

5-2019

From Community College Faculty to Dean: Using Schlossberg's Transition Theory to Understand the Transition Experience.

Derrick D. Lindstrom
St. Cloud State University, derrick.lindstrom@gmail.com

Follow this and additional works at: https://repository.stcloudstate.edu/hied_etds



Part of the [Higher Education Commons](#)

Recommended Citation

Lindstrom, Derrick D., "From Community College Faculty to Dean: Using Schlossberg's Transition Theory to Understand the Transition Experience." (2019). *Culminating Projects in Higher Education Administration*. 31.
https://repository.stcloudstate.edu/hied_etds/31

This Dissertation is brought to you for free and open access by the Department of Educational Leadership and Higher Education at theRepository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in Higher Education Administration by an authorized administrator of theRepository at St. Cloud State. For more information, please contact rswexelbaum@stcloudstate.edu.

**From Community College Faculty to Dean: Using Schlossberg's Transition Theory to
Understand the Transition Experience.**

by

Derrick D. Lindstrom

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree of

Doctor of Education

In Higher Education Administration

May 2019

Dissertation Committee:
Steven McCullar, Chairperson
Michael Mills
Sandra Berkowitz
Erin Heath

Abstract

Succession planning and the pending vacancies in leadership are both important topics in higher education in general and community colleges specifically. Faculty have historically played an important role in filling the leadership pipeline in community colleges, with the first step in this transition being from faculty to academic deans. However, there is little research focused on the role of the academic dean, let alone that transition from faculty to administration, in the community college setting. The purpose of this qualitative study was to understand the perceptions of faculty who have transitioned into academic dean roles on two-year college campuses. Through the interviews with the seven participants, we began to understand how one perceives the transition from faculty to administrator in the community college setting. Schlossberg's transition theory (1981) was the theoretical framework that was used and modified to create the four major factors labeled the Four S's, in an attempt to understand an individual's capacity to transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). This study found there is a wide range of motivations that prompt faculty to move into administration. Two themes emerged around the perceptions of the transition. The first was the fast-paced nature of the change, and the second was the changing relationship with faculty members. The participants were able to use their assets of situation, self, and strategies to overcome the liabilities of support to move into their new role. Implications for practice include: building a support system for new deans, developing practical training for deans, creating a greater sense of community among deans, and encouraging self-care.

Acknowledgements

I want to begin by thanking the one person who I should thank more often than I do, my partner and wife, Christina. You gave up many weekends and nights to my trips to Plymouth. You proofed, edited, and supported me in this journey and all of our adventures together. To my kids, Ella and Charlie, remember it is our choices that show what we truly are, far more than our abilities. I love you three. To my faithful writing companion Laila, you were always by my side. We miss you.

I want to thank my parents, Kevin and Toni Lindstrom. Your sacrifices for both my sister and I have come to fruition in many ways. To my little sister Deidre, I learned first from you what dedication to academics looked like. To my in-laws, Glen and Joan Bauer, thanks for all your support.

The following individuals have played an important role in shaping the trajectory of my academic career. My understanding changed at St. John's University. To Kristine Vonnegut and Fr. Jerome Tupa for seeing that it was dyslexia and not a lack of effort. Your careful support helped me figure it out. To Katie Johnson, Joan Steck, and Fr. Don Talafous, thanks for showing me I belonged in the academy. I was supposed to be advised by Sandy Berkowitz at Maine; I never went, but we became colleagues at Minneapolis College. I am honored to be your last graduate student. Instead we stayed in Minnesota and I am forever appreciative that I was able to work with Kristin Trienen, Dan Cronn-Mills, and Dave Engen in Mankato.

There are too many colleagues who have supported me in this journey to name them all but I do want to thank the folks in the Communication Studies department who have been there for me from the beginning. Specifically, Tina Langseth for being a sounding board. Michael

Kuhne, Elizabeth Erredge, Taiyon Coleman, Katie Bashore, and all of the wonderful faculty who stopped me to ask “how is the dissertation going?” – I appreciated all of it. Shannon Gibney, reminds us all that “writing “is like doing the dishes, no one wants to do the dishes, but it has to get done.” And to my #30daydissertation challenge support and inspiration team thanks for propelling me to the finish line.

I also want to thank my colleagues in academic affairs for their support. I am sincerely grateful to work with so many amazing individuals both on my campus and across the system. I want to thank Tom Williamson for helping me to survive and thrive in my first year and beyond as a dean. I want to thank Lois Bollman and Linnea Stenson for taking a chance on me. I am particularly indebted to Dr. Gail O’Kane for the ongoing support during my program, professional mentoring, and editorial eye. I am grateful to the 16 deans, three presidents, and two chief academic officers I have worked with in the short five years that I have been a dean.

The strength of this doctoral program is based on the cohort model, and I am forever grateful to have had the opportunity to develop long-lasting, impactful, and meaningful relationships with so many of my cohort members. Specifically, I am forever thankful to Dr. Saby Labor for your continuous reminders to stay resilient in this process and in my work, to Brent Glass for your calming presence and wisdom, and Dr. Matthew Borcharding for your intellect and nerd humor.

I want end by thanking my committee, Dr. Steven McCullar, Dr. Michael Mills, Dr. Erin Heath, and Dr. Sandra Berkowitz. Your energy, efforts, and support did not go unnoticed. Thank you for your willingness to be a part of this process. Finally, to the seven deans who took the time to sit down and talk about their experience: Without you, I would be ABD. Thank you!

Table of Contents

	Page
List of Tables	8
List of Figures	9
Chapter	Page
1. Introduction.....	10
Purpose and Significance of the Study.....	12
Statement of the Problem.....	14
Research Questions.....	15
Description and Scope of the Research.....	15
Delimitations.....	16
Summary.....	17
Definition of Terms.....	18
2. Literature Review.....	19
History of Community Colleges.....	19
Origins Period.....	21
Maturation Period.....	21
Credence Period.....	23
Equal Opportunity Period.....	25
Accountability Period.....	25
Millennial Period.....	27
The Role of Academic Deans.....	29
How One Becomes an Administrator: Reflections from the Administrator.....	31
Succession Planning: An Institution’s Role.....	34
Theoretical Framework.....	39
Schlossberg’s Transition Theory.....	40
The Four S's.....	42
Schlossberg in the Literature.....	45
Use of Transition Theory in Higher Education Research.....	46
Use of Transition Theory in Research on Athletes.....	47
Use of Transition Theory in Research on Career Loss.....	49
Use of Transition Theory in Research on Community College Transfer.....	49

Chapter	Page
Use of Transition Theory in Higher Education Program Development.....	50
Use of Transition Theory in Research on Students in Academic Distress.....	50
Use of Transition Theory in Research on Veterans in Community Colleges.....	51
Applicability of Schlossberg’s Theory to Deans’ Transition.....	52
Conclusion.....	53
3. Method	55
Research Questions.....	56
Role of Researcher.....	57
Research Design.....	58
Sample.....	59
Participant Overview.....	61
Data Collection.....	62
Analysis.....	63
Timeline	64
Institutional Research Board.....	64
Criteria for Trustworthiness in Qualitative Research.....	65
Conclusion	66
4. Results	67
Thinking About Becoming a Dean.....	67
Motivation to Make the Move.....	70
Growing Complementary Skill Sets.....	73
Belief in the Mission of Community College Education.....	75
Summary of Motivations.....	76
Perceptions of the Transition.....	76
Full Speed Ahead.....	77
Relationship With Faculty.....	78
Summary of Perceptions.....	82
Schlossberg’s Transition Theory.....	82
Situation.....	82
Self.....	86
Support.....	90
Strategies.....	96

Chapter	Page
Summary.....	103
5. Discussion.....	105
Summary of the Study.....	106
Discussion.....	106
Summary of Motivations.....	107
Summary of Perceptions.....	109
Schlossberg's Transition Theory.....	111
Limitations.....	118
Implications for Research.....	119
Implications for Theory.....	120
Implications for Practice.....	121
Succession Planning.....	122
Support System.....	125
Conclusions.....	127
References	129
Appendices	
A: Informed Consent.....	141
B: Interview Guide.....	143
C: IRB Approval.....	145

List of Tables

Table	Page
1. Participant Overview	62
2. Situation Summary	113
3. Self Summary	114
4. Support Summary	116
5. Strategies Summary	117

List of Figures

Figure	Page
1. The Transition Framework: The Individual Transition	42
2. The Transition Framework's Coping Resources: The Four S's	45

Chapter 1: Introduction

The pending wave of retirements among executive leaders within higher education has led both to significant interest in the question of how to support and develop current and future leaders and to significant concern about whether higher education is prepared for the looming change (Eddy, 2010; McNair, Duree, & Ebbers, 2011; Neffe, 2009). The limited number of studies that have been conducted to understand these dynamics within the community college sector suggest these institutions are not prepared for the impact of this wave (Jeandron, 2006; Leubsdorf, 2006; Lehfeldt, 2016). Yet, the health of community colleges is dependent on developing well-prepared leaders (Lehfeldt, 2016; Reed, 2013). Historically, developing leaders began by faculty stepping into mid-level roles such as the dean. However, in recent years, faculty have been more reluctant to make that transition (Conger and Fulmer, 2003; Hoppe, 2003; Neffe, 2009). To better prepare colleges for succession planning, it is important first to understand why faculty choose to transition into administration.

