry into an "unexplored territory" and use of the qualitative methodology is supported by Van Maanen (1988) and Whyte (1981) when one seeks to understand others. The lack of existing information on the newly appointed community college dean justified the research employed in this study. It is through the use of qualitative methodology, that this approach was successful in detailing the experiences, issues, and transitional elements that confront a newly appointed community college dean.

The Long Interview

When a researcher wishes to utilize an efficient and productive instrument of inquiry, McCracken (1988) has recommended use of the long interview. This technique allows the researcher to achieve results without repeated or prolonged involvement in the community or group under study (Merriam, 1988). Such was the case in this study.

Use of the long interview is particularly advantageous with a group such as community college deans. This group, like many executive level administrators, leads demanding, and at times, stressful professional lives. When conditions such as these exist, the interviewees may have concerns about privacy as well as limits on the amount of time and
attention they can offer the interviewer. The long interview was an effective approach for understanding the professional lives of the respondents within the restraints which such a study imposes (McCracken, 1988).

In order to adapt to time constraints and to conduct as unobtrusive and non-threatening an interview as possible, McCracken has advocated the development of a one-to-two-hour interview. During the interview, the researcher keeps careful notes and employs some tool for recording. These conditions were followed by the researcher with the use of an audio tape recorder in the interview process. It is understood, however, that the qualitative methodology may take twists and turns, as was mentioned in Chapter 1. It is recognized that the process must remain flexible enough to pursue potential leads as they evolved and thereby follow those leads, without breaking the rules of the qualitative process. As either of these conditions arose, the researcher evaluated the appropriateness of that interview for use in the research process (Lofland, 1971). All interviews met criteria for use in this study.

In order to further follow recommended guidelines, the researcher observed long interview protocol. Fetterman (1988) and Lofland (1971) recommend a consistent and specific behavior when interviewing participants, in which the researcher protects the privacy, and adjusts to the concerns and constraints of the respondents. To insure that
the researcher met these conditions, he followed Fetterman's (1988) criteria; these were:
- Respect for the culture under study;
- Sensitivity to time constraints;
- Soliciting and obtaining formal permission from the appropriate authority;
- Honesty;
- Humility;
- Natural actions; and,
- Wearing clothes that are appropriate for the setting.

The long interview is a "face-to-face, verbal interchange, in which one person, the interviewer, attempts to elicit information or opinions from another" (Macoby & Macoby, 1954, p. 499). To do so, the interviewer must employ a group of open-ended questions, which serve to probe and explore the world of the culture under study (Denzin, 1989). The questions which are utilized in the long interview should lead to a thick, rich description of the group being studied (Denzin, 1989; Fetterman, 1988; McCracken, 1988). This type of perspective, described by Fetterman (1988) and Merriam (1988) is referred to as an EMIC approach, which yields detailed, descriptive, specific, and lengthy responses to the open-ended questions. The responses which were generated by the open-ended questions led to descriptions of common transitional and first-year experiences of newly appointed community college deans.
The specific questions utilized in the long interview were developed during the pre-pilot and pilot phase of the research process. These steps in the qualitative process are advocated by Brine (1988), Denzin (1989), Fetterman (1988), Lofland (1971), McCracken (1988), and Merriam (1988). An outline of the pre-pilot and pilot phase follows in this chapter.

The questions which were generated in the pre-pilot and pilot phase fit criteria established by Denzin (1989), who has advocated the development of a non-scheduled standardized interview (USI). The USI serves as an interview protocol, questions developed for the USI did:

- Utilize the open-ended approach for all subjects;
- Fit the characteristics of the respondents in terms of phrasing and ordering;
- Avoid following a particular sequence;
- Utilize terminology known to respondents;
- Follow in equivalent and comparable style; and
- Develop, refine, and thus were applied during the pilot phase.

The USI, or interview protocol, allowed the researcher to follow a semi-structured course. The interview itself, though, allowed for important topics to be pursued and developed. To be effective, the researcher identified these leads, allowed the interviewee to explain them, and still kept the interview on track. The process employed provided
this flexibility and maintained compliance with qualitative procedures. The selection, pre-pilots, and pilot phases will now be outlined.

**Selection of Interviewees**

In selecting interview subjects, the researcher applied criteria which are defined in this narrative. This was done by evaluating potential subjects based upon the size of the institution, status as a singularly accredited community college campus, the responsibilities of the interviewee, (that is his/her status as chief administrative officer) and lastly, determining his/her status as a newly appointed community college dean. The definitions which guided this process were:

Community College - A publicly supported, open enrollment institution, accredited to grant the associate of arts, the associate of science and/or associate of applied science as its highest degree offerings;

Dean - Any person holding that title for a given area, division, or component of a community college. This person shall be the chief administrative officer for that area, division, or component;
Newly Appointed - Any dean who has held his/her current position for a period of at least three, but not more than twelve months. This person must not have had any prior experiences as a dean, or chief administrative officer at an institution of higher education. The position must be his/her first appointment as a dean, and must not result from a institutional reorganization (i.e. title change).

Newly appointed community college deans from the states of North Carolina, Virginia, and Texas were selected for the study. These were states where a network of contacts assisted in the identification process. Each of these states maintain a system with a large number of comprehensive community colleges and each is within reasonable travel distance (North Carolina and Virginia) or is the home state of the researcher (Texas).

In North Carolina, the researcher contacted the North Carolina Community College System to request a copy of position announcements dating from July 1992 through July 1993. The Affirmative Action Officer, Ms. Sheila Thompson, (personal communication, August 2, 1993), forwarded these postings to the researcher and identified those which had been filled. A total of twenty-one positions holding the title of dean were identified.
Those deans who had previously held a position titled "dean" were eliminated. Also eliminated were those who had become deans through institutional reorganization or who did not meet or exceeded the time frame of at least three months, but not more than twelve months. The total useable sample for North Carolina was seven newly appointed community college deans. The seven were contacted to confirm that each met research criteria, five were interviewed, the other two were not available for interview due to scheduling conflicts. Follow up on these two deans was not necessary due to the common themes which emerged during the research project.

In Virginia, the researcher contacted the Virginia Office of Community Colleges. Dr. Bob Spore, (personal communication, October 6, 1993), investigated the request of the researcher and through use of a statewide data base, identified nine newly appointed deans. The same process of qualifying newly appointed community college deans was applied as with North Carolina. The deans who met research criteria were contacted by telephone to assess other selection criteria. Five met all criteria and all five agreed to be interviewed. Interviews were conducted with three newly appointed deans. Scheduling problems originally prevented the remaining two deans from being interviewed; however, as common themes emerged the researcher chose not to contact these two deans.
For the State of Texas, the researcher utilized several professional colleagues, the Texas Higher Education Coordinating Board, and the Texas Council of Community Colleges. Texas proved to be the most difficult state in which to identify potential interviewees. A data printout of an administrative roster for all community colleges was provided by Dr. Larry Key (personal communication, July 14, 1993). The roster identified several potential interviewees. These individuals were contacted by telephone to determine eligibility. It was found that many schools had adopted a new organizational structure and due to this, most newly appointed deans did not meet selection criteria. This was primarily due to the fact that in the reorganization the position of dean was changed to the title of vice president, a trend found in all three states, but more prevalent in Texas.

Dr. Stanton Calvert, Executive Director of the Texas Council of Community Colleges, was interviewed (personal communication, October 8, 1993) to provide additional assistance. The data lists, which he produced, were found to be more accurate. A total of seven newly appointed community college deans was identified. After applying selection criteria utilized for North Carolina and Virginia, only three fit the parameters of the study; all three were interviewed. It should be noted that in all three states the interest in participating in this research project was
high. All people who were contacted to determine eligibility were eager to participate, many of those who did not meet project criteria asked to be interviewed. This phenomenon of enthusiasm and cooperation assisted in the completing the study.

Pre-Pilot and Pilot Phase

Pre-Pilot

Suggested qualitative research techniques were utilized in the pre-pilot phase of the project. Among the rationale for this technique were the development of reliable interview protocol and identification of weaknesses in the interviewing style of the researcher.

The development of the interview protocol was directed by the input of several community college experts. This group consisted of Dr. Don Rippey, University of Texas, Community College Leadership Program (personal communication, December 1, 1992), Dr. George Vaughan, North Carolina State University (personal communication, July 15, 1993), and Dr. James Wattenbarger, University of Florida, Institute of Higher Education (personal communication, July 22, 1993). Each expert was contacted to assist in the creation of a preliminary draft of appropriate questions. Upon development of a preliminary draft, each expert was sent a copy for review. Comments from each were taken into consideration for the preparation of a final draft. The final draft was reviewed by the experts, and by the local
auditor, Dr. Dolph Norton, Chancellor of the Lamar University System. The protocol was used with two newly appointed community college deans from the Alabama system. These two deans were identified through the assistance of Dr. Bert Slayten of the Alabama Department of Postsecondary Education (personal communication, September 10, 1993).

**Pilot**

The pilot interviews were conducted in the office of each interviewee. The sessions were pre-scheduled and each interviewee completed the Letter of Informed Consent (Appendix A). Each was informed of the purpose of the research effort, the nature of the interview, and advised that the interview would be taped. While both deans were willing to participate, one dean requested that no audio-taping take place.

The interviews identified two major weaknesses in the process. The first was the use of a mini-tape recorder. The device proved to be non-obtrusive, but did not inform the researcher when a tape was full, consequently a section of one interview was not taped.

A second weakness was identified by the researcher's local auditor, Dr. Dolph Norton, upon reviewing the taped interview. The interview sounded choppy and rushed. Dr. Norton recommended beginning each session with a broad opening question and letting the interview subject tell his/her tale. Additional suggestions were made to bring
focus and direction to the interview and to follow the true unscheduled qualitative approach. This process consists of asking protocol questions as a means by which to control the interview and does not necessarily follow in specific order of questioning.

The researcher personally felt the need to take thorough notes during the interview. This distracted his attention from the process. With the input of the local auditor, note taking was minimized to devote careful attention to what was said. Counseling techniques were applied, such as; careful attention to the interviewee, the taking of minimal notes, and the following of each interview with a review of taped proceedings. This was done to assess interview strengths and develop post-interview notes.

The interview protocol was felt to be appropriate in its pilot phase and was adopted for the field component of the project. The interview protocol can be found in Appendix B. For demographic purposes each interviewee was asked to respond to basic demographic questions. This instrument was developed with input from the local auditor. The demographic survey can be found in Appendix C. The results of the demographic survey precede the responses to interview questions which follow in Chapter 4.
Reliability

Reliability in qualitative research refers to the ability of comparably trained researchers to replicate results by following a specific research design (Merriam, 1988). LeCompte & Goetz (1982) and Lincoln & Guba (1985) have recommended a research procedure with as many techniques as possible in order to maintain an extensive audit trail. This researcher made replicability possible by utilizing the following procedures and strategies:

- Literature and cultural review;
- Utilization of at least three community college experts for development of the interview protocol;
- Pilot testing the protocol on two newly appointed deans;
- Refined weaknesses in the interview style or protocol;
- Conducted the interviews, maintaining procedures advocated by Fetterman (1988);
- Documented notes of interview, audio taped the proceedings;
- Submitted interview notes to participants for verification;
- Reviewed progress with a local auditor;
- Had interview recordings transcribed; and
- Developed conclusions and recommendations.

By following these procedures, a comparably trained
researcher should identify similar common experiences. It is important to recognize the significance of the researcher's background, because in qualitative research, the researcher functions as the instrument. A comparably trained researcher should meet the experience, background, and training characteristics of the researcher in this proposal.

Role of the Local Auditor

A local auditor was employed in order to provide the researcher with an additional verification. The auditor reviewed interview findings with the researcher to assure that those common experiences identified were reached without researcher bias. Utilization of the local auditor provided the researcher with an unbiased viewpoint and a person expert in higher education. Dr. Dolph Norton, interim chancellor of the Lamar University System, served as the auditor.

Dr. Norton served as interim chancellor from September of 1992 through September of 1994. Prior to joining the Lamar System, Dr. Norton served as the interim chancellor of the University of Maryland System for one year. His background in higher education includes serving as the chancellor of the Ohio Board of Regents from 1973 - 1978. From 1978 - 1986, Dr. Norton served as the Director of the Center for Public Service at the University of Virginia. Dr. Norton's academic preparation includes both a master's
and a doctoral degree from Harvard University in the area of public administration.

Dr. Norton's role was to assist the researcher in auditing research findings and an additional means of peer review. By adding this step, the researcher contributes to triangulation procedures, which are outlined later in this chapter. Dr. Norton and the researcher met weekly or bi-weekly to review interview tapes and notes, to discuss techniques, to review findings, and assist in forming conclusions.

The Researcher as the Instrument

Qualitative research sometimes takes the form of naturalistic inquiry. This requires the researcher to enter the world of those subjects under study, and results in theories that involve the behaviors, language, symbols, and attitudes of those studied (Denzin, 1989).