Before transitioning into administration, faculty first need to become comfortable with the notion of moving from the classroom to the meeting room. As Reed (2017) observed, “In academia, for instance, some perfectly capable people seem to have categorical blocks against going into administration” (para. 10). Once the faculty has moved beyond the initial resistance to moving into leadership, there is a great deal to consider. Reed (2013) noted, “Finding acceptable and capable candidates who are willing to give up tenure, union protections, summer vacations, four-day schedules, and casual dress codes for a remarkably small pay increase and jobs that offer responsibility without authority is often an uphill battle” (p.4). Though it is frequently difficult to find faculty willing to give up the benefits of a faculty lifestyle, most academic deans

began their careers within the faculty ranks. In addition, once the decision is made, the subsequent transition from faculty to administrator can be rocky. As a self-described frequent commentator on the dearth of leadership in the two-year college sector, Jenkin (2017) has pointed out the difficult challenges facing both community colleges and leaders in those institutions. These difficulties include “demands from greater accountability, the rising costs and declining state support, the tensions over shared governance, and the debates about campus safety” (para. 6). A common refrain at many campuses goes as follows, “If they just let faculty run the school, then we would be in much better shape” (Glick, 2006; Palm, 2006, Willis, 2010). Faculty members hold each other in high regard and bestow upon each other a great level of credibility and competence. But all of the credibility and competence disappears when faculty disclose that they are moving into an administrative role and are very frequently met with the reply “Oh you joined the dark side” (Glick, 2006; Palm, 2006, Willis, 2010).

Why it is that faculty are perceived to have checked their competence and credibility at the door when they cross the magic porthole into administration (Glick, 2006; Palm, 2006, Willis, 2010)? Rather than being viewed as allies by former colleagues, a faculty member’s motivation behind transitioning into administrative roles is often viewed skeptically (Glick, 2006; Palm, 2006, Willis, 2010). When a faculty member turns to the “dark side,” collegial relationships need to be negotiated in the power structure. What is lacking in these popular conversations is a consideration of what the transition it is like from the perspective of the faculty who have moved into an administration position. As people in leadership positions start to leave higher education through retirement, it is increasingly important to ensure that the best and brightest of the younger generations consider administration as a viable career pathway

(Wicks, 2017). We need to understand what the experiences are like so we can recruit and retain talented individuals into administration. Wicks (2017) observed:

Ultimately, all of higher education will soon face the problem of record turnover and increased enrollment. We need to be able to count on millennials to fill the leadership gaps, but we cannot take their long-term participation for granted. If we want the best and brightest, we must be better facilitators of their integration into our campus' administrative cultures (para. 13).

To be better facilitators, we must better understand the experiences of individuals who transition from faculty to administration.

Purpose and Significance of the Study

The purpose of the study was to better understand the perceptions held by faculty who make either a temporary or permanent transition to the role of academic dean. More specifically, I looked at how faculty perceived their journey as they transitioned to administrative roles on their campus at the community college level. This study explored how these experiences shape their role on campus. Additionally, this study looked at how one's former role on campus impacted the transition from faculty to academic administration. This study uncovered what motivated faculty members at two-year institutions to give up their faculty positions to transition into a distinctly different position as an administrator. Additionally, this study uncovered the challenges and successes that new administrators faced when they transitioned from their faculty roles. Finally, this study identified resources that administrators found to be the most important to their transition.

To understand this journey, I applied Schlossberg's transition theory (1981). Nancy Schlossberg, a psychologist, first developed the theory to understand how adults experience transition. For the purpose of this study, a transition was defined as "any event, or non-event, that results in changed relationships, routines, assumptions, and roles" (Goodman et al., 2006, p33). Evans et al. (2010) highlighted that Schlossberg's transition theory was developed for understanding adult development and is rooted in psychology. While it has been applied to a wide range of transition experience, it is not until recently that Schlossberg's transition theory has been applied to students as they move through higher education. As it was originally intended to apply to any type of transition in an individual's life, it is well suited to be applied to faculty who transition to administration. Goodman et al. (2006) built upon Schlossberg's work to buttress the ideas that transitions consist of a series of phases identified as "moving in," "moving through," and "moving out," using Schlossberg previously introduced language.

In addition, this study examined adult transition experiences using a key construct of Schlossberg's transition theory that she dubbed the Four S's (Schlossberg, 1981). The Four S's refer to four types of resources that adults can leverage to support effective transitions: situation, self, support, and strategies (Schlossberg, 1981). Schlossberg and colleagues have posited that an adult's ability to transition effectively is impacted by the extent to which he or she is able to use these coping mechanisms to manage the change: "By looking at the balance of resources and deficits in each of these categories, it is possible to predict how a person will cope" (Schlossberg, Lynch, & Chickering, 1989, p.17). Many scholars have leveraged the construct of the Four S's in an attempt to understand the effectiveness with which different populations of adults make transitions (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). This

study was aimed at understanding the experience of new academic administrators through the lens of Schlossberg's transition theory and the Four S's.

Statement of the Problem

The current literature regarding the impact of looming retirements on higher education leadership focuses primarily on upper-level administration and on the university sector. There is little research looking at the impact at the academic dean level (Eddy, 2010; McNair, Duree, & Ebbers, 2011) and little focused on community colleges. Nevertheless, the problem is acute. Community colleges experienced tremendous growth during the late 1960s and the 1970s, and with that growth came the hiring of many administrators who are now aging and looking toward retirement. As the retirements in community college leadership sweep the nation, the labor pool continues to be squeezed of experienced and qualified leaders. "More money, energy, and time must be spent recruiting from a smaller pool of candidates who may be looking for higher pay and more benefits" (Leubsdorf, 2006, p. 3). Given the current and expected increase in leadership turnover at all levels in community colleges, it is important that we begin to understand how faculty perceive their transition into administration. Insights gained by studying the transition from faculty to administration could help better prepare community colleges for the emerging needs they are facing.

While many authors argue for three specific types of leadership development – university degree programs, institutes, or grow-your-own Programs (Reille & Kezar, 2010; Rothwell, 2005) – the academic literature leaves unexamined the actual experiences of those transitioning from faculty to administrator in the community college setting. If we better understood the experience,

it would be possible to be better prepared to meet the needs of this important group in the workforce of higher education.

Research Questions

The following questions were designed to guide the investigation of how faculty perceive their transition to administrative roles on their campuses.

1. What motivates community college faculty to move from faculty to community college academic deans?
2. How do community college deans who transitioned into administrative roles from faculty perceive the transition?
3. How was the transition experience shaped by the Four S's: situation, self, support, and strategies?

Description and Scope of the Research

This study was conducted using qualitative research methods, to understand the perceptions of individuals as they move from faculty to administration. Punch (2009) stated, "Qualitative research, therefore, is not a single entity, but an umbrella term that encompasses enormous variety" (p.114). Qualitative research is the methodology that best fits when one is trying to understand factors that cannot be quantified, such as perceptions. Saldana (2001) posited that the purpose of qualitative research studies "is to come to an intimate awareness and deep understanding of how humans experience something" (p.8). The purpose of the current study was not to examine specific lives, but to find commonalities in the collective experiences of the administrators. Qualitative research methods are often seen as fluid, dynamic, and emergent. It is this dynamism that allows the researcher to respond to emerging themes in the

interviews that might not have been considered when the interview guide was created. Overall, semi-structured interviews provided a structured yet flexible approach enabling the acquisition of properly secure data while preserving the ability to respond to key themes that emerged during the research process.

Delimitations

The delimitations for the study were:

1. This study only examined former faculty from Minnesota's public two-year college system who transitioned to academic dean roles within the same two-year college system. Those who came from outside system, those who came from other institution types, and those who had not taught at a two-year institution were not included.
2. This study focused on community college faculty members as the primary identity marker. Other variables such as race, class, gender, or sexual orientation were included via the theoretical framework but were not the primary focus of the study.
3. This study focused on community college faculty who became deans. The maximum education requirement at any of the Minnesota State Colleges is a master's degree rather than the doctorate of the four-year school. Additionally, the minimum educational qualifications to serve as a dean typically mirror that of faculty in the system.
4. This study focused on public two-year colleges. No other institution types were included in the study. The defining characteristic of community colleges is that they are open access for any students who have completed high school or a GED.

5. This study focused on the experiences of seven academic deans. The small number of participants allowed for in-depth and comprehensive narrative from each participant. Due to the size of the study, the results may not be representative of other academic deans in community colleges.
6. As the author of the study, I have served as a community college faculty member who transitioned into the role of a community college dean. These roles and my experiences highlighted the lack of research in the academy on these transitions. As described in the Criteria for Trustworthiness in Qualitative Research section. I took steps in the process to conduct and maintain an objective study.

Summary

This dissertation connects the growing need to replace leadership in community colleges with the perceptions of those who have transitioned from faculty to administration. As turnover increases at the administration level, there is an increasing need to establish succession plans on campus. One way to begin building a successful succession planning process is to understand the perceptions of individuals who currently serve in these roles.