In naturalistic inquiry, heavy reliance is placed on the human instrument (Lincoln & Guba, 1985). Researchers may find that at any point in the process, revisions are necessary to achieve success in the study. For the purposes of this study, assessment and refinement in the process was necessary in adapting to changes in research conditions or situations. Lincoln & Guba (1985) stated that in cases such as this, the ability of the human instrument to adapt to changing conditions is a great advantage.
In order to be successful in the use of the naturalistic approach, the researcher must possess an understanding of the culture under study (Denzin, 1989; Lincoln & Guba, 1985; and McCracken, 1988). It is important, however, that the researcher not have a long-lived familiarity with the culture to the extent that internal biases are evident (McCracken, 1988). The researcher in this study was familiar with the culture of the newly appointed community college dean, and brought an understanding of community college operations and philosophy to the project through his seven year career in community colleges. His well-rounded background has included positions at the entry level, middle-management level, at the executive level as Dean of Continuing Education and Community Services, and as Interim Vice-President at Lamar University in Orange, Texas. Thirty-six months at the executive level provided additional experience without deeply entrenching traditional or bureaucratic tendencies.

The qualitative approach requires the gathering of personal documents from interviewees, making it important for the researcher to establish trust and feel secure in his/her role (Bogdan & Taylor, 1975). In this study, skills in interviewing, field observation, and the application of open-ended questioning which are found in the appendix were
employed. These skills increased the effectiveness of the research. This is an important component of the qualitative methodology (Brine, 1988).

Qualitative researchers should possess an overall perspective of the culture under study, one which is not restricted to a singular part of the population under study (Merriam, 1988). This was the case in this research as the researcher is experienced in the academic, budgetary, continuing education, student and community services, and personnel issues which confront newly appointed community college deans. The diverse background of the researcher gave him an advantage, in that his community college experience has not been limited to one specific area or function. His promotion to the dean's level, which required an interstate move, provided insights into transitional issues as well. In addition, the researcher has been employed in three very diverse community college systems in Massachusetts, Tennessee, and Texas. He has also gained, through prior research activities, considerable insight into other state community college systems.

Studies of career moves (Olson & Knight, 1989a & 1989b; Olson, 1992) provide further insights into transitional experience, as it relates to promotional or career moves at the assistant dean's level and above. Study of future community college issues has provided additional research expertise (Maradian & Olson, 1991) and insights into the
challenges created by cultural diversity, changing societal demographics, and funding alternatives.

In addition to the skills and insights possessed in regard to community colleges and newly appointed community college deans, the researcher's background in counseling psychology enhanced his position as the instrument in this study. Training at the master's level in Rogerian psychology, an approach which emphasizes the use of open-ended questioning in treatment settings, also proved valuable in the process.

The researcher has conducted many field interviews in the process of completing investigations while holding criminal justice positions in Massachusetts, Florida, and Tennessee. As a psychologist with the Florida Department of Corrections in 1986, extensive audio taping and transcription methods were used in the treatment and court presentation of sexually aggressive personalities.

Lastly, expertise was gained through taking part in a participant observation experiment while enrolled in an ethnography course at East Tennessee State University. This field class involved observations of the homeless in Johnson City, Tennessee, and was supervised by Dr. Anthony Cavendar. This field research project included taped, transcribed interviews, and familiarized the researcher with potential obstacles and trouble spots in the qualitative approach.
In spite of these assets, the potential for bias must always be recognized. Brine (1988) has suggested that the researcher raise his/her biases into consciousness and control for their effect on results. Biases were recorded prior to beginning the interview phase, and these are outlined in Chapter 5. Personal recognition of bias allowed for openness during the interview stage.

**Validity and Triangulation**

The qualitative researcher is interested in the perceptions of the group under study (Bogdan & Taylor, 1975). Therefore, it is the responsibility of the researcher to present an honest rendering of how the group sees itself. To insure that this goal is reached, Merriam (1988) cited basic strategies which address internal validity; each of these was included in the research methodology; these are:

- Use of triangulation techniques;
- Use of member checks by presenting summary data to interview subjects;
- In-depth preparation before going into the culture;
- Peer review of notes;
- Use of a local auditor to discuss research findings as they emerge;
- Participatory modes of research; and
- Control for research bias.

To meet the requirements of triangulation, or the
process of combining methods that control for biases and deficiencies, several information sources were utilized for the research. In this study, triangulation was accomplished by following Fetterman's (1988) suggestion for interviewing at least eight participants. Use of note taking procedures and audio tape recordings served as a further control on biases and deficiencies. The utilization of transcribed interview proceedings further aided the triangulation process. Employing these combined processes assisted the researcher in putting the "whole situation into perspective" (Fetterman, 1988, p.89). Lastly, the researcher and the project auditor, Dr. Dolph Norton, met throughout the entire process to review notes, tapes, and conclusions.

Participants in the research proposal were contacted as follow-up to clarify ambiguities which arose. Interviewees were also given summaries of their individual interviews in order to comment on the accuracy of their statements. Interviewees, however, did not make interpretations of research data. This process satisfies the member checks recommended by Merriam (1988), and the face-to-face audio-taped interview further insured compliance with qualitative procedures.

Involving participants in the research process was accomplished through the development and use of open-ended questions, which drew the interviewee into the process. Control of the researcher's biases was accomplished during
the pre-pilot and pilot phase by utilizing community college experts who reviewed interview protocol and addressed issues of bias.

By following these strategies, the researcher established acceptable methods, as recommended by Merriam, which promote validity within the process. The provision of summaries to participants, and the use of audio tape and transcription helped to insure that "the researcher actually observes or measures what they think they are" (Goetz & LeCompte, 1984, p. 43). The submission of interview summaries addresses the first of two conditions necessary for validity (internal) raised by Goetz & LeCompte (1984) and Lincoln & Guba (1985).

To meet the second condition for validity (external), the researcher was familiar with the culture under study and used the techniques of informant interviewing and research self-monitoring. Each of these was addressed during the pre-pilot and pilot stage through literature and cultural review, and during the interview.

The three years the researcher spent researching, observing, and participating in decision-making within community colleges fulfills the criterion of long term field observation. In addition, skills were attained through attendance at conferences, seminars, state-wide advisory committees, and participation in community college planning task forces. By doing so, the researcher became skilled in
the issues of the deanship and became familiar with the symbols, grammar, and culture of the deanship. This familiarity of the group under study is recommended by Merriam (1988) and McCraken (1988). The use of the long interview adds to long term observation, but does not in and of itself qualify as long term observation.

Lincoln and Guba (1985) have recommended the use of detailed and specific information when the researcher reports his findings. Furthermore, they suggest using descriptive information from the interviewees. This was accomplished through use of demographic or biographic surveys and a multi-case analysis. This last recommendation was met by interviewing at least eight participants. With the emergence of various common themes, the final number of interviews came to eleven.

By following the procedures outlined in this section, the researcher met conditions established by Goetz & LeCompte (1984) and Lincoln & Guba (1985) for achieving validity within the research process. Triangulation was met through the application of strategies suggested by Merriam (1988) and other steps, such as the use of an auditor, which were outlined earlier in this section.

Data Analysis

In qualitative theory, the researcher seeks to identify emerging themes and form generalizations in regards to the population under study (Merriam, 1988). As the research
unfolds, one must remain aware of the emergence of these common themes in the process. When the researcher begins to identify common themes, usually by repetition in the interview process, then the researcher has been successful in the endeavor. This took place in this research study.

When this is achieved, the researcher needs to organize data by arranging transcripts, reviewing field notes, analyzing tape recordings, and reviewing all other pertinent documents. After arranging data the researcher, with assistance from the auditor, began to review emerging themes and commonalities.

These themes were then developed and linked to categories. From these categories, conclusions were drawn pertinent to the common transitional and first year experiences of newly appointed community college deans. Finally, the researcher defined his findings and reports these in Chapters 4 and 5.

Summary

The success of a qualitative research process is enhanced when the researcher carefully lays out his/her research plan. Through the provision of a detailed plan the researcher creates an operating manual which other researchers may follow (Goetz & LeCompte, 1984). In this research study such an operating manual was created.

In Chapter 3, an outline of qualitative methodology was explained and why it was selected for this study. Data was
gathered through use of the in-depth, face-to-face interviews concluded with newly appointed community college deans from institutions which have a comparable size and organizational structure as defined in Chapter 1.

Specific criteria for selection of newly appointed deans was addressed through interviews with community college experts. Three experts were selected during the pre-pilot and pilot phase who guided the development of the interview protocol. During the pre-pilot and pilot phase, the researcher refined his qualitative interview skills and other research procedures through pilot (or practice) interviews before entering the field.

Further preparation for this project was gained through experiential learning on the job, through doctoral studies, and earlier career activities. His field preparation included research both on higher education career progression and on the homeless. This preparation enhanced the likelihood of success for the project. Documentation of his expertise and the methods which were employed in the project increased the reliability of the project by providing a detailed account which can be replicated.

To insure validity, the researcher made certain to adhere to measures which assured that what was reported was an accurate reflection of field research. Procedures such as an auditor's review, transcription of notes, and participant review helped to meet triangulation assurances.
Chapter 4

FINDINGS

Introduction

The results of the interviews and subsequent data analysis are presented in Chapter 4. A demographic profile of those interviewed is presented first, followed by a detailed summary of the interview results in order of protocol questions. The final section includes a presentation of themes, which grew out of the analysis.

Demographic Characteristics of the Participants

The demographic results of the sample are presented in the following narrative.

Level of Education

Each of the 11 participants possessed both a baccalaureate and a master's degree. Five of the eleven had completed a doctoral degree, four held the Ed.D., and one the Ph.D. Two others had completed hours toward the doctoral degree. One of these two was actively pursuing completion of the doctoral degree. This was the only participant actively engaged in additional educational pursuits.

Positions Outside of Higher Education

Of the eleven participants, seven (64%) had held prior positions outside of higher education. There was a level of
variation in the type of outside experience; however, three newly appointed deans had taught in a public education system. A breakdown of those seven who had outside positions, by general type follows:

Table 1

<table>
<thead>
<tr>
<th>Type of Areas Outside of Education and Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Public Education</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Mining</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Note. One of the participants held positions in two outside areas, thus accounting for a numerical total of eight.

The range of years held in positions outside of higher education extended from three years to twelve years. The mean number of years in a position outside of higher education was six and one-half years ($x=6.5$).

A follow-up phone call was made to each of the participants to identify the length of time each spent in the position prior to becoming a dean. The range of time in the prior position was from one year to eleven years, the mean time in the position was over four years ($x=4.2$).

Number of Personnel Reporting to Participants

This section focuses on the number of staff reporting directly to the newly appointed dean in terms of his/her
span of control. Deans of instruction and deans of technical and continuing education originally responded with a number which included full and part-time faculty. In each case, the faculty had daily supervision provided by department chairs or a department director. These deans were contacted again for clarification; each responded to clarify those who were within his/her immediate span of control. The same span of control rule was applied to all deans in the research project. A breakdown of personnel who report directly to the deans follows.

**Full-time Professional Staff.** The range for the category existed from a low of four to a high of eleven. The mean was eight (x=8). These positions included division or department chairs, program directors or coordinators, library and media staff, accountants, payroll supervisors, purchasing agents, assistant deans, counselors, academic advisors, and registrars.

**Full-Time Clerical Staff.** The range of staff reporting to the dean for this category extended from one to sixteen (x = 3.4). Four deans held only one clerical position within their span of control.

**Part-Time Professional and Clerical Staff.** It was difficult for participants to place a full-time equivalency (FTE) on staff who reported to them within this category. Of the eleven participants, only four reported any part-time staff, and the deans were unable to calculate the FTE. Each
of the four deans preferred to respond to this question with the total number of part-time staff for whom they were responsible. One dean reported four clerical and four professional part-time staff, a second reported two clerical and two professional part-time staff, the third reported five clerical and nine professional part-time staff, and the fourth dean reported one professional part-time staff member.

Age

Of the eleven deans, the youngest was thirty-five; the oldest was fifty-seven. The mean age of the newly appointed community college dean was forty-five point four \( (\bar{x} = 45.4) \). A chart of ages with the number of deans at that age follows:

Table 2
Age of Participants and Frequency

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
</tr>
<tr>
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Race, Marital Status, and Sex

Of the eleven participants, all eleven were caucasians (100%). Ten of the participants were married (91%) and one
was single (9%). Only one participant reported being divorced. It should be noted that the only minority member interviewed in the entire research project was a male dean in the pilot study. This point will be addressed in Chapter 5. In terms of gender, six were male, five were female.

Detailed Summary of the Interviews

In the following section, a detailed analysis of the interview results is presented. The order of the following summary will follow the order of questions from the protocol. As was noted earlier in this chapter, each interviewee was free to weave his/her own story, and the researcher brought focus, clarity, or direction to the interview as it progressed. In most interviews, the order of questions varied, or due to a detailed response which answered more than one question, some questions were not asked during the interview.

Most Helpful Experience

The first question addressed overall preparation. It was phrased, "What experience has been the most helpful in your preparation for your dean's position?" This question elicited responses as reported in the following narrative.