Chapter 2 provides a literature review that outlines the context necessary to understand the framing behind this study. The chapter begins with a review of the history of community colleges in the United States. I then explore the role of academic deans, and the typical path to becoming a dean. Finally, I examine models of succession planning on campuses, followed by a discussion of the theoretical framework for my study. Chapter 3 outlines the methods of the study, including sample, data collection, and data analysis. Chapter 4 summarizes the findings of

the study, and in Chapter 5, I discuss implications of the findings, recommendations for further study, and conclusions.

Definition of Terms

Community College. As defined by this study, a community college is a regionally accredited institution that grants diplomas, certificates, and associate of arts, associate of fine arts, and associate of science degrees. In the national literature, the term community college includes junior colleges, technical colleges, community colleges, combined technical and community colleges, and comprehensive two-year colleges. Due to the unique naming conventions of each state, community college is the umbrella term typically used to refer to two-year-degree-granting institutions.

Minnesota State. Minnesota State Colleges and Universities is the fourth-largest statewide public higher education system in the United States. The system comprises 30 two-year colleges and seven four-year universities on 54 campuses. It serves over 375,000 students annually (Minnesota State, 2019). Minnesota State is still frequently referred to as MnSCU, the previously used acronym for the system.

Transition. In this study, the word transition refers to a process, rather than an action or occurrence. As described by Schlossberg, a transition is to be understood as a holistic process, involving both assets and liabilities for coping with the process of moving in, moving through, and moving out of the changes one experiences throughout life.

Chapter 2: Literature Review

Recently there have been studies focused on community college presidents and planning for transition, but little focus has been given to community college deans. As Nyguen (2014) observed:

The literature in higher education is still centered on college presidents, CAOs, and faculty; even though further understanding and exploration of the mid-level administrators can provide guidance on how to fill the leadership void.

Consequently, the problem facing the community colleges is the inability to fill administrative positions with qualified candidates because the pipelines for the CEOs and CAOs are shrinking and there is a lack of literature on how the mid-level administrators can develop the right skills to step into these roles. (p.4)

The purpose of this literature review was to look at the limited information from the community college deans' perceptions as they have transitioned into their roles. The chapter begins with an examination of the history and development of the modern-day community college. Second, I review the role of deans on a community college campus and explore how one becomes an administrator from the perspective of an administrator. Third, I discuss succession planning from an institutional perspective. Finally, the theoretical framework of Schlossberg's transition theory (1981) will be highlighted, as it was used at great length in this study.

History of Community Colleges

Universities and colleges were very well established prior to the founding of the first community college (Jeynes, 2007). Joliet Junior College, the first community college, opened its doors in 1901 (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). In the 1900s, the purpose

of the community college was straightforward: to allow students to complete the first two years of college coursework and then matriculate to four-year universities and colleges. As the demographics of college students changed, the community college became much more complex as well, requiring these institutions to respond to the needs of diverse and emerging student populations. Subsequently the purpose and mission of community colleges expanded from transfer and technical education to also include community services and expanded developmental education and K-12 partnerships (Baker, 1994) Through this evolution, the community college has become the home for students who traditionally would not have had the opportunity to enroll in college or a university (Ratcliff, 1994). Before the creation of community colleges, a college education would be elusive for many students (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994).

To understand how community colleges have become the complex organizations they are today, one must examine the evolution and factors that shaped the current landscape. There are disagreements among scholars over the most important influences leading to the development of community colleges. The four primary factors posited by Nevarez and Wood (2010) include “interconnectivity of opportunity and education, the German system of education, industrial market needs, and autonomous and localized educational practices” (p. 24).

To truly appreciate the phases of change in the development of the community college from the time the first such institution opened its doors to now, over a century later, Nevarez and Wood (2010) divided the historic timeline into six distinct periods of development and expansion. These periods are as follows: the Origins Period, from 1901 to 1920; the Maturation Period, from 1920 to 1940; the Credence Period, from 1940 to 1960; the Equal Opportunity

Period, from 1960 to 1980; the Accountability and Assessment Period, from 1980 to 2000; and the Millennial Period, from 2000 to present (p.33).

Origins Period

The initial development of community colleges is represented in the Origins Period. Even in the earliest period, community colleges were geographically widespread throughout the United States. By 1909, only eight years after the opening of the first community college, 20 colleges were established throughout the United States; within in the next decade all but five states had a community college and the numbers grew to 440 junior colleges, both public and private (Cohen & Brawer, 2008). Philip Helland, Chancellor Emeritus of the Minnesota Community College System (1987) wrote that Dr. George E. Vincent, president of the University of Minnesota in 1911, was an early supporter of the two-year college, and the idea of students getting credit was on the University Senate agenda as early as 1914 (p.2). This early action led to the first junior college in the state. Rochester Junior College, now known as Rochester Community and Technical College, was an extension of the high school (Naveraz and Wood, 2010, p.34, Helland, p.5). Colleges during this time had an average enrollment of about 160 students per institution (Cohen & Brawer, 2008). By the end of the decade, Minnesota saw the creation of seven junior colleges in the state of Minnesota, though four of those institutions struggled to be sustainable and closed within a few years of opening (Helland, 1987).

Maturation Period

The next period in the evolution of community colleges was the Maturation Period, which spanned from 1920 to 1940. This period was an important time for the legitimization of community colleges. A major advancement of the Maturation Period was the formation of the

American Association of Junior Colleges (AACJ) in 1920. Nevarez and Wood (2010) stated that community colleges “gained legitimate status as an educational entity through the formation of a national representative body known as the American Association of Junior Colleges and through advanced accreditation” (p. 35). The intent behind the creation of this organization was to provide a forum to discuss junior college issues and to create a cohesive voice for the movement. Now branded as the American Association of Community Colleges (AACC), it continues to serve this role (Nevarez & Wood, 2010; Philippe & Sullivan, 2005; Helland, 1987). Another advancement during this period was legislation enacted in states to separate the K-12 schools and allow for the creation of unique districts (Cohen & Brawer, 2008). In Minnesota, prior to the 1925 state legislative session, junior colleges established by local school districts existed without any legal basis. In 1925 the Minnesota Legislature not only passed legislation to legalize junior colleges already in existence but also set requirements for the establishment of junior colleges by school districts in the future (Helland, 1987).

Despite the advancements of this period community colleges faced a double financial obstacle. First, in many states, there was a great deal of resistance from public officials who opposed increasing tax funding or sharing tax revenues with community colleges (Nevarez & Wood, 2010, Pedersen, 1987). Second and more important, the financial viability of many community colleges was threatened by the Great Depression and the resulting turmoil (Nevarez & Wood, 2010, Cohen & Brawer, 2003, Pedersen, 1987). Many campuses closed during this time period. Despite the pressures, the number of junior college institutions continued to grow. While juggling two obstacles, many community colleges worked to meet the needs of the community. Throughout the nation, colleges began providing career training programs in an

attempt to combat the pervasive unemployment (Cohen & Brawer, 2003, Nevarez & Wood, 2010, Pedersen, 1987).

Credence Period

The Credence Period, from the 1940s to 1960, followed the Maturation Period. Nevarez and Wood (2010) noted that during this time “the junior college gained national credibility from the Truman and Eisenhower administrations” (p.39). Even with the increased credibility, some institutions suffered from funding issues and were disestablished. This period of time also introduced a landmark change in the way that attending a college was viewed. In 1944, the U.S. Congress passed the G.I. Bill, also known as Servicemen’s Readjustment Act (Levin & Kater, 2012; Nevarez & Wood, 2010; Thelin, 2011). The G.I. Bill was designed to provide financial assistance to World War II veterans who desired to pursue higher education and gain new skills before they entered the workforce (Cohen & Brawer, 2008; Nevarez & Wood, 2010; Thelin, 2011). As World War II vets received their funding for tuition and for their cost of living, community colleges began to see a surge of enrollment starting as quickly as 1945. Prior to the G.I. Bill, attending college was believed to be a privilege, but with its passage, attending college began to be viewed as more realistic for a larger portion of society. This was the federal government’s first attempt at removing social and economic barriers to higher education (Nevarez & Wood, 2010; Thelin, 2011).

Additionally, it was in this period that President Truman created the Truman Commission on Higher Education. This Commission released a report on the benefits of junior colleges, stating that “nearly 50 percent of the nation’s population was capable of and would benefit from participation in at least 14 years of education” (Nevarez & Wood, 2010, p. 39). The report also

indicated that “only 16% of 18-21-year-olds were enrolling in college” (Nevarez & Wood, 2010, p. 39). As a result of this report, the commission recommended massive expansion of the number of colleges across America and charged junior colleges with meeting the needs of their local communities (Nevarez & Wood, 2010). The report used the term community college to highlight the local control of these institutions and thus began the shift away from the term junior college to the current verbiage of community college. (Cohen & Braver 2008, Nevarez & Wood, 2010). By the end of the 1950s and into 1960s enrollment in community colleges continued to increase as veterans from Korea and Vietnam continued to use government funding for higher education. This period was bookended by another presidential commission. In 1956, the Eisenhower Committee on Education Beyond High School released a report “hailing the importance of the community college and noting the important role that it could continue to play in creating educational opportunities to higher education” (Nevarez & Wood, 2010. p. 39).