All participants believed that they were fully qualified and prepared for their new position. Each believed that his/her progression up the career ladder was built upon experiential learning and competence. While some
may have referenced one particular position, all felt that their career preparation prepared them for their new position. Those who referenced a particular prior position in terms of preparation, felt that it served as an on-the-job training experience, as one participant related:

Because this is what is most helpful, I will just say one experience, and that was serving here at this institution as the associate dean. Before I became the dean, this gave me the insight of all responsibilities of the dean that I worked under, and he was extremely good at keeping me abreast of and knowledgeable of everything that went on. Because I served in his absence and so when he chose to change positions, it was an easy transition for me because I had basically completed all those things and had been involved in all of those responsibilities. There are other experiences that have helped me tremendously, but the most helpful, of course, has been that one.

He was asked to clarify if "this could be considered as on-the-job training." His response was affirmative, "Absolutely, sure it was. It was real experience for two years of just exactly what I am doing now, plus just a few more responsibilities, basically."

Another interviewee similarly related the benefit of years of preparation before becoming a new dean:

"Well as you know, I have been at this school for thirteen years. I have served as a faculty member and division chair. I know the school, the people, and the prior dean kept me well informed. I'd say my best preparation came right here."
Both of these responses came from deans who were promoted to their current positions internally. Those who were hired externally, or who came from the private sector related similar stories:

In my case it is my industrial experience because I've been given a specific charge to improve our services to the district and that led and had a lot to do with my getting the job. I think the experience I had as a person who was an industrial trainer using the fact that the community college was building in that way helps me understand that industry has unique needs. So coming from industry to the community college, I understood their needs.

Two other deans, who made the transition from one state to another, believed that their prior experiences had prepared them adequately for their new position. Each referred to the career progress as on-the-job experience or training. While each believed that he/she was fully prepared, however, each had a different assessment of his/her first few months.

The first individual had a very broad perspective to bring to her first dean's position. This dean had worked in three other states at both the community college and state governing board level. A former faculty member, department chair, and assistant program director, this dean had worked at a very large community college. As a newly appointed dean at a smaller, rural institution, the problems were easier to confront. This dean believed that the positions
which she held in the past were outstanding learning experiences. She stated, "I guess my thinking was that everything has prepared me for the next job. As I progressed, I added expertise which would come to help me down the road."

This individual went on to explain further, that aside from learning a new system, her prior experiences left her with a broad perspective. Her transition from a larger institution where essential job elements had been carried out "several hundred times before" gave her confidence and an "assurance of success." The second individual did not believe the transitional experience was as easy.

By accepting the dean's position, this interviewee believed he had more intense pressure or obligation to work "extra hard." This additional work extended beyond the role of his position as an administrative services dean. The additional work required travel, research, and other diverse duties. In his words: "It is strange how you get those responsibilities delegated either officially or informally to you. So my plate keeps getting bigger. The better you do, the more you get."

Though this individual considered himself prepared, as a new dean he approached his role with a unique vigor and felt that the position had to be as important as other parts of one's life. He attributed this, essentially, to the unique function of the community college:
And, you know, to me a community college in particular cannot stay stagnant. It cannot sit on its laurels because it will simply not work in meeting the constant change of demographics, constant change in the needs of business and industry within the community.

New deans felt that the most helpful overall experiences were their professional career preparations. Several felt that prior experience served as an on-the-job training period. Each felt that his/her training enhanced his/her competence and confidence level and prepared him/her for the demands of the deanship. However, the rigors of the deanship are, at times, overwhelming and the stress of decision making is not always anticipated.

**Academic Preparation**

The second question asked "If there was anything the dean would change in his/her academic preparation which may more effectively prepare him/her?" The responses to this question were diverse. Some deans felt their academic preparation was sufficient and enhanced their careers. Three deans were quite specific, emphasizing the importance of graduate level social science courses in their graduate program. One dean never had a social science course until his doctoral studies.

Another of these three deans further went on to credit the research and philosophy courses in his doctoral program.
The value of research courses was related, in detail, by one dean who used a systems approach to resolving issues in his division:

The other most important thing is the experience of tying educational research to practice. I don't think most doctoral students ever do this. They get their doctorate, but I tell you what, if you know that (research application) it changes your professional life.

This dean went on to elaborate how an understanding of research can help plan institutional effectiveness efforts. Other areas which he felt could benefit from research design are; assessing student learning outcomes, developing problem solving models, and preparation of grants.

Two deans, both of whom were from administrative services, credited their background as accountants. Each related stories which drew upon his/her educational and accounting background to enhance job opportunities. One felt that it (accounting) gave him, "a competitive edge as far as applying for positions." The second believed that without her heavy emphasis in accounting (and even with community college administrative experience) she would have been, "unable to get an interview for my current position."

Each of these two administrative deans did emphasize the importance of fund accounting in the public sector. This was particularly important in understanding the terms unique to public accounting. Yet, while each had wished
that their educational preparation included more "not for profit" accounting, both believed their educational preparation beneficial to the current position and served as the basis for their advancement.

A dean of continuing education credited his doctoral studies for providing him with a strong theoretical background, but on a critical note, one which lacked leadership development. He attributed any success in leadership to his five years in the military. "In the military experience, I took an associate leadership course, that helped me in terms of leadership--it really was the first experience I had."

While this was the only dean who possessed a military background, his were not the only critical comments about doctoral studies. Two deans in particular were critical over the lack of community college courses in their doctoral studies. Both felt that their programs of study were directed towards people in secondary education:

Mine was a fairly general field of study and was not very closely related to community colleges and I think it would have helped some to have a community college offering. I felt that I really could have benefitted from more community college exposure.
While this dean felt that the program provided a "very broad perspective" it forced students to pursue their specific interest independently. A comparable response was echoed by another interviewee:

I found that at my institution a lot of courses were in educational administration, you are going with high school and elementary teachers. Faculty there had the same public education background. So, I guess I probably would have changed things if more emphasis was on community college administration, but it was fine, what I learned.

The interview participants found weaknesses in their academic preparation. These weaknesses were not obstacles to their overall preparation, but were specific to the area of graduate study. None of the deans felt that these weaknesses were overly significant, but greater emphasis on leadership or public sector information could have been helpful. Many graduate level programs are generic to a broad audience and lack the specificity of fund accounting, leadership, or community college topics to name a few.
Career Preparation

The third question in the protocol asked "How would the newly appointed dean change his/her career preparation in order to more effectively prepare you for your community college administrative role?" With two exceptions all of the deans felt that they would not make any changes in their career preparation. Many referenced their response to the opening question in the protocol which asked, "what experience has been the most helpful?"

Each of the interviewees reported strong on-the-job experience as being the most helpful overall; each was similarly quick to credit career progression as being positive. One dean who directed technical and continuing education functions responded with the following:

I honestly don't think I would change anything. When I stepped into the department head's position here on campus, I had the responsibility of directing the office technology, business, computer management - all of those areas and real estate. I had the accounting background I had experience oh, and management was one of my minors in the doctoral program. So, I had experience in both the academic preparation and in job preparation. But you know Joe, that with all the changes in technology, it is very difficult to stay current. I have had to rely on many others for advice, that is some thing that you do not learn in school. One must come by that skill by trial and error and it is the error part that you gain the best experience, and I don't need to remind what changes are mandated by the Board. It is not that it is political, it is sort of a structure that does not always understand the issues here, so you need academic and job experience.

This dean added that it was the hard technology area, (electronics, hazardous materials, and automotive
technologies) which were new, but admitted, "nothing can prepare you for every possible component." Even recognizing this reality, this dean emphasized how the career progression bolstered confidence and provided the skills necessary to succeed.

A student services dean, who had spent thirteen years at his institution, referenced his self-confidence and expertise as a direct result of his career progression. The self-confidence grew as he became more familiar with the operation of each student service function:

I think that progression of experience has made me both confident and competent in my abilities to do the job. No, I don't think I would change anything. No, because I think it just fell into place perfectly to have those stepping stones of experience.

A dean who was an external promotion referenced not only her broad career perspective, but the fact she was an outsider as being an asset in reaching the dean's level:

But, I think that was part of the reason I was hired. I had an outside perspective. I had the experience in all areas. I have actually input admission's applications. I have processed and completed financial aid applications. I have recruited. I have done activities and stayed there until 2:00 a.m. I have registered students. I have advised students. I believe that these were the things that attracted the search committee. They saw that I knew what it was like to be in student services.
The two deans who would have changed their career preparation examined their preparation in terms, "I wish I had done...." Neither felt that any deficiency was major, but both believed that, in hindsight, it may have professionally strengthened them and could have enhanced their confidence.

One of these two deans, a student services dean, identified counseling experience as an area that he would have added to his career preparation. Having moved up the ranks through financial aid, student activities, and admissions, this individual would have liked to have added some "counseling background to my career preparation." This dean stated:

Well, I chose experiences in financial aid, admissions and the like, but some form of expertise in counseling probably, or some form of credential in counseling needs to have happened. I don't know. It's not that I think I'm less prepared, I just would have liked to have it.

The second dean, who held an instructional dean's position, made a career change from a program coordinator's position to the deanship. She expressed the fact that she would have liked more mid-level administrative experience prior to accepting the dean's position. This dean believed that experience at that level would have helped in budget preparation and other administrative matters:
Yes, when I took this position, I jumped a level. When I left teaching, I went into a coordinator position then jumped into this one. I skipped the division director or department chair level and missed the opportunities to participate at that level...(deleted to insure anonymity). I think that when I applied for this job I knew I could have used more time in the middle.

This question did not elicit a very strong response and several deans referenced the opening protocol question in answering this question. This question could have been more specific and may be a weak spot in the protocol.

There were deans who provided some responses that were specific to a weakness in their preparation. Overall, however, the deans were satisfied with the career preparation and felt that they were adequately prepared.

Social and/or Family Life

The next question on the interview protocol asked, "How was your family and/or social life affected by your new position?" In the responses to this question, five of the eleven deans reported an effect upon them.

For two of these deans, both women who had moved considerable distances to accept their new positions, the result was a separation from their loved ones. One of these deans was married, the other engaged. Both believed that it placed a severe hardship upon them. This was due to the separation and being alone in a new community:
There is probably a lot more opportunity here for social mingling, if my husband were here. It is hard to do things in a small community since most functions include a spouse. While he joins me on weekends, it is hard to make friends because we want to be alone.

The second female dean also identified the distance between her and her fiancee as an issue:

' My fiancee was no more than five minutes away from me there. He is nine and a half hours away from me now. I'm new at this, and I have to learn but (I work harder) also because I have not developed that social life. So, it is easier to devote myself to the job, which is probably a good thing. The job is requiring it now; so, it is not a negative thing in that sense. Yes, my social life and my family life has made a drastic change.

Another dean identified the driving distance between home and his new institution as a hardship because it reduced the amount of time available for the family. The more difficult change was the pressure to socialize in the community. This dean stated, "I'm sociable but unsocial. There are pressures for me to become prominent in the professional community here and to move here; so yes, there are social pressures which make me uncomfortable."

This dean also felt a little uncomfortable with the treatment accorded a dean. Staff and faculty no longer greeted him as (name withheld) but as "Dean (name
withheld)." He believed that at his new institution, "it is more pronounced than some other schools—the use of titles."

The effect on family life was more of an issue for another dean. For him that was the only negative aspect of the new position. He expressed it this way:

I typically work 45, 50 hours a week, plus. My family life has changed greatly. I've got two daughters and a wife of 15 years, a very close family. It has taken me away from home a lot more than I expected. We literally have spent nights in here till 3:00 a.m. before working on the transferring of (computer) information.

This individual requested the recorder be stopped allowing for a dramatic affirmation on family disruption. He did admit later, with the recorder on, that there were some positive social consequences by being, "a dean at a college that is well respected within the community."

Another "positive perk" as he called it was, "automatic membership in the Chamber of Commerce and invitations to several churches in town."

Each of these four deans reported increased influence and opportunity in community or social life. They all indicated that it was part of the responsibility of being at the dean's level. All of these deans were at community colleges in smaller towns where the campus is considered a
community resource. Among those deans who did not report any change in their social or family life all responded by saying that community involvement was part of the job:

Being a dean at a community college, particularly in a smaller city or town means that you have to be involved in the community. I knew going into this job. If you believe in the community college mission you should understand that it requires community interaction. How else would you know what the community needs? You have to be out there.

New deans should expect an impact upon their social or family life. Demands upon time come in the form of increased responsibility and pressures to participate in social or community functions are requisites of the position.

Those deans who are single may miss the company of a significant other; either to socialize with, or share the days events. Those deans who are new to the community may experience additional pressures to become involved. Not all deans may find this unpleasant, for it can bring prestige and prominence.