In Minnesota, during the Credence Period, there were numerous attempts to provide state aid to community colleges (Helland, 1987). In 1941, legislation was introduced in Minnesota to equalize educational opportunities across the state and to fund community colleges at a per-student rate, but the legislation did not pass. (Helland, 1987, p. 44). Another attempt was made in 1949, and numerous bills were introduced in 1955 before the legislature finally approved state aid of \$200 per student in 1957 (Helland, 1987). Minnesota ended this period with additional legislation introduced at providing funding for building construction, but this measure did not pass (Helland, 1987).

Equal Opportunity Period

The exponential growth of students overall and the increase of nontraditional student populations such as minorities, low-income students, and adult learners shaped the next period known as the Equal Opportunity Period. This period ran from the 1960s to 1980. At the beginning of this period there were 412 two-year colleges; by the end of the 1970s, there were 1,058 institutions nationwide (Philippe & Sullivan, 2005, Nevarez & Wood, 2010, Pedersen, 1987). During this time, the perceived effectiveness of community colleges was defined by the access provided rather than student success (Nevarez & Wood, 2010). “The policy of admitting students without regard to their academic skill level and without providing services to support their success was referred to as the right to fail” (Nevarez & Wood, 2010, p.41). High attrition rates were the norm at community colleges across the nation. Towards the end of this period, the public discourse changed, questioning the right-to-fail philosophy, and conversations began around curricular coherence and alignment, and student success (Nevarez & Wood, 2010).

In 1964, the State Junior College System was established in Minnesota (Helland, 1987). This was accomplished through a 1963 appropriations bill, signed by Governor Karl Rolvaag, that was seen as creating a network of colleges with the advantages of increased revenue, greater educational resources, and increased prestige (Helland, 1987, p.260). During this period, both the community colleges in the metropolitan area and the University of Minnesota successfully lobbied for the creation of Metropolitan State University (Helland, 1987).

Accountability Period

The early conversations centered on student attainment ushered in the Accountability Period, from the 1980s to 2000. During these next two decades, “this heightened climate of

accountability reverberated through all public institutions as a result, at least in part, of the Government Performance and Results Acts, which required government entities to begin setting, measuring, and holding entities accountable for results” (Nevarez & Wood, 2010, p.42). During this period, community colleges began to refocus on transfer, lifelong learning, economic improvement, and student services, all the while expanding course offerings to meet the needs of the students, many of whom came from a non-traditional background and needing remediation. It was also at this time that community colleges began to realize that they should begin offering developmental courses to meet the needs of students who entered the open-access institutions unprepared for success in college-level courses.

Because of the public scrutiny over success at community colleges “lawmakers began reducing funding to and eliminating programs of community colleges. These cuts overlapped with federal reductions to student aid programs” (Nevarez & Wood, 2010, p.42). As lawmakers focused on accountability and legislatures began to tie to success rates to funding, they failed to account for the variety of students on a community college campus. Though challenging, this period did see some significant legislative acts passed. In 1998 the Workforce Investment Act was established and further connected the community college with the local industry to advance workforce development. By the end of this period, there were 1,155 community colleges across the country (Philippe & Sullivan, 2005, Nevarez & Wood, 2010).

In Minnesota, starting in 1982, the legislature considered various ways to govern the state’s colleges and universities. (Helland, 1987). Nearly a decade later, in 1991, the Minnesota Legislature successfully passed legislation that created the Minnesota State Colleges and University system, known now as Minnesota State. This legislation combined the three pre-

existing Minnesota State University System, Community College System, and Technical College System into a single higher education system. This legislation built in a transition period for the new system of four years. The new formed system began its operations on July 1, 1995.

(Minnesota State, 2016).

Millennial Period

This period, from 2000 to today, has not been without struggles and challenges. Financial challenges have continued to persist throughout most of the era. With new revenue streams, there does appear to be a “harkening back to the Accountability period, this funding will come with accountability measures” (Nevarez & Wood, 2010, p.45). These measures frequently conflict with the principles of open access and/or a comprehensive curriculum that are hallmarks of community colleges. In addition, community colleges have been faced with large turnover in leadership due to ongoing retirements among the baby boomer generation (Eddy, 2010; McNair, Duree, & Ebbers, 2011).

With the turnover, a new challenge faced by community colleges is the need to develop the next generation of leaders on campus. The development of new campus leaders must recognize how the roles and complexities of community college leaders have changed from previous generations (Nevarez & Wood, 2010). The most pressing issue facing community college leadership is that “higher education has few internal mechanisms to train new and aspiring administrators for successive levels of leadership” (Nevarez & Wood, 2010, p. 252). Riggs (2009) identified their capacity for change as the major overarching challenge facing community colleges during the Millennial Period, writing, “Community colleges, traditionally

resistant to change, must undergo a major transformation in order to become a major democratizing and economic force in a rapidly evolving future” (p. 27).

Rolfes (2016) provided two examples of bipartisan support for community colleges, both of which are transforming how they operate. The first is the call for free community college by President Obama, inspired by the success of the Tennessee Promise initiative, a last-dollar scholarship covering college costs not met from Federal Pell Grants, HOPE scholarships, or Tennessee *Student Assistance Award Program (TSAA)*. The second example is the move toward performance-based funding at the state level, which “frequently originated from Republican governors looking to create more public accountability around higher education” (Rolfes, 2016, para 9). Either option will increasingly come with strings attached based on institutional performance (Rolfes, 2016). This transformation will require purposeful change efforts led by leadership teams at institutions.

Former President Barack Obama had continuously lauded the access and opportunity provided by community colleges. In a 2009 speech at Hudson Valley Community College, reflecting on the importance of community colleges, President Obama stated, “People of all ages and backgrounds, even in the face of obstacles, even in the face of very difficult personal challenges, can take a chance on a brighter future for themselves and their family” (Obama, 2009). Despite the public praise, funding at the community colleges is viewed as a pressing challenge. Community colleges have to balance their open-access mission and the greater volume of students that community colleges serve when compared to four-year institutions, yet community colleges do not receive the same financial resources as four-year institutions (Pusser and Levin, 2009 p. 2). Community colleges' per-student allocation is much lower "than similar

programs in four-year institutions" (Pusser and Levin, 2009, p. 2). This unbalanced funding conflicts with the open-access nature of community college, and it dramatically impacts the institutions' ability to offer services and programs. Additionally, should President Trump rescind President Obama's executive order including the Deferred Action for Childhood Arrivals (DACA) legislation that extended higher education access to hundreds of thousands of immigrants, community colleges will see a discouraging effect on enrollment (Rolfes, 2016). Due to these increasing variables and pressures, community colleges have evolved over the century into very intricate and multifaceted organizations.

The Role of Academic Deans

Just as community colleges evolved over the last 115 years, so has the role of the academic dean. When higher education began in America, the sole administrator was the president, while faculty assumed many of the extracurricular roles that eventual were turned over to others (Thelin, 2011). As colleges began to grow, presidents began to shed their ever-expanding duties and responsibilities. In addition to the evolving roles of the presidency and the growing size and responsibilities of the institution, it led to the growth and creation of additional higher education administration positions (Thelin, 2011). The first academic dean was appointed in 1864 by the president of Harvard to oversee the operation of the medical school. Over time, the duties and roles of academic deans have increased (Russell, 2000). Although community college leadership was originally based on the four-year model, many practices are drawn from the secondary school systems (Jeynes, 2007, Thelin, 2011). Having roots in both the university and the K-12 makes the community college a unique ecosystem (Gleaser, 1994).

One striking difference in the community college system is that dean often gives up their faculty status when they take on the new role. This is different than the four-year model, where deans are often able to return to their faculty positions when the appointment ends (Jeynes, 2007, Reed, 2013). As many states saw growth in collective bargaining, division deans were categorized as managers, which excluded them from being part of the faculty bargaining unit. These distinct divisions of labor helped to demarcate what had been a previously unclear distinction (Cohen & Brawer, 2008). In Minnesota State system, the two-year faculty are part of the Minnesota State College Faculty (MSCF) bargaining unit, whereas the dean role is governed by that of the system's Personnel Plan for Administrators. This plan applies to all unclassified administrators of the Minnesota State Colleges and Universities, who are not covered under the terms of a collective bargaining agreement.

Palm (2006) wrote that “the transition of a faculty member to administration is usually a one-way trip, and a trip for which most faculty members are unprepared” (p. 59). Yet prepared or not, community college deans play an important role on campus. Bragg (2000) has written that community college deans serve as the linchpins responsible for the most important functions of the institutions. Because of the complexity of the role, the demands of the positions, and the lack of job security, Rosser (2000 and 2004) articulated a view of deans as the “unsung professionals” of the academy. Foster (2006), highlighted the two worlds deans work within:

Universities are complex structures. One might say that a university consists of two closely articulated organizations. One is the academic organization that conducts teaching, research, and service; it is composed of people who were socialized in culturally diverse disciplines with values that are often in conflict. It

highly values creativity. The second is an administrative organization that deals with physical, financial, and human resources and takes (or should take) its main directions from the academic side of the institution. Good administrators bridge the two organizations rather than passing from one to the other, and neither side can exist without the other. (p.49)

This notion of serving as a bridge is also illustrated in Shulock's (2002) piece, which highlights the importance and diversity of deans' work when she writes "deans are critical because they are on the firing line and deal with the faculty and programs" (p.7). Furthermore, she writes that deans serve as the bridge between the status quo and change.