New Position

The next question in the protocol asked, "What the newly appointed community college dean enjoyed about the new position?" Of all of the questions within the protocol, this was the question which drew the most detailed
responses. Specifically, four of the newly appointed community college deans used metaphorical responses, although each was referring to his/her ability to shape a new idea or concept within his/her division. One dean described her concept of the new position by the challenge of getting people to look at things differently:

It may sound canned to say the challenge, but I think that's the thing—I see such potential here. This institution is doing good and wonderful things, but I explained to one of the folks just the other day, a lot of the people have been here for years and years or they've been in the same student service area. Of those who have been in the institution for years, they have gotten to the point that they have to remember each tree and what it is and describe it and know it that well. And they have concentrated for so long on each of those individual trees they have forgotten what the forest looks like. And I've come in not knowing each tree so well, but I know what the forest looks like. And the challenge of getting them to remember that all of those trees make up one forest, that people will be enjoying and partaking of and all of those things, that to me is a challenge. It's also very frustrating. The challenge of that is probably one of my greatest frustrations in that—but this is the tree. This tree's always looked like this. You know, why do you want to put a bench around this tree? It looks fine the way it is. We've never had a bench around that tree. Why do we want a bench around it now? And if I say, well, I don't know, the students might enjoy if this were here, or whatever. It's never been before. They always did without.

Another dean described it as a chance to demonstrate to the faculty that she could be trusted. Establishing that trust meant building a relationship block by block:
You know it is like taking baby steps. At first you take one and fall down. You practice and you are up to three steps. With a little more practice you take several—one day you no longer fall down. That is what I am trying to do. I'm trying one step or one block at a time and I hope that gradually people begin to believe in me. We have a new president and a new dean, the first new administrators in years. He is from (location withheld) and I am also from out of state. We have to build confidence and trust by baby steps.

A third dean expressed it as a chance to mold a division and to be a champion for that division; a chance "to be the artist instead of the clay." When asked to clarify he responded by saying, "Whereas, before a president or a dean had the chance, now it is me." He went on to say:

I think that it's my contention, at least in these four walls, that I'm a champion and that institutions have champions and sometimes--sometimes don't recognize who they are. I've been lucky in that I've been recognized as a champion where I was, a champion here. I was president of a state organization, chairman of the school board in (name withheld) County, things like that, even if you're not sure of yourself you know, you can look at those things and say somebody thought you could do it.

And because I know that I've got some skills out there that other people recognize, because I know that I can do it, I can do things.

This opportunity to shape an area was further expressed by another dean who saw her new position as a challenge and a way to leave an impression upon her institution. She stated, "I wanted to shape a new way of thinking, to build,
to set a vision and point people in a direction. It sounds somewhat egotistical, but hopefully people will say (name withheld) really made an impact here."

Another metaphorical response by one dean related this opportunity:

"But it is like it's been here for so long, your silver. If you don't use your silver and company is coming or you want to just enjoy it yourself, you have to get it out and polish it every once in awhile. And I think that is the thing that I'm going to enjoy most I guess, helping polish the programs that we have."

Interview participants expressed a high degree of enthusiasm and confidence in responding to this question. The deans in the study welcomed the challenge of the position and saw the deanship as an opportunity to shape the future of their institution.

Other opportunities came in the form of trying new ideas and improving the operation of their areas. The deans were excited about this component of their position and had a "can do" attitude.

**Last Position**

The newly appointed community college deans were then asked, "Is there some aspect of your last position which was particularly satisfying which is not in your current position?" There was little response to this question. One dean responded that she missed "the personal contact with instructors," but would not say it was a major issue.
Many of the deans felt that they knew the job for which they were promoted, or that they had very similar responsibilities in their last position. There was no difference in response even when one examines the comments from those who were promoted internally or externally. All of the deans felt comfortable in their new roles and only two newly appointed deans felt strongly enough to emphasize a "missing" component.

Two individuals, both deans of student services, missed the contact with students. One responded to the question this way:

Yeah, and it is the only one thing and it is the personal contact with the students. Now being a true administrator, supervisor, and manager, the responsibilities have been added to an extent that I won't be able to have as much time with the students. I got a lot of self-satisfaction out of working with students. I am still going to do some things I just don't want to let go.

The second student service dean echoed the same feelings of missing something:

But, to know that you've had that impact on either an individual student or a group of students, to me, is what we are about. You broaden the horizon, you've opened a door for them, and you have made a difference. And, just being there and doing the things you are supposed to be doing, you know just doing your job.
You know, my role was such that I did all those things. And that is what I miss probably most of all, that what I miss is that minute-by-minute contact with students.

There was little lengthy dialogue in response to this question. Some deans struggled to go beyond a simple no. Those who did provide an answer of any analysis reported that they missed the personal contact of students or faculty. This is to be expected as one progresses up the career ladder and has been expressed in prior responses. With an increasing level of responsibility comes the necessity to focus on more administrative functions.

Critical Events

The newly appointed community college deans were then asked, "What were the critical events which affected your decision to accept your new position?" Several deans responded by saying, in effect, their new position was just part of a natural career progression. One dean, in particular, emphasized her timing as being part of the plan but added the "encouragement of a mentor" helped her:

I guess my thinking was everything has prepared me for the next job, but I knew going into the Regent's chair position I'm not really sure what to expect. And my boss was not new to the field and the second time she and I talked she laid out a time plan, for career progression for me. In that job it was on-the-job trial-by-error, but she helped, she pushed, and she planned for me. Now
that I am here, it was just part of the plan—I put it, I interview. That is it. And other than learning a new state system, new reporting policy for contact hours, etc., I'm ready, I planned for this.

Timing was also mentioned by two other deans who were promoted internally. For them the time was right, and the "old dean decided to move on to another position." This is best expressed in the following comment:

Well, yes, when he decided to leave I had a good while. I was asked to be the acting dean until a decision was made about the interview process. So I had several weeks to think about whether or not I want to be a temp, and truthfully the major reason why I wanted this position is the staff—so I decided to apply.

This dean also identified the encouragement of others in applying for his promotion:

I have been very fortunate in that the entire staff has strongly encouraged me and asked me to apply for the position, and they do respect me, and I felt very good about that, and it wasn't out of courtesy. I had some people who did it for courtesy, but these were enthusiastic encouragements, and that alone made a big help. They really wanted me to get the position.

A second dean cited a similar event as the reason for her promotion from an internal position:

My immediate supervisor changed jobs. He went to (name withheld) college as Dean of Extended
Programs, and of course I had been under his supervision for the past 13 years, and he recommended me to this president and vice president. So within 24 hours I was put in as interim dean.

Still another dean responded by naming timing and self-confidence as critical events:

You know I was really ready for this move. I knew I could do it and it seemed to be a good time to do it. I'm young, 35, and felt 'go for it.' I knew that my president at (name withheld) was going to be moving on, so it was just the time and a belief in myself.

Two other deans, however, felt some internal pressures to move on. These deans looked for positions at other community colleges because they had lost faith in the administration. Both deans made the move for their own peace of mind:

I was in an environment where the people above me couldn't make a decision. There was—every system has some point of dysfunction in it unless it's a really exemplary, and this system had the dean and the president who shuffled between themselves all the things that they didn't want people cleaning up their laundry. Not that they had to— they weren't crooked or anything. I'm just saying that instead of telling people no when the answer is no, they didn't tell anybody anything. And instead of creating some initiative in providing help for us falling in behind and say, Oh, I see where we are going, that never happened.
Criticism of administration and feeling that it was time to leave was cited by a second dean:

The administration, the central administration at the other school, I did not feel they were student oriented—and this may be some of that unrest deep within me, as I look back, they were not as student oriented as I felt they should have been and as the institution wanted, as a whole, wanted to be. I felt some of the top administrators, and they did good things in terms of—some things were very positive as were some of the policies.

But on a personal level of what I would term integrity and commitment, they were more self-serving than they were serving of the institution and the students. And I'm sure that was an element in my decision.

These were the only two deans who stipulated any negative consequence at all as a reason for their move. All deans saw the position as a challenge, but one for which they were well prepared.

To many new deans, the progression to the position is part of an upward career path. Here again, several deans detailed their career progression which led to increased self-confidence as a motivation in seeking the deanship.

Timing, internal pressures, and the sudden availability of a dean's position were identified as the critical event. Timing can be negative or positive. On the negative side, some deans may no longer feel comfortable in the prior position or institution. Further, some deans in the study were no longer able to support an administrative policy or team and choose to seek a deanship.
On the positive side, increasing self-confidence gave some deans the encouragement to seek a higher level of responsibility. This self-confidence came from within or from a mentor. An enhanced level of self-confidence caused some deans to conclude that the time was right and sought out a deanship.

Transition to New Position

The newly appointed community college deans were next asked, "In the transition from your prior position to your current one, what were the most challenging or demanding issues which confronted you?" This question was also one of those in the protocol which elicited several similar remarks or common themes.

The biggest challenge confronted by most deans involved the motivation of staff, personnel, or people-related issues. All the deans believed that they brought a new way of thinking or management to their respective division. Some referred to it as a TQM approach, while others believed it was a more aggressive approach, phrased this way by one dean:

"Trying to move a group of people, that have been, that is typical, typical reactive types of state employees to a proactive, getting ahead of the game, being on the edge of developing true partnerships. That takes some major changes."
This dean as well as others, encountered some resistance in this approach which consequently required time and work. The selling of a quality movement approach and "trying to create a service organization from an old line group" was an exciting challenge for this dean of continuing education. A similar challenge was encountered by an administrative services dean.

In her first few months on the job, she attempted to bring several business office functions into a new way of thinking. Her new approach meant convincing her staff that their business was student service, and student success was as much their role as it was the faculty's or the counselor's. Her responses resonated a student success model stated more often by deans of student services:

I had been a controller at another (state withheld) community college. The focus there was not student services, I saw the dissatisfaction with college offices. I came to this school to initiate a concept that we all serve students, they are the customers. Our role is to try to keep them here, to help them out. I had the hardest time getting my people to think that way. We are trying to establish a may I help you? approach.

This dean went on to describe the difficulties of creating a customer service team, where the personnel office may help the accounting office, or purchasing may assist the cashier's window. She mentioned that after six months, people were beginning to listen. Another dean who brought
in a concept of sharing duties as a means of streamlining his student service division described his approach this way:

I can give you a real quick case example upon becoming dean. I had to think about the restructuring of the department, whether or not I want to have an associate dean or not, or whether we would be better served by hiring a couple of counselors instead of a dean. To do that I can't take on the responsibilities, all of the, of the associate dean. So, I've got to be able to give some of them out to the rest of the troops so to speak. So I had a group of all the non-clerical personnel and told them face to face to think about it, and for them to decide whether they wanted an associate dean or whether it would help the team to have another counselor and clerical person, which gives us more personnel to distribute the work, but they are going to have to take some of the load off me.

He went on to describe that after thinking about the issue for three weeks, he called the group together. He advised them that it would be a team decision and that his vote was equal to all the rest. He was not the only dean who used group voting as a means of expressing equality among the group, another dean put it this way:

You know, I made this statement too--that in this team there are 21 people in the department including myself. And I told them--I said, You know in this team you will all have 20 votes. My hope is that I will have my vote, which will be one.
She added that in times of "inertia or indecision," she may take all 21 votes. Another method of encouragement was put this way by a student services dean:

They keep saying, "this isn't getting better, I'm trying and it is not getting better." And I say that you are trying, quit doing that and try something else and I say if that doesn't work, no penalty. No penalty for getting the wrong answer.

He added that his staff came to understand that by applying a new technique or system to an old problem, the problem was often overcome. When asked if it was an application of systems theory, the dean responded:

It is like a system theory only it is not approximate behavior based, it is like a TQM model...except it is not bottom line based. When you're looking at a TQM model, you look at how does everything work in the process, and that it is a planning process.

This was not the only dean who referenced the implementation of a TQM model. One dean took the approach with him from his prior college to his new college:

We were always on the cutting edge of new philosophy, new thoughts, new training ways. We implemented TQM back in 1986, brought in Fox Valley. We brought in the culture of continuous improvement, whichever phrase you want to use.
In applying it at his new college he encountered some hard liners. "Obviously, with a lot of old timers, that causes problems. So there was this somewhat of a debate between the philosophy...of old timers who did not want to change."

It was this sentiment of a new way of doing things, or of implementing a new style, or trying to change old ways, which was the biggest challenge for newly appointed community college deans in their first year. Two others were mentioned, however. One dean simply put it as "getting used to the bureaucracy of the public sector," another dean described in detail her difficulty and biggest challenge which involved getting familiar with a federal program:

Stepping in and administering the Perkins Grant, a grant which I had not written. A grant which I would sit here day after day and look at this line and say, "I wonder what it means?" I would see that I had this money and I would see basically how to spend it but in some cases I had no clue what the intentions were. And I think living through the first year with Perkins, not being familiar with administering a grant, and the federal rules, that was the biggest challenge, and to do it correctly.

Clearly the deans in the research project responded that the most challenging issues were those which focused on motivating people to try, or to accept a new way of doing
things. These deans found that change promoted anxiety and resistance. This issue was encountered by those promoted from within and from outside the institution.

Several deans in the study cited their attempt to implement a TQM approach. Overall, many made attempts to form team-building relationships with their departments, but this approach took time to evolve, and brought challenges within the department and among individuals.

Another challenge encountered by the new deans was the initiation to a new bureaucracy. This topic is elaborated on in the following section.

Issues Which Require the Most Attention

Getting used to a new state or institutional system was a concern which required the most attention of newly appointed deans. This was in response to the question, "What are the issues which require the most attention in your new position?" This was the case regardless of their promotion from an internal or external position. For those deans who came to their position from another state, or from outside of the state community college system, the issue of adjustment to the new system was the issue which required the most attention. As an example, a dean of administrative services put it this way:

All of a sudden I come into another state, different state office, different political bureaucracy that you’ve got to learn. And so that
was another element of, that was sort of a problem, was all of a sudden you've got to get out and learn the new system.

As was the case in most interviews, this dean answered multiple questions during responses to earlier questions. This dean referred me to an earlier response in reference to this question, when he had described a trip to the state capitol in order to help him adjust:

They do not have an orientation program if you will, canned program, and so, I just went and visited the various offices that I had to deal with and made sure I had, if you will, look at all my books right here, all the lesson manuals. I made certain that I took back with me the most current policy manuals available.

In spite of his efforts to adjust through familiarizing himself with the system, he was not prepared for a potential dramatic budget cut. After considerable high-level negotiations, community college representatives were able to convince state leaders that they (community colleges) were operating efficiently and should not be victims of state cuts. He reported that, "all of a sudden we were sort of misaligned with higher education in the state budget because we dodged the bullet; and the four year schools still had to cough up 15 percent."

Budget issues were a concern for other deans but not to the same degree. An administrative services dean
implemented a system which he believed would result in a more efficient accounting process. He stated that getting the process operational took time. This dean attempted to run the budget more efficiently and related it this way:

Setting up a more effective system took the most time. As I said earlier, getting people to think differently and to accept the fact that we can run the budget more effectively—that is the issue which takes more time. I know we can do it better.

Budgetary and other administrative systems were a time consuming process for two deans of instruction, which was best expressed this way:

I wasn't aware of the budget and administrative issues. They take a lot of time. You see this stack here--this will come home tonight, and by the end of the day it will be bigger. There are so many administrative matters which take time that I have to take work home. So that is the biggest issue, getting used to the budget and paperwork process.

One dean responded by saying that time management was a big issue for him, but it relates to the above tale:

There are things which always keep you busy. I enjoy--literally enjoy having more things on my mind at the same time. Sometimes I say how in the world can I stand it, but I love it at the same time.
Earlier he talked about his transition and his thoughts on that transition:

Well, I guess it is probably just simply the thought process of determining how I am going to do that. It is time management and it is the delegation—but it was down and trying to figure out restructuring, job descriptions, and what changes I am going to make.

Another dean felt quite the same in terms of getting used to things in spite of the challenges which confronted him in the form of sexual harassment hearings:

I guess major crisis that I've had, all at once I had this sexual harassment thing. All at once I've had about three incidences of potential sexual harassment. Of course we have a clear cut procedure that we follow. One of them I don't think has any substance to it. Two of them, there could be. Thank goodness the two I found a substance to was instructor--student, student--student. I guess one of the other things that did require that I was not expecting...One thing that I did not anticipate was the scope of the job in terms of the many different kinds of things we were doing. That may sound foolish, but it was much broader based and serving more groups than I expected and that more than the harassment issue was the most time consuming...getting adjusted.

Getting adjusted to the workload and the process behind it was referenced by others as well. For all eleven of the newly appointed community college deans it was this process of either getting used to a new system or the related tasks of the system that took time. Each dean referenced some
period of adjustment as they settled into their position. Newness, whether it came in the form of a different state, campus, or responsibility, taxed the time management of the deans in this study.

Closing Question

The last question asked the following, "Is there anything else, either positive or negative, which you care to add about the transition from your previous to current position or about your first few months in the dean's position?" Several deans raised issues mentioned earlier but not in as detailed a manner. In the first response from a dean of student services it was easy to identify a level of frustration when he compared his prior campus to his new one:

The--there was that responsibility to get the job done, whatever that job was, whether it was registration and if you've had registration on the table that was your issue, in that it had to be developed, it was my responsibility to come up with a draft for that procedure or where the tables and chairs and all of that are to be placed. But once we actually brought the draft into the team, then everyone bought into that. Okay. Yeah, well we'll we'll have to have a cashier there and business manager says, okay. This is what I'll do, and I'll do this. And then this other person says, "Well, we'll make sure that the signs are here, whatever it was." There was that shared responsibility and commitment with the structure that--that's here, in a--I don't see that happening as easily.

It's--I have to always ask, "This is where we are. Can I ask you to do this, or will you do this? This is what I need. My I have"--and I guess sometimes it's difficult for me to remember that I
have to do that. I'm used to folks just saying, "Okay. What's my part? You know, where do I fit into this, or I'm here. You know, what are my directions or responsibilities?

For a second dean the first few months involved a transition from an "us versus them" mentality. In the dean's position he had become "them."

The thing that troubles me is that I have been at this institution for several years now, is that the negative people no longer think of you as one of the boys. I have now become one of "them"--the administration. That to me is frustrating--to see that develop.

Another dean who expressed a deeper feeling of frustration phrased it this way:

When I was "us," it was easy enough to aim the criticisms. You didn't have to wonder where. In this chair it's a much fuzzier focus as to what all is wrong and what all is right. In a chair out there I could tell you exactly what was wrong and how to cure it. The cures for the most part, when you don't have the responsibility, aren't viable cures, you know, there aren't easy solutions to problems.

Most folks want to know why you just don't fire so and so and that kind of thing. I was here four days before I realized who was my problem. And that was the one person that somebody from my other school had said, "You better appreciate this person because they're the lifeline." But that person was just stirring things up. Most people just don't understand those kind of personnel issues.
A fourth dean encountered a similar adjustment in terms of how she viewed her position:

...and especially with my own personal approach, I would much rather cooperate and collaborate than dictate for lack of a better word. And I have to remember that not everybody sees the world through my eyes or through my glasses even. However, I'm the one who has to make the decision.

We had a meeting and I told them, we are going forward and we are going to do good and wonderful things. So if you don't want to go and you choose not to be a part of that, then that is your choice.

While these were somewhat negative comments which expressed the occasional frustration encountered by those in a position of responsibility, none of these deans described above harbored negative feelings in their position. Other deans expressed more positive, although less detailed responses. Three responded simply by saying "the pay, I like the pay." Two others, who were each hired by fairly new presidents, looked upon it as a time of "excitement and opportunity." Even the dean who no longer believed he was considered "one of the boys," looked upon his new position in a very positive manner and summarized it this way, "A very strong positive point is the ability to generate ideas. To develop resolutions, implement them and see them to fruition."
One dean who was quoted earlier in his expression of excitement for community colleges again responded to this question by simply saying "this is a great time to be in community colleges." Lastly, after expressing his feelings of "self doubt and wondering during the first few weeks if I could do it," closed by saying, "but I love it, I love my job, and I love community colleges."

The responses from the deans in this closing question elicited both negative and positive emotion. For some it was the exposure to negative attitudes, or an "us versus them" mentality that drew personal frustration. Other deans found that some staff were reluctant to cooperate. These encounters contributed to transitional issues but did not deter the enthusiasm of the deans in this study.

Overall the deans were optimistic and displayed the same feelings of confidence which were observed in other responses to protocol questions. The deans in this study were not shaken by any of the situations which they encountered, yet recognized the obstacles contributed to a transition period.

The deans in the study exhibited a high level of confidence and enthusiasm even when relating frustrating components of their job. These deans possessed the level of skills necessary for success.
Presentation of the Common Themes

In analyzing qualitative data from the long interview, McCracken (1988) suggested reporting data in a process which takes the researcher from individual interviews into a series of analytical categories. He stipulates that reporting should progress to; "no longer talking about the particulars of individual lives but about the general properties of thought and action within the community" (p.46). Once having identified common themes and observations, conclusions should now be formed. As this research project progressed, several common themes emerged. These will be identified in the forthcoming analysis. This process is consistent with recommendations of Merriam (1988) who stipulated that the researcher should identify commonalities.

These commonalities are identified through use of triangulation. For purposes of this study, triangulation was achieved by; listening to the words and observing the interviewee during the long interview, taking and reviewing notes, and reviewing and analyzing of transcripts and audio tapes. Triangulation was also assisted through use of the local auditor, Dr. Dolph Norton, who reviewed progress reports, tapes, notes, and through regular meetings with the researcher. Lastly, each interviewee was recontacted either
by phone or through summary notes to assure accuracy when review of notes raised possible questions. These are strategies recommended by Merriam (1988).

In attempting to portray a realistic picture of the culture, Denzin (1989) suggested a holistic approach to reporting. The role of the researcher is to make clear that which exists in the culture under study, through field observations and then an analysis. From this came an overall general theme related to the common picture of the newly appointed community college dean, and these are presented through the following summaries.

**Common Themes**

**One.** Prior administrative experience in the community college was a prerequisite for the community college deanship.

While seven of the eleven participants (sixty-four%) at one time held positions outside of higher education, no commonality of these outside positions was identified. Each newly appointed community college dean was appointed directly from, or had in the past held, an administrative position in a community college.

There appears to be no typical position outside of higher education which fosters community college career progression. However, all eleven participants held community college administrative positions which either immediately preceded their deanship or held a community
college administrative position earlier in their career. This finding generally indicates that in seeking to fill community college dean's positions, the search process seeks those with community college experience. This fact would make it difficult for a non-community college professional to break into the community college deanship and supports the findings of Vaughan (1990).

Two. There appeared to be no common reporting pattern among subordinates to the community college dean.

The number of administrative and support staff positions which report to a newly appointed dean varies by institution, and by division.

Three. Internal and external promotions were equally successful.

Of the eleven newly appointed community college deans, five (45%) were internal promotions and six (55%) were external promotions.

Based upon the findings, there does not appear to be any significant difference in the transitional or common issues encountered, in comparison of internal versus external promotions. The only area of the protocol for which an issue existed in analyzing internal vs. external moves was the question examining the impact upon the dean's social or family life.

Two deans, both female, were separated from their loved ones (husband, fiancee) by means of the distance from the
location of the prior position. In each case the newly appointed dean made the move on her own and was awaiting the permanent arrival of their loved one. The separation had an impact upon their social life. This will be examined in more detail in an analysis of the social life interview question later in this section.

In terms of the percentage of internal (45%) versus external (55%) promotions, the finding is consistent with the ratio identified by Poskozim in 1984. He found that of 907 administrative promotions in higher education, forty four percent were internal moves and fifty six percent were external. However, in a study conducted by Olson & Knight (1989a) the ratio was only 34 percent internal as compared to 66 percent external. This finding is consistent with Vaughan's (1990) research in the internal/external trends among community college deans. It is inconclusive to reach a determination using the data in this research study, except to say that it appears that the majority of promotions to administrative positions in higher education favor external candidates.

An indirect finding in this research study identified the fact that all external promotions were either from within the state or within the region. This fact, that is, that all candidates promoted externally were from the south,
could ease the cultural transition from the prior position to the current position, for deans in this project, as was pointed out by the local auditor.

Four. There did not appear to be any variance in effectiveness by area, as reported by the deans.

The eleven deans interviewed represented a cross section of community college administrative areas; instruction, administrative services, student services, and continuing education.

Each dean reported a successful transition regardless of the area. This observation, supported by specific testimony with the individual deans, indicates that effectiveness is achieved regardless of the area of administrative responsibility.

Five. There may be discrepancies between the level of administrative participation of minority groups between this and other studies.

All eleven participants were white (100%). Of the participants, six (55%) were male and five (45%) were female. Ten (91%) were married and one (9%) though single, was engaged.

The finding that all participants were white may present a flaw in the research for it contradicts the findings of the most comprehensive study of two-year college administrators conducted by Moore, Twombly, and Martorana (1985). Their research found that 90 percent of administrators were white, four percent were black, four
percent were Hispanic or other minority. It is not possible to make an analysis of this research finding.

The findings, from this limited sample, indicate that women were represented equally as well as men. This is not consistent with the findings of Moore, Twombly, and Martorana (1985), who found eighty percent male and twenty percent female. Their study remains the most comprehensive to date, although a less comprehensive study by Vaughan (1990) produced a similar finding. A telephone call made to the research office of the AACJC found that the Association does not keep gender data for positions below that of president. The Association referenced the above study and suggested another 1990 research effort by George Vaughan.

Findings that ninety-one percent were married is consistent with the Moore, Twombly, and Martorana study (1985). Their findings reported that eighty-five percent of two-year college administrators were married. They did not make an analysis of this finding.

Six. Career preparation within the community college promoted the level of personal confidence among new deans and was the most helpful experience.

Each of the participants in this research project believed that he/she was fully qualified and prepared for the job by means of his/her career preparation.

The progression up the career ladder from one promotion to the next inspired confidence and expertise among these community college deans. By aspiring to the position of
dean, participants were challenged both professionally and personally. The position appeared to motivate the individual to accept responsibility and instilled a sense of vigor for hard work. The participants identified their career preparation as on-the-job training. This finding is supported by two of the more expert community college leaders, Vaughan and Wattenbarger (personal communication, April 7, 1994).