The breadth and depth of deans' work are important to understand, as both dimensions contribute factors for and against transitioning from faculty to dean. Furthermore, understanding how and why individuals decide to become a dean is important, as deans are often the most likely pool tapped when a college seeks to fill the position of chief academic officer. in the community college setting (Amey and VanDerLinden, 2002). Strathe and Wilson (2006) wrote that "significant changes in the past several decades have made the academic administrative role in our nation's colleges and universities much less attractive than has previously been the case" (p.5). Therefore, we are at a crossroads where the need for administration is increasing just as the desire to become an administrator is decreasing. This widening gap between the supply and demand underscores the importance of understanding how one becomes an administrator.

How One Becomes an Administrator: Reflections from the Administrator

Strathe and Wilson (2006) posited, "Few parents, looking at their newborn infant, remark, 'I hope he [or she] grows up to be a dean, perhaps an associate vice president, or maybe

even a provost.’ And probably few newly minted PhDs set academic administration as a career aspiration” (p.5). Swain (2006) echoed this notion when she wrote, “Like most other faculty members, I certainly did not begin my academic career with the notion that I would become an administrator” (p.25). So, what then leads one to choose the life of an academic administrator?

There are many reasons that faculty transition into a dean position on campus. Swain (2006) explained her choice when she wrote:

I came to academic administration through faculty governance, having served on and chaired a university budget committee during a period of serious budget shortfalls and academic restructuring. After chairing this committee, I found that I was intrigued by the challenge: How do you help a complex organization with numerous competing interests advance? I found that facilitating the efforts of faculty and staff to realize their aspirations was also very stimulating and rewarding. (p.25)

Cross-campus work seems to be a catalyst for considering the move into administration. Harris (2006) wrote, “My interest and excitement about being named dean grew out of the success I enjoyed on the multiple faculty committees I served on earlier in my career” (p.79). He went on to explain in greater detail that “committee service helped me gain a better understanding of the school's values and culture; the needs, wants, and expectations of my colleagues; my personal goals; and importantly, my personal appetite for leadership” (p.79). While excitement is the emotional state of some, others enter into administration less enthusiastically. Glick (2006) wrote:

Great scholars, I believe, live, breath, and sleep their scholarship and have an intensity about their exploration that is essential to breakthrough discoveries. I was not living that life and needed either to rededicate myself to scholarship or admit to myself that academic administration actually was a respectable profession. I concluded that I could contribute more to scholarship and society and have more self-satisfaction by helping those great scholars who “did live in the cell” than by my own scholarship. (p.90)

Reed (2013) is somewhere in the middle, adding additional administrative tasks on top of his teaching and eventually shifting into administration and out of the adjunct faculty ranks. Palm (2006) had similar experience, writing, “Part of what makes this particular transition so deceptively easy is that the initial steps can be simple and natural. I did not perceive my own transition to administration to be a transition at all” (p.60). As McCarthy (2003) wrote, “I also realize how little I was prepared for the administrative life, and, as I was moving from faculty through a succession of administrative positions, how few formal opportunities there were for training” (p.39). No matter the impetus for making the transition, the journey can provide us with important insight.

The dark-side refrain is also present in many articles (Glick, 2006; Palm, 2006, Willis, 2010). This notion of distrust is seen in the competing interests of the two organizations that deans must bridge, as referenced by Foster (2006). But it can be explicitly stated as well, such as when Palm (2006) noted, “My personal bias against administrators also impeded me from recognizing the ways in which I had become one” (p.60). She later discussed how colleagues no longer considered her trustworthy. Though there is a great deal of reference to the dark side,

there is little written to highlight how that perception is formed or perpetuated (Glick, 2006; Palm, 2006, Willis, 2010). What is clear in the writing is that, as faculty members prepare to move into administration, their role on campus changes dramatically. Platter (2006) wrote, “To move from the role of faculty to administrator is a move from specialist to generalist, with the distinction between these roles being proportionate to the level of administration or the degree of separation from one’s academic specialty” (p.19). Reed (2015) wrote, “The “dark side” imagery is so pervasive in higher ed that we sometimes forget that it isn’t found in most industries. In most lines of work, seeking promotion isn’t considered immoral or odd. In this one, it is. If we want good people in these roles – and we do – then we seriously need to rethink the taboo” (para. 6).

Succession Planning: An Institution’s Role

As the current higher-education workforce ages, there is a growing concern over leadership transitions expressed in the literature. Boggs (2003) noted, “The time is growing near for the most significant transition in leadership in the history of America’s community colleges. Many of the faculty and administrators who came into the community college during the great growth period of the 1960s are approaching retirement” (p. 15). According to a 2012 report by the American Council on Education, almost half of all college presidents were age 61 or older, which should punctuate the need for higher education to develop strategies around succession planning. A (2006) report from the American Association of Community Colleges indicated, “Community colleges, like many other American institutions, are experiencing a leadership gap as many current leaders retire” (p.2). At the same time as the current generation of leaders steps down, the demands of accountability, globalization, and technology are increasing the

complexity of the work. In addition to retirement, these additional demands placed on a president have been increasing and have led to additional departures (Eddy, 2010; McNair, Duree, & Ebbers, 2011). Neffe (2009) posited that the current leadership crisis stems from three factors: the high retirement rate, a decreasing number of internal successors, and a declining number of external candidates (p.47).

In the face of warnings of leadership shortages and a looming retirement wave that will vacate many key leadership roles, community colleges have been sluggish to react if they have reacted at all (Jeandron, 2006; Leubsdorf, 2006). “And how can we tackle a more systemic issue: the recruitment and preparation of faculty for these roles? How can we build a pipeline of talented faculty members who would be willing to become academic leaders?” asked Lehfeldt (2016, para. 3). The success of an institution is dependent on the development and availability of well-prepared leaders. Historically, higher education relied on faculty to step up. As Hoppe (2003) wrote:

In higher education, the academic leadership pipeline has historically flowed from a department chair rotational system, with little or no succession planning. Until recently, senior faculty willing to do their share of administrative work simply took a turn as department chair and then returned (relieved and often disillusioned) to their tenured professorial role. Today, increasing numbers are unwilling to take their turn, and too few are eager to volunteer for administrative roles. (p. 3)

Some authors (e.g., Conger and Fulmer, 2003, Neffe, 2009) have suggested that one way to solve the crisis is through succession planning.

Reille and Kezar (2010) have noted that the current literature on succession planning primarily focuses on replacement planning and modeling processes to recruit and hire new leaders at the college. Gonzalez (2010) stressed that “succession planning is not the same as replacement hiring. Succession planning provides an organization with a surplus of talent by helping members realize their potential, which should not be confused with performance” (para 4). This approach of plug-and-play replacements of leaders seems to suggest that community colleges do not have a robust and complete model of leadership training for future leaders on their campus. Rather, the campuses are reactive to changes in leadership and are not guided by a plan for succession (Rothwell, 2005). Meanwhile, the literature on leadership transition and succession consistently recognizes leadership succession planning is a very important factor in the long-term success of an organization (Miller, 1993; Rothwell, 2005).

Conger and Fulmer (2003) posited that two combined practices are critical to filling the leadership pipeline: “succession planning and leadership to create a long-term process for managing the talent roster across their organization” (p.77). They went on to explain that typically “the two practices reside in separate functional silos, but they are natural allies because they share a vital and fundamental goal: getting the right skills in the right place” (p.77). As Hoppe (2003) stated, “Identifying, nurturing, and supporting potential leaders are critical components in maintaining a pipeline for continuity and infusion of new pools in academy administration” (p.10). Additionally, the ideas of Conger and Fulmer (2003) are evident in Hoppe’s article (2003) where she wrote, “Higher education institutions that prepare for the future will have an identification strategy and developmental plan that not only provides for the next

generation of leaders but also ensures that they have the experiences and skills necessary for success” (p.10).

Succession planning is common in the private sector, but higher education and community colleges have been very slow to adopt the practice (Fulton-Calkins & Milling, 2005). When succession planning has been implemented in the community college setting, inconsistent implementation and challenges have been common (Rothwell, 2005). A well-formulated succession planning is important. This importance can be seen in Rothwell’s (2005) definition of succession planning:

A process of developing talent to meet the needs of the organization now and in the future. Every time a manager makes a work assignment, he or she is preparing someone for the future because he or she is building that worker's ability. (p. 371)

Furthermore, in order to maintain leadership continuity, Rothwell (2005) recommended that organizations develop a succession planning management program. These programs will ensure objectives are met and assure stakeholders that the institution is effectively and strategically managed.