Seven. Academic preparedness consistent with career goals benefited those who aspired to deanships in community colleges.

While some participants recommended specific changes in their academic preparation, overall the findings indicated that education helps prepare those who aspired to the deanship.

Specific preparation in graduate level business-related courses for those who sought a position in administrative services and preparation in graduate level counseling or student personnel for those who followed a student services career path was a benefit. Graduate programs in education and/or business, provided a sound basis for preparation, although additional training related to community colleges and/or government accounting was seen as a benefit. Doctoral programs in education did not provide enough curricula related to procedures and history of the community college. Courses specific to the career area and/or community college functions would have benefited this sample
of deans. Graduate level preparation, in general, helped to open career doors and provides a satisfactory preparation.

Eight. Newly appointed community college deans encountered increased levels of responsibilities and demands placed upon them, which impacted their social and/or family life.

These community college deans also reported increased levels of responsibilities on campus and expectations to become involved in community affairs.

The responsibilities of the job, both on campus and in the community were greater than positions at lower levels. For those who did this without the support of a spouse, or those who are geographically separated from a partner, some hardship was experienced. should be expected.

Nine. Personal challenges were experienced by the newly appointed deans.

The newly appointed community college deans found the position a challenge and a means to shape a college division. They come to their positions self-confident, secure, and with a level of personal expectation. The position of dean provided opportunities and challenges and afforded them with a chance to meet those challenges. Newly appointed dean should expect to be tested and should have the resourcefulness and confidence to meet the challenge.

Ten. Career Planning was an integral component of career progression for new deans.
This reflects the confidence associated with participants in the research project. There was no observable difference in the level of confidence or career planning between those promoted from positions internal or external to the institution. Timing was also a factor and was based upon a feeling of readiness or a chance to pursue a position at a desired institution.

The influence and support of colleagues or a personal mentor was also important and seemed to boost self-confidence. Not all newly appointed deans made a career move based solely upon confidence or opportunity. For some, the desire to leave the former institution was a result of dissatisfaction with one's campus or administration. Whatever the reason, newly appointed deans made career plans and sought promotions based upon their levels of self-confidence and the emergence of opportunity.

Eleven. Resistance to change or a new leadership style was evident from the staff of new deans.

Issues related to staff and personnel provided the biggest transitional challenge and were the most demanding. Newly appointed community college deans believe that they were bringing in a new style or method of management.

The respondents noted that newly appointed community college deans should be skilled in communication and problem solving, and should be able to motivate and direct staff members. They should be prepared to confront personnel
issues and/or resistance to change. As in many organizations, there is some level of resistance to change. An understanding of organizational development, planned change, continuous quality improvement, and team building benefited the deans in the sample.

Twelve. In the transition process from a prior to a current position, new deans found some adjustment in terms of becoming acclimated to a new state or campus organizational system.

Few state systems or individual campuses have formalized orientation programs for new executive level staff (Wattenbarger, personal communication, June 6, 1991). While it was not unusual to find a campus which provided a general orientation program for new employees, this was typically a one day, campus wide introduction. In these campus orientations it was difficult for budget managers to gain access to necessary information. These day long sessions utilized a broad stroke approach.

The new dean should be prepared to pursue answers to his/her questions individually. He/she should be self motivated, independent, and resourceful in order to process and apply proper campus procedure. This theme, again supports the need for self confidence and motivation among those who aspire to the deanship and was reported by all the deans in the project.

Budgeting issues will continue to confront community college administrators as state support dwindles, enrollment
declines, and rising costs continue. Time spent in higher education finance training will be put to good use.

Thirteen. Though new deans possess a level of confidence and persistence sufficient to facilitate success, they experience frustration during their first year.

New deans should be prepared to suffer moments of frustration and a change in levels of acceptance among staff. This is not to be unexpected as one adjusts to increased levels of responsibility and the challenges found in providing leadership. Overall the new dean possesses the stamina and talents to confront these challenges.

Summary

The personalized accounts gathered from the participants in this study identified common issues found by participants as they progressed into and through the first year in their new positions. Personnel issues, budget issues, campus orientation, and increased responsibilities awaited them. Newly appointed deans often brought a new approach to problem solving and team building. This new approach may have led to resistance from staff.

These deans typically possessed the talents and confidence to successfully negotiate the first year. For these deans, who chose to pursue a community college career, it was imperative that they began their career path as early as possible and that they possessed a background in a community college component area.
These community college deans typically possessed a minimum of a master's degree and several years experience in a component area of the community college.
Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter 5 identifies conclusions related to the common experiences of newly appointed community college deans. The chapter includes a listing of potential research biases, information on possible research limitations, suggestions for future study, and overall conclusions.

Potential Bias of the Researcher

The process began with the goal of identifying common transitional and first year experiences of newly appointed community college deans. It was difficult to draw inferences based upon a population of eleven; and that is not the purpose of qualitative research, however, common themes did emerge as the process went on. As is the case in research projects, there was a potential for bias, this was noted during the course of this effort by the local auditor. It was important to the success of the effort that the researcher record those in some way and provide reflection upon them as the process was completed. The researcher in this effort entered into the field with preconceived notions related to the position of the community college dean and to some extent may have been initially prejudiced by these biases. Early review of his interview notes as the project progressed identified some level of resistance to the
comments of the participants. While recognizing his biases, the researcher persisted in his efforts understanding that an objective approach would identify common themes as they were unfolding early in the process. Only after careful review of notes, taped recordings, and meetings with his local auditor did the researcher fully examine findings and discharge his biases.

The early bias of the researcher in accepting the preparedness, satisfaction, and enthusiasm of his interviewees was based upon his own somewhat negative experiences as a newly appointed dean. It was the expectation of the researcher that some level of dissatisfaction would be identified. This dissatisfaction not found among those interviewed. While some minor issues were identified, those interviewed presented common experiences based upon self confidence, job satisfaction, institutional climate, and experiential background.

The researcher took over a newly created position at his institution within continuing education. He confronted role ambiguity due to a lack of definition within his position and entered into his position by crossing community college functions; leaving a student service function and entering a continuing education division. He further accepted his new dean's position at an institution which was developing an identity as a comprehensive community college and departing from an identity as a two year branch of a
four year university. He was, if one includes the president, one of only two outside people to join the campus in five years.

In all cases, those research participants rose through the ranks within a community college function. Student service deans rose through the student service ranks; instructional deans through instructional ranks, business deans through business ranks, and continuing education deans through continuing education ranks. (For the two Texas deans who shared technical and continuing education responsibilities, each rose through instructional ranks, but taught within continuing education departments as well).

Of those participants in the research study, none crossed community college functional lines. This was unlike the researcher, for whom it was necessary to make a transition from student services to continuing education. Lastly, in changing positions, a geographical move was made from Tennessee to Texas. Participants in the research study either made in-state moves or moved to a state which bordered their native state.

It is also important to note that in the course of time spent in Texas, the institution at which the researcher worked underwent tremendous internal conflict. The institutional climate was strife ridden, and the campus president underwent several votes of no confidence. The University System under which the campus operated also came
under intense legislative scrutiny, all during the first fifteen months of the researcher's tenure.

For these reasons, there was an expectation to hear tales of negative experiences from interviewees identifying at least some level of adjustment difficulty. When the researcher failed to encounter negative "tales in the field" early on in the research process he reviewed notes and recordings with skepticism. These matters were reviewed with the local auditor. He was then encouraged to continue collecting interview data and remain objective. The process proceeded and each interview was approached cautiously. A more detailed review of prior transcriptions was employed as well.

**Limitations**

In almost any research effort there exists some level of limitation. Before reviewing the conclusions and recommendations presented in this effort it is important to familiarize oneself with the limitations of the effort. In Chapter 1, the researcher identified the following as preidentified limitations.
Geographic Considerations

In all cases for both pilot and field study, all participants moved to their new positions from within the same geographic area. Participants moved from either within the state of employment, or from a bordering state. Each person was familiar with the geographic area. All came to their positions from schools accredited by the Southern Association of Colleges and Schools (SACS).

To what extent their SACS and geographic familiarity affected their experience and approach to campus issues was not assessed. Each participant was accustomed to Southern culture and this fact may have further hindered the identification of transitional experiences by preventing consideration of geographical or cultural assimilation. It further raises the question of whether a newly appointed dean from New England or the Midwest would assimilate as easily?

In the course of the research process, no attention was drawn to the incumbent's acceptance on campus. Each dean moved to the new campus from a comparable regional culture; did this promote their acceptance? To what extent was their effectiveness impacted? These questions were not part of the original study and would present topics for future consideration.

Comparison of Internal Versus External Promotion

Each participant was asked protocol and/or demographic
survey questions specific to their prior position, and in the course of the interview some attention was given to their prior employer. The ratio of internal (45%) versus external (55%) promotions is consistent with existing research data.

In the research process, no means of assessing overall effectiveness was considered. Without the inclusion of an internal versus external effectiveness measure, there is no way to determine the level at which a comparison can be made.

For those campuses which have a history of internal promotions, or a long range plan of promoting from within, it would be appropriate to consider some form of staff development program. Community colleges have a reputation of being provincial in their approach and operation (Vaughan, 1989). By being so, and by promoting from within, campuses run the risk of maintaining the status quo. Campuses may wish to promote the inclusion of leadership training in the development process in order to foster exposure to new community college trends.

Campuses which choose to reach beyond their local or regional boundaries and seek candidates who are external to the system may be advised to employ some level of orientation as well. To what extent, if any, is it advantageous to employ leaders from outside the region, if the mission of a community college is to identify and
respond to local needs? Consideration of evaluating effectiveness at this level has yet to be examined and limits the extent to which conclusions can be drawn.

Minority Participation

Given the fact that of the interviewees who participated there were no minorities, the researcher can not determine what their transitional issues may have been. The lack of a minority opinion is a weakness in this research project. Further consideration of this issue can be found in the conclusion section of this chapter.

Consideration of a Honeymoon Period

Dr. Dolph Norton, the local auditor, first raised the issue of the potential impact of the "Honeymoon Period". Dr. Norton believed that the first few months of an administrator's tenure are a period of adjustment and that presidents may tend to expect less of a new dean, as opposed to a seasoned institutional veteran. During the early stages of this research project this potential became more of an issue in the mind of the researcher.

As the project continued and as the researcher re-reviewed tapes of the interviews, the common themes became more and more evident. These common themes portrayed a group of individuals confident, secure, and satisfied with their job. No indication was identified by any of the deans in the research project that they were "cut any slack" by
their president. Still, however, the examination of the honeymoon factor was not a component of this research project. The impact of which, if any, was not measured nor considered.

**Inclusion of Other Staff**

The purpose of this research project was to identify common first year and transitional experiences through the personalized accounts of newly appointed community college deans. The emergence of the common themes specified by the interviewees lacked any validation which utilized the inclusion of others. To some extent the grammar and cultures of the deanship are known only to those in that position. The exclusive use of new deans and their words relies upon the honesty of the participant.

If the researcher were to assess the overall effectiveness of the incumbent dean, it would be necessary to collect data from those around him or her. These constituencies would include the president, the dean's secretary, program supervisors, and others, to at some point include students. The lack of input from others who work closely with the dean fosters reliance upon the language and responses of the interviewee. This should be considered a limitation of the study and assessed for impact upon project conclusions.
Focus on the Deanship

Each of the community college experts who were consulted in the pre-pilot phase of this project pointed out the limitations on focusing on the deanship. James Wattenbarger, most vocally of all, cautioned the researcher on the selection of a specific position title (personal communication, June 6, 1991). He suggested the term chief administrative officer as the most ideal classification. This was further stipulated by George Vaughan (personal communication, July 15, 1993), who specifically urged the researcher to expand the definition to include chief administrative officer.

Dr. Dolph Norton expressed similar concerns and referenced changes made in community college organizational structures in the states of Virginia and Texas. All three believed that a focus on a more broad title would allow deans, associate deans, and vice presidents to participate and still capture the nature of the common themes. George Vaughan drew upon his own experience. In 1989, he found that there was no common title, only common responsibilities in community colleges.

It was the decision of the researcher to proceed with the project as intended. This proved to be an overbearing limitation, for as quickly as a potential participant was identified, an organizational change would take place within the college structure. This resulted in title changes and
position responsibility revision. The limitations caused delay and added expense to the research project. Since completion of the research and through follow-up correspondence, at least two deans in the study have had their position re-classified to that of vice president (two others have had proposals presented to governing boards to do the same). The research findings may not have changed if the advice of the experts had been followed, but the timeline would have been shorter and the choices in participants more diverse.

**Future Study**

The research findings present sound qualitative evidence to support the analysis presented in Chapter 4 and the conclusions which follow in this chapter. The research details a picture of the newly appointed community college dean, and the efforts support prior research conducted by this researcher related to: promotional trends, age, race, sex, and other demographic background. There are several areas in need of follow up examination. The following questions present potential follow up or expansive questions related to the finding of this project.