To address the pending leadership needs Reille & Kezar (2010) provided three types of leadership development pathways. The first pathway is through university-based graduate degrees. Yet, Nevarez and Wood (2010) have noted that “as the demand of executive leaders to possess a doctoral degree continues to increase, the number of degrees conferred in the area of community college leadership has been stagnant” (p.260). Amey, VanDerLinden, and Brown (2002) found that less than 3 percent of college administrators have a degree in higher education

administration or higher education leadership. While reviewing the existing programs on community college leadership, these authors found very few programs that directly address the needs of community colleges, but rather most programs have a generalized higher education focus. Without connecting theory to practice, graduate degrees are seeming to be a less desirable option for institutional succession planning (Nevarez & Wood, 2010).

The second development pathway is shorter-term programs, such as leadership seminars and institutes. Leadership institutes are designed to develop a specific set of skills among leaders and to create networks of peers. The downside to institutes is the variability and quality of offerings, as well as the lack of funding sources to keep the institutes operational (Nevarez & Wood, 2010).

The final development pathway is in-house programs, known as “grow-your-own programs.” These programs are customized by the college or the college system and available to the employees. Furthermore, scholars believe that grow-your-own leadership programs are more effective than sending people for an "advanced degree or nationwide leadership development program because it can be customized to the college's characteristics, culture, goals, and specific needs" (Reille & Kezar, 2010, p. 60). Nevarez and Wood, (2010) articulated four advantages of grow-your-own programs. The first advantage is the curriculum can be designed to actively address local leadership issues. The second advantage is that it works at filling a leadership skill development void at the campus. Third, it serves to develop a leadership pipeline on campus. The fourth advantage is that it provides an opportunity to for extensive mentoring of aspiring leaders. “These programs are particularly useful for aspiring leaders who are not interested in leaving the institution in order to rise through the ranks of college administration or enrolling in a

doctoral program” (Nevarez & Wood, 2010, p.269). The grow-your-own programs also provide leadership development for those who already have a doctoral degree in a field outside of administration or leadership.

With the impending leadership crisis, the literature reflects a need for succession planning on the campus (Miller, 1993; Nevarez & Wood, 2010; Reille & Kezar, 2010; Rothwell, 2005). Alternatively, Nevarez and Wood, have noted, “there is another way to construe this phenomenon; it should be seen as an opportunity to improve the effectiveness of community college leadership” (p.254).

Theoretical Framework

The theoretical framework used in this study was derived from Schlossberg’s transition theory (1981). Though this study looks primarily at perceptions of individuals as they transition from faculty to administration, the acquisition of the new role is intertwined between individuals and institutions. We must, therefore, ground ourselves in an operational definition of transition. For the purpose of this study, transition was informed by (Goodman et al., 2006) and is defined as the event or non-event that results in changed relationships, routines, assumptions, and roles when a faculty member becomes an academic administrator.

Schlossberg, Lynch, & Chickering (1989) wrote:

A transition is like a trip. Preparation for the trip, the actual trip, and its aftermath all elicit feelings and reactions. But the feelings at the start of a trip differ from reactions to it later. In the same way, the reactions to a transition continue to change as the transition is integrated into one’s life. (p.15)

Schlossberg's Transition Theory

Schlossberg (1981) wrote that her model is a mechanism for “analyzing human adaptation to transition” (p.2). Schlossberg argued that adaptation was based on three sets of variables: the individual's perception of the transition, the characteristics of pre-transition and post-transition environments, and the characteristics of the individual experiencing the transitions. Furthermore, the characteristics of the person and the environment could include perceptions seen as an asset, a liability, a combination of both, or a liability in how an individual negotiates a specific transition. Schlossberg's book *Overwhelmed* (2008) identified the transition process as having three parts: approaching change, taking stock, and taking charge. Evans et al. (2010) wrote, “Essentially the individual moves from a preoccupation with the transition to an integration of the transition. The time needed to achieve successful integration varies with the person and the transition” (p.216). Goodman et al. (2006) expanded upon Schlossberg's work to reinforce the ideas that transitions consisted of a series of phases beginning with “moving in,” followed by “moving through,” and finally “moving out” of the transition using the model Schlossberg previously introduced

Schlossberg, Lynch, and Chickering (1989) identified some common needs of individuals experiencing the first phase, “moving in.”: “They need to become familiar with the rules, regulations, norms, and expectations of the new system” (p.15). Many institutions spend many resources on this stage in order to support individuals as they become oriented to their new role and what is expected of them. Schlossberg, Lynch, and Chickering (1989) indicated that employee turnover often occurs “because of unrealistic, inflated, or unmet expectations that are

not addressed at the beginning of a transition” (p.15). Understanding how to anticipate and meet the needs of people moving through a transition can increase satisfaction in the transition.

The second phase of “moving through” occurs once individuals know the ropes. Schlossberg, Lynch, and Chickering (1989) noted that due to the lengthiness of this part of the transition, individuals “may need help sustaining their energy and commitment. For some, this in-between time can evoke new questions about the transition; ‘Did I do the right thing?’ ‘Why am I bored?’ ‘Can I commit to this transition?’” (p.16). Because the transition process can be lengthy, individuals might wrongly believe they have fully integrated the transition into their lives (Schlossberg, Lynch, & Chickering, 1989).

The final phase, “moving out,” can be viewed as the ending of one series of transitions and looking towards what comes next. “In leaving familiar surroundings and people or the ways of functioning and interacting to which one has become accustomed, one experiences disequilibrium” (Schlossberg, Lynch, & Chickering, 1989, p.16). Mourning is a part of this stage; individuals will need to grieve the loss of the previous structure, friends, and goals. Typically, individuals follow a pattern in their grieving. Overall the larger the transition the more it will permeate the life of the individual. A period of disruption follows, in which old roles, relationships, assumptions, and routines change and new ones evolve. Over time, gradually the awareness of the transition becomes only one of the dimensions of the person and the change is integrated (Schlossberg, Lynch, & Chickering, 1989). It is important to remember that “the extent to which a transition pervades daily life affects the degree to which one must adjust” (Schlossberg, Lynch, & Chickering, 1989, p.17).

The Four S's

Studies of change show that people in transition have both strengths and weaknesses. Many scholars have utilized four major factors posited by Schlossberg (1981) and labeled the Four S's to analyze adults' capacity to transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). The Four S's are the situation, self, support, and strategies. "By looking at the balance of resources and deficits in each of these categories, it is possible to predict how a person will cope" (Schlossberg, Lynch, & Chickering, 1989, p.17).

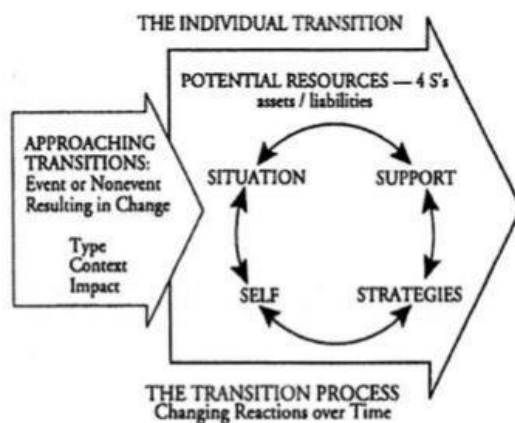


Figure 1: *The Transition Framework: The Individual Transition* (From *Counseling Adults in Transition* by Schlossberg et al., 1995 p.27).

To understand the first factor, situation, the individual needs to look at various aspects of the transition. The situation can be broken down into six factors:

- the trigger for the transitions or what caused the transition;
- timing, or whether the transition taking place during a good or bad time;
- control, to understand the response we need to examine what parts of the transition the individual perceives as being within their control;

- role change, i.e., whether there is a role change, how the change is viewed, the duration of the transition, and whether it is interim or uncertain vs. permanent;
- previous experience with a similar transition and how effectively did one handle the transition;
- assessment, which looks at who the individual sees as responsible for the transition and how their behavior is affected by this belief; and concurrent stress, i.e., when there are multiple sources of stress present in the situation.

By breaking down the situation, we can see the important factors involved (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). Schlossberg (2008) writes “you do not know anything about the nature of the transition for an individual until you know what it means to that person” (p.48). A positive to neutral mindset towards the change greatly increases one’s ability to embrace the transition (Schlossberg, 2008).

Once we understand the situation, the next step is to explore the second S, which is self. The self is broken down into two subparts. Personal and demographic characteristics are the first subpart, which explores how factors such as socioeconomic status, gender, stage of life and other characteristics impact the transition. The second subpart is psychological resources that aid in coping, such as ego development, outlook, and resiliency (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989).

The third S is support. Support refers to the support a person has. Support systems serve to organize and operationalize an individual’s resources, which may include having people in one’s life willing to share tasks, provide needed supplies or skills, or provide guidance on ways to cope with the transition (Schlossberg, 2008). Schlossberg (2008) explained the following

functions of support. The first is affection, which is delivered in an expression that someone respects, likes, or loves you. The second is affirmation, which is an expression that confirms that what you have done is understandable or desirable. The last function of support is to provide assistance or aid, which means that others will support you in order to help you move through a crisis or transition. Goodman et al. (2006) suggested that social support can be determined by looking at the individual's stable supports, role-dependent supports and supports that are most likely to change.

The final S is strategies. Goodman et al. (2006) stated that "coping strategies are related to people's psychological resources of self-esteem and mastery" (p.79). They also observed that these resources lead individuals to offer three types of responses. The first is to try to modify the situation. The second is to try to control the meaning of the problem. The third is to find ways to aid in stress management after the event. Schlossberg (2008) identified the same three types of strategies, describing them as "those that change the situation, those that change its meaning, and those that help you relax." However, she also added a fourth: "knowing when to do nothing or take deliberate inaction" (p.78). By looking at the strategic options individuals have, we can better understand how they are likely to deal with transitions (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989).

Each of the Four S's can be seen as an asset or liability to the individual. The different ways these four factors manifest and interact in specific cases can shed light on "why different individuals react differently to the same type of transition and why the same person reacts differently at different times" (Schlossberg et al, 1995, p.57). Throughout the transition, it is important to remember that reactions to transition change over time. At one point in the

transition, it may be perceived negatively, while at another point it could be perceived very positively. In the research, it is not so much the type of transition that is important but rather what the individual can do with the transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989).

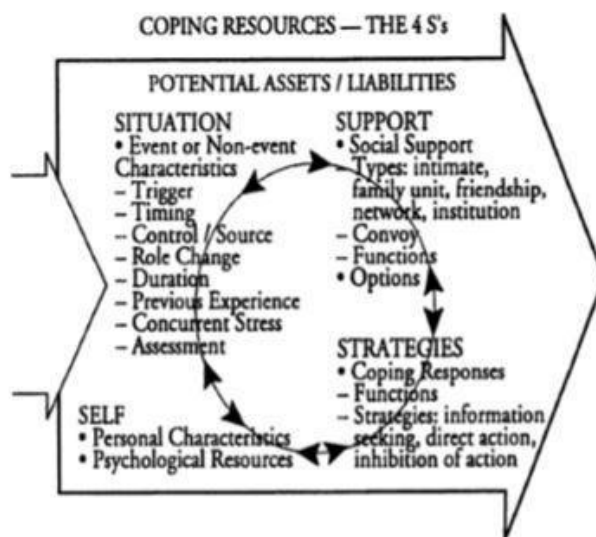


Figure 2: The Transition Framework's Coping Resources: The Four S's. (From *Counseling Adults in Transition* by Schlossberg et al., 1995 p.48).

Schlossberg in the Literature

Schlossberg's transition theory has been applied to varying settings due to its universal nature. Anderson et al. (2012) wrote in *Counseling Adults in Transition: Linking Schlossberg's Theory With Practice in a Diverse World* (4th edition), "Nancy K. Schlossberg presented her transition theory in the first edition of this book, placing it in the context of other theoretical work on adult development" (p.xiii.). It is through the lens of adult development that Schlossberg's theory is applied to various types of transitions.

Recently, Bowen & Jensen (2017) in a quantitative study of 309 men and women used the theory to assess post-divorce life satisfaction of adults who divorced late in life. Whitehead (2016) in a case study of 12 individuals utilized the theory to study nurses who transition into nursing faculty. Additionally, in a quantitative study of 118 nurses, Schmitt (2015) used transition theory to guide the study of the resources and needs of newly hired nurses in transition. Schlossberg's theory also was used as a conceptual framework for a qualitative study of 10 female technology educators who transitioned into a male field (MacCarthy and Berger 2008). One qualitative study of 18 participants, by Williams (1999), argued that employers who want to understand what their employees are undergoing in transitions can use Schlossberg's theory, and furthermore, that it can be applied to develop skills to manage such transitions. Treusch, (2008) used transition theory in a qualitative study to look at relocated works and how organizations could better help employees cope with this transition. While the transition theory can be applied generally to an adult life transition, there seems to be no study that has directly applied this theory to career advancement. As all these studies have applied Schlossberg's across many career and life transitions, it is clear that the model could also be used in higher education to understand the transition from faculty to dean.

Use of Transition Theory in Higher Education Research

Higher education is one setting in which Schlossberg's transition theory has been applied. However, in comparison to theories such as Tinto's (1993) theory of student departure and or Astin's (1999) student involvement theory, Schlossberg's transition theory and the Four S's have been used sparingly in higher education. Lazarowicz (2015) lamented the dearth of studies using this framework, stating, "Minimal attention is given to Schlossberg's transition theory as it

applies to college students, let alone transfer students” and continues later, stating that “it is only recently being included into higher education research” (p.9). This section will be used to examine the studies that have been conducted using Schlossberg’s transition theory.

Many of the prominently used theories of student development move through concrete steps, but Schlossberg engages transitions from a different lens. Evans et al. (2010) wrote, “in relation to the traditional body of the college student development theory, Schlossberg’s work can be viewed as psychosocial in nature and as a counterpoint to age and stage perspectives” (p. 213). From this perspective, transitions provide growth and development opportunities for the individual, yet the outcomes cannot be assumed to be positive (Evans et al, 2010). The cornerstone of transition theory research in higher education was completed by Schlossberg, Lynch, and Chickering (1989), who took a detailed approach to explain how to leverage transition theory to support the higher education experiences of adult learners. Schlossberg et al.’s (1989) work provided the springboard for Champagne and Petitpas (1989) to recommend that student affairs staff perform eight functions to support adult learners. Furthermore, Evans et al. (2010) posited that “Schlossberg’s theory can be easily taught to organization officers, resident assistants, and other student leaders to support their efforts in assisting their peers as well as to general student audiences to aid them in understanding and responding to their own experiences” (p.224) Additionally, there have been some more specific areas in higher education where Schlossberg’s theory has been applied.

Use of Transition Theory in Research on Athletes

There is a body of research that seeks to understand how athletes transition out of college athletics and into careers in the broader workplace. Henderson (2013) explored how Division I

female athletes assess their situation, support, strategies, and self as they transitioned out of college athletics. Using basic interpretive qualitative research methods this study was framed through Schlossberg's transition theory. A limitation to the work pointed out by the author was that the individuals interviewed were in the moment of transition, as opposed to reflecting back on the change. Overall, Henderson (2013), wrote, "Schlossberg's transition theory was found useful in examining the transition experiences at the end of their athletic eligibility" (p.110) by providing the framework to identify the assets and deficits of the transitions the student-athletes faced.

In a study from 1996, Wheeler et al. examined athletes with disabilities as they transition into retirement from sports. The study used the moving in, moving through, and moving out stages to understand the experiences of the 18 athletes. In a grounded theory approach, Wheeler et al. (1996) used only three questions to elicit responses from the interviewees. Interviewers asked participants to answer the following questions: "Tell me about your life and experiences as an athlete," "Describe the point of retirement, how you came to retire and how you felt about it," and, "Describe your life now, your career, your hobbies, and your health." (Wheeler et al., 1996 p. 384). The study uncovered that the athletes were impacted by various emotions in connection to their transitions and generally acknowledged a lack of support. Furthermore, the study found that athletes used different strategies to cope with the transition to life after sports. This transition seemed to be more difficult for these athletes as they had used sports as a way to construct an identity outside of being disabled. Wheeler et al, (1996) conclude, "In general, elements of the characteristics of the transition of the Schlossberg (1981) model bore a remarkable resemblance to the categories that logically emerged from the analysis" (p.397).

This resemblance allowed the authors to conclude that the Schlossberg model was very useful in addressing the transition of athletes.

Use of Transition Theory in Research on Career Loss

McAtee and Benshoff (2006) examined rural female dislocated workers in career transitions. More specifically, the cohort was subdivided into two groups: women who decided to enroll in community college and women who chose to immediately seek employment elsewhere. The authors employed Schlossberg's transition theory to try to understand why the women elected to pursue education or reemployment. The authors of the study found that there were significant differences depending on the demographic characteristics of the women. An example is that white women who perceived having a strong support system were more likely to enroll in community college coursework versus those who felt they had little support. The authors believed that Schlossberg's transition theory served as an important tool to understand why this group of women made the choices they did based partially on their perceptions of the transition.

Use of Transition Theory in Research on Community College Transfer

Numerous studies have looked at transfer from a community college to four-year universities but few from the theoretical framework of Schlossberg's transition theory. One such study that used Schlossberg was Lazarowicz (2015). In this qualitative study, the author used a series of three interviews to build rapport with the participants. A limitation of the study was that the results were from one institution and thus could not be generalizable to other institutions.

Lazarowicz (2015) wrote, "This study did indeed connect to aspects of Schlossberg's Transition

Theory. In the five themes, the notion of the transition taking time relates to the 3-phase model of moving in, moving through, and moving out” (p.166).

Use of Transition Theory in Higher Education Program Development

There have been some more specific areas in higher education where Schlossberg’s theory has been used to inform the development of programming to support different types of students. The first example is the work of Ishler (2004), who used the theory when developing an orientation for entering students that acknowledged the transition of friendships from high school to college. Other studies used the theory to understand the pending transitions that college students face as they approach graduation and to develop programming to address those transitions (Chickering & Scholossberg, 1989, Forney & Gingrich, 1983). Transition theory also has been used to create programming to assist master’s students during the transitions they face throughout their graduate career (Forney & Davis, 2002) and to promote graduate assistant success (Brown et.al, 1997). Considering the amount of change college students face and the pending changes facing higher education administration, it is logical that transition theory also could easily be applied to the experiences of faculty who have moved into administration.