**Question One**

What, if any, are the effects of a "honeymoon period"? Is there a decrease in effectiveness? These two questions raise essentially the same point. That follow up studies on
the participants in this research project are necessary to determine if these deans are still confident, enthusiastic, and prepared. Follow up studies would further validate the findings of this project and focus on where shifts in attitude, approach, and management style may occur.

Question Two

What is the length of duration for these new deans? What would these new deans say in three to five years? Follow up studies should determine if these new deans remain in the position for a length of time consistent with current research data. Follow up studies would determine if these deans are comparable to colleagues in career progression and aspiration. A future study would determine to what extent, if any, these deans change positions.

Question Three

If there is no difference in the observed and reported transition among internally or externally promoted deans, would an institution benefit from searching for a candidate who possesses characteristics relevant to the campus? Currently, job announcements for most positions in higher education indicate that institutions look for qualifications to fit their position. Future studies should examine the institutional's internal method of selection and the effectiveness of the search process.
Institutions may become more effective if an assessment of institutional needs was completed prior to the selection process. Certainly some institutions conduct such an assessment as part of the traditional search process. A study such as this would further determine the success of a candidate regardless of their internal or external status. Future studies on this topic may isolate factors by which external promotions are oriented to the new organization.

**Question Four**

Considering that this research project concludes that there is little difference in transition between internal or external promotions, does this mean that the hiring process worked? The inclusion of other college staff and follow up contacts may validate the search process for these institutions.

**Question Five**

Do regional or cultural issues impact the effectiveness of the new dean? The study did not seek to isolate issues related to adjustment, specific to the regional background of the participant. A finding of this research project is that all participants were from essentially the same region in which they now work.

Follow up research is necessary to determine if any significant difference is identified for candidates who cross regional boundaries in accepting a new position.
Future study may identify whether or not transitional or adjustment issues are encountered by those who move cross country, from the south to the north, or east to west. The personal experience of this researcher is that adjustment issues are encountered in acclimating to a different region of the country. At this time no studies on this topic can be found which focus on the community college deanship.

Conclusions and Recommendations

Conclusion One

The primary conclusion is that newly appointed community college deans encounter very little transitional difficulty during the first year of their new position. Each participant in this research project rose through the ranks in his/her administrative area and each was familiar with issues pertinent to that area. Several, however, did face minor issues of adjusting to a new operational system, either different from their prior college or prior state.

The effectiveness of the new dean is enhanced by his/her career progression through the ranks. The effectiveness of these deans is also enhanced by the fact that each was a native to the region where they accepted their first deanship. There was, in essence, a close proximity of externals to the new community college, a fact which may facilitate the transition.
Internal appointees accepted their position knowing first hand of the issues pertinent to the area and the research did not identify any particular advantage given to the internal appointee. Several deans did identify some areas of their background which could have been strengthened and may have facilitated success, but none felt adamant enough to identify them as a weakness. All project participants seemed eager, confident, and enthusiastic, as observed by the researcher. Each project participant was a seasoned community college practitioner which contributed to their success.

Recommendation

A dean's level position brings a particular challenge and expectation to the incumbent in this position. The findings indicated that all new deans could benefit from an orientation to the requirements of the position and policies of the college and/or state.

Each individual's qualifications and confidence are related to their progression up the ranks. Colleges would be advised to provide on-going training to the newly appointed dean in order to assist him/her in providing leadership.

Conclusion Two

In general, new appointed community college deans are enthusiastic and self-assured. Candidates selected for
vacancies in the deanship accept their position confidently and possess the requisite skills necessary for success.

**Recommendation**

Community college executive search committees should continue to strive for excellence in the skills of candidates they select. Search committees must challenge themselves by further attempting to isolate those skills which benefit the institution. Temptation lies in the potential to search for a "safe" candidate, that is, one who may not bring change which threatens the status quo. In selecting an appropriate candidate, committees should recognize that change requires internal as well as external stimulus (Lutz, 1979). The current research indicates that promotional opportunities continue to be offered to external candidates at a higher ratio than internal candidates. Community college leaders should provide training and direction to research committees. This will assure selection of the best candidate and not one who may be seen as safe, or force themselves to look externally for change agents when one may exist in their own organization. As a result the selection of enthusiastic and confident deans, as interviewed in this study, may become the norm.

**Conclusion Three**

Without exception, all participants were experienced community college administrators. It is extraordinary for a
Recommendation

For those who aspire to the deanship the best advice would be to begin one's professional community college career as soon as possible. Vaughan (1990) found in examining the position of Dean of Instruction that there are many factors which can facilitate one's progression toward a deanship, these are:

- Formal on-the-job community college training;
- Pursuit of a doctoral degree;
- Play an active role in campus affairs;
- Develop a network of colleagues;
- Use each successive position to build upon prior positions;
- Strive for balance in career, health, family, and social life;
- Remain abreast of scholarly research and national trends; and,
- Do not focus on one particular component of the community college.

Of all these suggestions, the one which is first and foremost is to initiate a community college career. Vaughan (1990) and Moore, et. al. (1985) have found that as the second wave of community college presidents is selected, it
will become more and more imperative to identify experienced, committed, and informed community college professionals. Therefore, any progression up the ranks is benefitted by an early entrance into the system. Vaughan (1990) perhaps put it best when admonishing aspiring deans. . . "the number of deans coming from outside the community college field is so small that it is not even worthwhile for most individuals to contemplate moving into the deanship from outside the community college" (p.167).

Conclusion Four

The initial deanship is likely to come in the area in which the incumbent has primary experience.

Recommendation

Aspiring deans may be well advised to utilize a broad approach to campus affairs and thus gain a diverse familiarity with governance, however, they are best served by becoming knowledgeable in one area. Just as new presidents will more and more likely be selected from existing community college leaders, new deans will come from the corps of experienced practitioners in one of the community colleges primary functions.

Crossing community college component lines of administrative responsibility is typically reserved for more experienced deans who are familiar with total campus operations. George Vaughan, (Personal communication, April
7, 1994) in providing mid-project guidance, did not find it unusual for newly appointed deans to gain their first chance in the primary area. He remarked that this is after all their only area of expertise so early in their career. Aspiring deans will have ample opportunities to gain experience in other areas, either by committee memberships or joint campus projects. For the aspiring dean, the recommended course of action is to remain within a component area for a sufficient time to develop expertise and to seek positions which report directly to a dean.

Conclusion Five

Women appear to be gaining upper level administrative positions.

Recommendation

Women who are considering an executive level career in higher education will find a more accepting climate than their predecessors. In this study 45 percent of the participants were female, a figure which exceeds the comprehensive findings of Moore, et al (1985) and Vaughan (1990) who each found approximately 19 to 22 percent of administrators in community colleges were women. Even their findings can be seen as promising. While currently, less than ten percent of community college presidents are female (Addy, 1995); the increasing number of female deans indicates that opportunities may develop. Future
opportunities will increase as original community college faculty, staff, and administrators retire. The majority of community colleges were opened between 1965 and 1975, and staff from these institutions are now nearing retirement. In the community college boom days of the 1960s and 1970s many administrators were selected from four year college ranks. With the expertise currently in place in community colleges today, leaders will emerge from the pool of community college administrators and faculty (Vaughan, 1990). Women should gain a stronger leadership foothold in the upcoming years and are encouraged to develop networks, pursue advanced degrees, and make their interest in advancement known early in their career.

**Conclusion Six**

Newly appointed community college deans enjoy the challenge and responsibilities of the deanship. Each of the participants in this research project believed that they entered into their new position with a new approach to problem solving - one which is based upon team building and Total Quality Management. Each saw the implementation of this style as one of their biggest challenges, yet one which provided an opportunity to shape things.
Related to obstacles of implementation were problems associated with personnel issues. These two points can impact the overall success and effectiveness of the dean and the college.

Recommendation

Total Quality Management (TQM) also referred to as Continuous Quality Improvement (CQI), or Continuous Improvement (CI) is an often misunderstood management concept with several other acronyms. Success or failure for the implementation of this initiative lies with the skills and talents of the chief administrative officer (Boyett & Conn, 1992). Current literature is replete with articles, books, and resources on TQM - even with an E-mail resource for TQM in higher education.

Given the initial resistance associated with TQM and TQM's reliance upon changing an organization's culture and day to day operation, there is danger in the "lone wolf" approach to the process. Secondly, the process is generally initiated through the office of the chief executive. Newly appointed deans who attempt to introduce this process in their department are well advised to gain training first. New deans should also accept the fact that the quality journey is a long and on-going venture. The training typically associated with the TQM philosophy is also beneficial in addressing personnel issues as well. Since each of the participants in this research project
believed that they had an original approach to problems in their area, new deans are cautioned to move slowly in implementation. The TQM process is a very long and deliberate one. Care should be taken to include an assessment of success, a method of gathering feedback, and a means of demonstrating one's personal commitment. There are as many reasons for failure as reasons for success, and a new dean should be aware of this. Those who seek to introduce TQM should also study the philosophies and theories of systems theory and leadership. Either the college or the dean should consider training in these areas in order to expedite long term success and organizational effectiveness.

The new dean should be aware that people respond to change in different ways. Personal priorities, turf issues, protection of one's job, the element of fear, and other vested interests are found in all organizations. Change may not come as quickly as one would like. The new dean should be patient and accept the fact that things may not move as swiftly as he or she would like.
Conclusion Seven

The newly appointed deans in this research project each carefully laid out a plan for their first deanship at their own pace.

Recommendation

In addition to those recommendations stipulated following conclusion three, the following should be considered by the aspiring dean when planning a career in community college administration. The foundation to a career lays in planning, preparation, qualifications, common sense, and good luck.

Many aspiring administrators do not recognize the importance of a good mentor. Though only specifically mentioned by one of the deans in this project, an experienced mentor can provide valuable guidance and insights. Several deans in the research project expressed their gratitude for the support and encouragement of colleagues. Again the importance of a solid support system can be a valuable resource to the aspiring dean.

Vaughan (1990) recommended that many deans pay careful attention to the application process in the filling of a dean's position. More often than may be realized, the job applicant presents a sloppy, incomplete, or inaccurate package. Poorly prepared resumes, inattentiveness to requested documentation, poor grammar, and vague cover letters contribute to rejection notices. These "common
sense" points are often the common cause of search committee rejections. The application packet is a reflection of the applicant, and in times of intense competition, applications receive cursory attention in primary pool reviews.

The participants in this research project often commented that the "time was right for a career move". Aspiring deans are advised to be patient and not pressure themselves into a bad promotion. At the same time, given the ongoing preference for external candidates as identified in this and other research projects, aspiring deans should be mobile. Since mobility is a key to advancement, aspiring deans are advised to research the position, college, and geographic area in which they apply. Resources such as; Chamber of Commerce, city library, and Places Rated Almanac should be referenced. Family considerations are also an issue to be discussed. A cross state, region, or country move can be costly and may be a point of negotiation with a hiring college.

Aspiring deans are also advised to be persistent. "If at first you don't succeed..." should be a motto. Here again, patience is key to advancement. Learn from the interview, call to get feedback, and employ that knowledge in your interview presentation. If not interviewed, call to ask why. The time it takes could yield valuable information.
Lastly, timing and luck play some role in the search process. There are several unknowns in the search process and this is why networking, research, and persistence are important. Candidates may never know why they were selected; an applicant seldom knows why he/she got a foot in the door.
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REFERENCES


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University, Beaumont, TX.


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Association of Educational Opportunity Program
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APPENDIX A
Re: Letter of Invitation and Informed Consent Form

Common Transitional and First-Year Experiences of Newly Appointed Community College Deans

Dear,

This will confirm our telephone conversation and serve as a formal invitation to participate in my doctoral research, entitled "Common Transitional and First Year Experiences of Newly Appointed Community College Deans". The research is conducted as a partial fulfillment of the Doctor of Education Degree at East Tennessee State University.

As explained in our telephone conversation, I am attempting to identify common events, issues, and/or concerns which confront the new dean within his/her first year. As a first-time dean and chief administrative officer for , you meet selection criteria as defined in my proposal.

The prospected length of the interview is approximately one to one and a half hours. You will be asked a series of open ended questions designed to identify common themes. A brief demographic survey will be sent to you prior to the interview. I would like to reserve the option of a follow up phone call for clarification of certain interview issues.

In my current position, I serve as the Interim Vice-President for Academic Affairs at Lamar University-Orange in Orange, Texas. I maintain the position of Dean of Continuing Education and Community Services. The demands of my office are rigorous as are yours. I recognize that your time is valuable and I appreciate your willingness to participate in this research effort. Other than the imposition of requesting your time, no physical discomfort or risks are anticipated in this research effort.

Your anonymity is assured. Any information used in the study will maintain your right to privacy and confidentiality. In the event that this research leads to publication of the findings, or any professional presentations, your right to anonymity is assured. With you
consent to participate, I will notify the president of in order to request his/her approval. A summary of your interview will be provided to you for review and you may withdraw from this research project at anytime prior to printing. A statement of informed consent follows this letter of invitation.

A copy of an Informed Consent Form is enclosed. As agreed upon, the interview will take place on at your office. You have my appreciation and thanks for agreeing to participate in this process.

Sincerely,

Joseph B. Olson
APPENDIX B
Interview Protocol
Joseph B. Olson

Dissertation - "Common Transitional and First Year Experiences of Newly Appointed Community College Deans"

What experience has been most helpful in your preparation for your dean's position?

How would you change your academic preparation in order to more effectively prepare you for your community college administrative role?

How would you change your career preparation in order to more effectively prepare you for your community college administrative role?

How was your social and/or family life affected by your new position?

What do you enjoy about your new position?

Is there some aspect of your last position which was particularly satisfying which is not present in your current position?

What were the critical events which affected your decision to accept your new position?

In the transition from your prior position to your current one, what were the most challenging or demanding issues which confronted you?

What are the issues which require the most attention in your new position?

What has been the most challenging issue in your position?

Is there anything else, either positive or negative, which you care to add about the transition from your previous to
current position or about your first few months in the dean's position?
Joseph B. Olson

DEMOGRAPHIC SURVEY

For

Dissertation "Common Transitional and First Year Experiences of Newly Appointed Community College Deans"

Name _____________ College ________________ Position _____

Please provide information about your educational background.
(Check all that apply)

Bachelors ________________
Masters ________________
Ed.S. ________________
Ed.D. or Ph.D. ________________

Are you pursuing additional education? yes_ no_ What type?
Have you ever held an administrative appointment which was not in higher education?
yes_____ no____

If yes, what was the position(s)?

<table>
<thead>
<tr>
<th>Position</th>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
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</tr>
</tbody>
</table>

Type of company? ___ service ___ industry ___ education (please check) ___ management ___ transportation

How long did you hold the position?

<table>
<thead>
<tr>
<th>Position</th>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
</tr>
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<td></td>
<td>(# of years)</td>
<td>(# of years)</td>
<td>(# of years)</td>
<td>(# of years)</td>
</tr>
</tbody>
</table>
How many full-time professionals currently report to you?
How many full-time clerical staff currently report to you?
How many part-time professionals currently report to you?
Percent FTE

How many part-time clerical staff currently report to you?
Percent FTE

What was your age on your last birthday ______

What is your race? ______ Afro-American
______ Native American
______ Caucasian
______ Hispanic
______ Asian

Marital status (check one) __ Married __ Single __ Divorced
JOSEPH B. OLSON

Dissertation "Common Transitional and First-Year Experiences of Newly Appointed Community College Deans"

This study is being conducted in order to identify common experiences encountered by newly appointed community college deans during their first year in their position. This study is being conducted in partial fulfillment of the Doctor of Education Degree at East Tennessee State University.

INFORMED CONSENT FORM

I agree to participate in a face-to-face interview which will be recorded on audio tape. I also agree to complete a data sheet, all of which will be utilized in research conducted by Joseph B. Olson for his doctoral dissertation "Common Transitional and First Year Experiences of Newly Appointed Community College Deans". This is conducted in conjunction with East Tennessee State University as part of doctoral program requirements. If there is a need to clarify any information from the above, I am available for follow-up telephone conversations, when necessary.

I understand that quotes from the interview may be used in the dissertation, but that all identifying information, such as names and places will be eliminated to insure strict confidentiality. I am also aware that access to this information will be restricted to those involved in the dissertation project. I also recognize the fact that anonymous quo-
tes may later be utilized by the researcher in workshop presentations and/or published works.

As for my own involvement in the study, I realize that I am free at any time to decline to answer any written, or interview, questions, and to withdraw from the study, if necessary. I further understand that a summary of remarks will be provided to me for review and accuracy. Given the above conditions, I consent to participate in the aspects of this study as outlined.

Signature/Interviewee

Date

Signature/Researcher

Date
APPENDIX E
Joseph B. Olson  
Dean of Student Services  
Catawba Valley Community College  
2550 Highway 70 SE  
Hickory, NC 28602

Dear Joe:

I remember with pleasure our visits, while we both were in Southeast Texas, to discuss the research you were doing in pursuit of your doctoral degree. Your research on the experiences of newly appointed community college deans was prompted by and enlightened by your own experience at Lamar University - Orange.

Our collaboration - if my part could be elevated to that level - began with your developing a pre-pilot interview protocol and continued through your interviews in March of 1994. For the record, we might summarize my role fairly specifically:

1. I was one of your pre-pilot “experts,” or guinea pigs for the development of the interview protocol and the review of selection criteria.

2. I reviewed and encouraged you to think about some possible changes in the demographic surveys and your letters of informed consent for interviewees, and later provided some points of contact within the Virginia and Texas community college systems.

3. I monitored your pilot phase, how you started, your first findings, and possible refinements in your interview style.

4. Together we looked at the data, your interview notes and your analysis, and I served as a friendly critic of the process.

While I have been out of the loop this past year, I am heartened to hear that you soon will be defending your findings. It has been a long process, probably prolonged as we had recognized, by the criteria you chose for a “new dean.” Some of your experiences at Lamar University - Orange did not encourage objectivity, but I hope our discussions helped promote a more open-minded review of the data you accumulated.

I appreciated your involving me in your research and wish you the very best in your professional and personal life.

Yours sincerely,

James A. (Dolph) Norton  
Chancellor Emeritus of Lamar University System
JOSEPH B. OLSON
1880 Wellington Avenue
Newton, NC 28658
Home: 704-465-7186
Work: 704-327-7009

EDUCATION:

Ed. D. Candidate, Educational Leadership, East Tennessee State Univ.,
Johnson City, TN; 12/95. Dissertation entitled, "Common
Transitional and First Year Experiences of Newly Appointed Community
College Deans."

M.S. Counseling Psychology, Suffolk University, Boston, MA; 9/77.

B.S. Crime and Delinquency; Suffolk University, Boston, MA; 6/76.

North Carolina Division of Community Colleges, Leadership Development
Graduate; 5/95.

EXPERIENCE:

8/94 - Present CATAMBA VALLEY COMMUNITY COLLEGE-HICKORY, NC
Dean of Student Services
(Title change effective 7/95 from Associate Dean)

• Leadership and coordination of all student service
  functions including grant programs for a staff of 27.
• Liaison to faculty for policy and procedures governing
  grading and other academic matters.
• Serve as one of six executive administrators on
  Continuous Improvement efforts.
• Co-designed campus reorganization efforts.

6/93 - 7/94 LAMAR UNIVERSITY-ORANGE, TX
Interim Vice President for Academic Affairs

• Leadership and coordination of the completion of the Self
  Study document and reaffirmation visit by the Southern
  Association of Colleges and Schools.
• Supervision of all academic matters such as employing
  part-time instructors, processing payroll, handling
  student issues, monitoring the budget, etc.
• Serving as chair of the academic council, calling faculty
  meetings, coordinating faculty in-service, and other
  administrative duties which promote harmony among the
  faculty.

4/91 - 7/94 LAMAR UNIVERSITY-ORANGE, TX
Dean of Continuing Education & Community Services

• Developed, implemented, and directed a comprehensive
  continuing education component.
• Initiated a grant funding campaign resulting in awards of
  over $900,000 in 10 months.
• Directed the implementation of a regional TECH-PREP
  consortium.
• Developed academic articulation agreements, policies, and
  operational procedures for dual enrollment (high school).
• Provided leadership and coordination of institutional
  outreach to business, industry, and local school
  districts.
• Provided leadership and coordination of all institutional Carl Perkins programs.
• Led institutional recruiting and marketing efforts to local school districts for technical programs.
• Facilitated outreach efforts to represent technical offerings among local employers.
• Initiated technical faculty development efforts.
• Represented the institution and the technical faculty at state-wide technical deans conferences and meetings.

1/87 - 4/91 NORTHEAST STATE TECHNICAL COMMUNITY COLLEGE, BLOUNTVILLE, TN
Director of Special Services, Career Center Coordinator

• Directed all aspects of comprehensive student counseling program.
• Served as member of the Dean’s Cabinet and Academic Council.
• Facilitated campus long-range planning and shared governance activities.
• Provided leadership and coordination of all campus grants activities (5 programs, 12 staff members) including planning, budgets, and personnel.
• Developed and coordinated faculty in-service and faculty development functions.

6/86 - 1/87 TENNESSEE DEPARTMENT OF CORRECTION, JOHNSON CITY, TN
Intensive Supervision Program Officer.

5/84 - 6/86 FLORIDA DEPARTMENT OF CORRECTION, SEMINOLE, FL
SUMTER CORRECTIONAL INSTITUTION
Psychologist

1/82 - /84 HORSE 'N' CARRIAGE RESTAURANT, NORFOLK, MA
Manager

5/80 - 12/81 NORTH SHORE COMMUNITY COLLEGE, BEVERLY, MA
Staff Associate, Division of Continuing Education

1/79 - 5/80 MEDFORD HIGH SCHOOL, MEDFORD, MA
Vocational Counselor, Business Advisor

11/74 - 12/78 MASSACHUSETTS DEPARTMENT OF CORRECTION, BOSTON, MA
Officer-in-Charge, Counselor

MEMBERSHIPS:

• American Society for Training and Development
• National Academic Advising Association
• Phi Delta Kappa
• National Council of Resource Development
• National Council of Continuing Education and Community Service

INSTRUCTIONAL:

8/91 - 5/94 LAMAR UNIVERSITY-ORANGE, ORANGE, TX
Adjunct Faculty, Criminal Justice.

9/88 - 5/89 NORTHEAST STATE TECHNICAL COMMUNITY COLLEGE BLOUNTVILLE, TN
Developed implemented and instructed Freshman Orientation 2 Semester Hour Course.
5/80 - 12/81

NORTH SHORE COMMUNITY COLLEGE, BEVERLY, MA
Instructor in Psychology and Social Psychology.
Trainer in correctional operations and security.

COMMUNITY SERVICE:

- Johnson City, TN Chamber of Commerce, Women's Resource Committee.
- Johnson City, TN Homeless Project.
- Kingsport, TN, Civitan.
- Handicapped Children's Park Building Program, Kingsport, TN.
- Greater Orange (TX) Chamber of Commerce Ambassador.
- Greater Orange (TX) Chamber of Commerce International Gumbo Cook-Off-Steering Committee.
- Orange County (TX) Sheriff's Department Victims' Assistance Board of Directors.
- Orange County (TX) Sheriff's Department Criminal Academy Chairman.
- West-Orange Cove, TX School Volunteers Advisory Board.
- Greater Orange Area, TX Christmas Committee.
- Project C.A.R.E., Senior Citizens Advisory Committee, Orange, TX.
- Rape and Crisis Center of Southeast Texas - Board of Directors.
- City of Orange (TX) - Library Advisory Board.
- Greater Orange Chamber of Commerce (TX) - Special Projects.
- Orange County Sheriff's Department (TX) - Jail Advisory Board.
- Vidor, TX Independent School District Technical Education Advisory Board.
- Beaumont, TX Independent School District Vocational Education Advisory Board.
- Catawba County Chamber of Commerce (NC) - Ambassador.
- Western Piedmont Regional Basketball Tournament Planning Council, Hickory, NC.
- Junior Achievement Board of Directors, Hickory, NC.
- Women's Resource Board of Advisors, Hickory, NC.

RESEARCH AND PUBLICATION:

Co-authored with Dr. W. Hal Knight.
Presented at Tennessee Association of Special Programs, Kentucky Association of Educational Opportunity Program Personnel Joint Conference, 10/26/89, Louisville, KY.

"Experiences of First Year Deans."
Co-authored with Dr. W. Hal Knight,
Presented at Mid-South Educational Research Association Conference, 11/16/89, Little Rock, AK.

"Career Planning and Services for Adult Learners."
Presented at Tennessee State Meeting of the National Association of Student Personnel Administrators, 2/20/90, Tullahoma, TN.

"Adult Learning Theory"
Presented to Regional In-Service E.M.T./E.M.S. Training Conference - Northeast State Technical Community College, Blountville, TN, 3/14/90.
"An Application of Schlossberg's Transitional Model for Rural Adult Learners."
Presented at 1990 National Conference on the Adult Learner, 5/28/90, Columbia, SC.

"Grantsmanship For Non-Profits."
Presenter - East Tennessee State University, Johnson City, TN, 11/28/90.

"Creating Alliances With Community Agencies To Promote Access For Handicapped Learners."
Presented at the Tennessee Board of Regents 1991 "Innovations Conference", 4/10/91, Nashville, TN.

"21st Century Challenges for the Community College Dean."
Co-authored with Dr. Steve Maradian
Presented at the National Conference of the National Council on Continuing Education and Community Services. Corpus Christi, TX, 10/6/91.

"Effective Relationships with the U.S. Department of Education."

"Deans on the Move"
Presented at the National Conference of the National Council of Continuing Education and Community Services, 10/5/92, Baltimore, MD.

"Advising Special Students"
Presented at the International Conference on Quality, National Institute for Leadership and Institutional Effectiveness, 10/11/95, Greensboro, NC.