Use of Transition Theory in Research on Students in Academic Distress

Another interesting study that employed Schlossberg’s transition theory was conducted by Tovar and Simon (2006). The authors posited that Schlossberg’s theory is well-suited to helping address working with students on academic probation. The authors argued that Schlossberg’s transition theory better addressed the minority student populations than did the traditional student development theories of Astin and Tinto. Specifically, Tovar and Simon stated that the theory, “considers these freshmen on a more individual basis and, in particular, their

needs that arise in adapting to college life” (p.550). The authors, after applying the 4S structure, worked to determine if probationary students had different levels of support needs and coping strategies. The authors concluded that those who work with students on probation should consider Schlossberg’s transition theory and argued that staff should work through this transition with the students rather than just provide factual information about the process of academic probation.

In another study looking at students in academic distress, Powers (2010) investigated how nontraditional males who dropped out of a four-year public university before completing a bachelor’s degree described their perceptions of their situation, self, support, and strategies while moving in, moving through, and moving out of the college process. Specifically, this phenomenological study used Schlossberg’s 4S structure to understand the perceptions and perspectives leading up to and through the process of dropping out. The study’s results supported the view of transition theory that each person’s individual experiences depended on their situation, support, strategies used, and self. Participants’ perception of liabilities increased as they moved through the transition phases. The study found that while participants began the transition with a fair number of assets, as the transition progressed and challenges arose, there were not enough assets to overcome the liabilities and keep participants enrolled.

Use of Transition Theory in Research on Veterans in Community Colleges

There have been multiple studies looking at veterans’ transitions to community college. Boeding’s (2017) focus was to identify the ways in which veterans with disabilities navigated the transition in their lives from members of the military to students at community college. Specifically, she looked at the support structures and services that could help veterans navigate

their experiences. To analyze these services, she used the moving in, moving through, and moving out stages of Schlossberg's transition theory as well as the 4S system. The study found the Schlossberg model to be very useful in understanding the transition of veterans in community college. Additionally, this study provided community colleges with insights that could lead to improved programming, services, and support for the population of student veterans with service-related disabilities.

An earlier study by Wheeler (2012) also focused on the veteran's transition to community college. The main theme of that study was that her participants had mixed feelings regarding the services offered to them. The researcher placed these services within the 4S model and used this model to explore how veterans were engaging with coping resources. One critique from the study is there were not consistent services offered across the veterans in the study, but ultimately Schlossberg's transition theory proved useful in understanding the experiences of veterans.

Applicability of Schlossberg's Theory to Deans' Transition

While there has been a growing body of research utilizing student transition through the lens of Schlossberg's transition theory, the experiences of employees of the institution have not been examined under the same lens. Though applied to the student experience in various iterations, students are not the only individuals on campus who experience transition. Faculty, administrators, and staff could also provide rich subjects for understanding how we manage change. Furthermore, given that Schlossberg's transition theory is constructed around adult's transitions and has been successfully applied in a wide range of settings, it is logical that the theory could easily be applied to faculty who have moved into administration.

Despite the limited information on the transition experience of faculty into administration, it is still important to study. When a future dean looks for information on what to expect in the transition, the only information available is practical advice. Bright and Richards (2003) devote a chapter to the shift to the dean's office in their book *The Academic Deanship: Individual Careers and Institutional Roles*, writing, "Preparation for this role shift and candidacy will have made it clear that a dean inevitably faces real changes in responsibilities, point of view, and professional life in general" (p.51). They continued, "Accepting that need to change can be a very difficult mental shift. Best to face the fact well informed (p.51)." However, they then delivered only practical advice. For example, they addressed the need to set up and settle in, e.g., relinquishing one's control of their calendar to others, delegating working, and organizing the office environment (pp. 51-55). Additionally, they discussed items that need immediate attention, including office personnel, campus leadership, sizing up the crowd, and budget surprises (p.55-61). Finally, they concluded the chapter with an examination of the first year, where they discussed "calibrating the college" to new leadership, widening the circle of acquaintances, and determining an agenda for the following year (pp. 61-65). Hidden away in the chapter is a tiny paragraph acknowledging the personal adjustment of being a dean. It is this adjustment that this study hopes to address.

Conclusion

Through this literature review, I examined the relevant literature on academic deans in the community college. Although some previous research has been done to understand the role of deans in community college, much of the existing research does not address the perceptions of faculty as they travel through the transition into administration. To this researcher's knowledge,

there have been no studies looking at the experiences of faculty who have transitioned into administration through the lens of Schlossberg's transition theory. This study sought to understand their transition through the lens of transition theory. This research addressed the need for a greater theoretical understanding of those individuals who are in such demand in higher education. By using Schlossberg's transition theory (1981) as the theoretical framework, I was able to explore the perceptions of community college faculty as they have transitioned into administration and apply a well-researched theoretical framework to better understand the transition experiences of an employee group that is critical to ensuring a strong leadership pipeline in high education.

Chapter 3: Method

This chapter outlines the methods used to conduct the research study. The goal of this study was to understand the experiences of administrators and how they navigate the two-year college landscape while simultaneously transitioning from faculty into their new roles. To explore these experiences a general qualitative study design was utilized. Creswell (2007) provided a definition of qualitative research:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and a complex description and interpretation of the problem, and it extends the literature or signals a call for action. (p. 37)

Corbin and Strauss (2008) explained that “qualitative research allows researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture” (p.12). In the current study, using a general qualitative research methodology allowed the researcher to access to the inner experiences of academic deans who have transitioned from faculty at two-year institutions into administrators at two-year institutions.

Another strength of this method was that it permitted the researcher the flexibility to respond to the uniqueness of each individual's life experience. According to Hesse-Biber and

Leavy (2011), “In-depth interviews are issue-oriented. In other words, this method is useful when the researcher has a particular topic he or she wants to focus on and gain information about from individuals” (Hesse- Biber & Leavy, 2011, p. 95). This approach allowed the researcher the ability to seek out the different experiences ranging from the rationale behind the career change and how deans felt their new role impacted their perception on campus, to how they negotiated their transition.

Due to the unique hierarchical structure of the Minnesota State system of two-year colleges, administrators are the only group on campus that is not part of a unionized collective bargaining agreement. Furthermore, administrators are not part of the faculty ranks in this structure. By exploring the perspective of administrators this study provides a voice to a very isolated contingent of employees at two-year colleges. Overall, semi-structured interviews provided the researcher with the opportunity to properly obtain the data while responding to key themes along the way.

Research Questions

To explore how faculty members were perceived as they transitioned to administrative roles on their campus, the following questions were designed to guide the investigation.

1. What motivates community college faculty to move from faculty to community college academic deans?
2. How do community college deans who transitioned into administrative roles from college faculty perceive the transition?
3. How was the transition experience shaped by Schlossberg’s Four S’s: situation, self, support, and strategies?

Through the interviews of administrators who transitioned from faculty on their campus, the study intended to understand the perceptions of individuals who transitioned from faculty to administration. By using a qualitative methodology, the questions above were addressed through an individual interview with each participant to understand the essence of the transition experience of faculty members who have transitioned into administrators.

Role of Researcher

The role of the researcher in this study was to gather data in an ethical manner and keeping with best practices and protocols. The researcher examined the study for possible bias in the design process. Though I am currently serving in an administrative role and have left my faculty position, I took great pains to remove my experience from the interview and investigative process. On the other hand, my experience uniquely informed my ability to develop probing questions that might not be as apparent to one who has not been in both faculty and administrative roles. Because there was a possibility that my transition experience was similar to that of some participants, I engaged in critical self-reflection to minimize my biases as well as my assumptions of the participants' experiences during the interviews and data analysis. I reflected on the following questions proposed by Jones et al. (2014):

1. Why is it that I am engaged in the present study?
2. What is it about me and my experiences that led me to this study?
3. What personal biases and assumptions do I bring with me to this study?
4. What is my relationship to those in this study? (p. 38)

The intent for engaging in these questions was to determine relational competence in order to conduct a study without negative or adverse consequences. After reflecting on these questions, I did not believe that my responses reflected an adverse effect or negative impact on the quality of the research study. While very interested in the transition experiences of faculty into dean roles, I undertook this research using a scholarly lens that was informed by a well-researched theoretical model. Additionally, I took care to ensure that each participant was treated as professionally and consistently as possible during the entirety of the study.

Research Design

This study follows a general qualitative research design. This basic interpretive model has been used in many fields of study including education, according to Merriam and Tisdell (2016). They posited that qualitative researchers would be interested in three questions:

1. how people interpret their experiences;
2. how they construct their worlds; and
3. what meaning they attribute to their experiences (p.24).

A qualitative approach was appropriate for this study because I was interested in how community college faculty members who transitioned into deans perceived their experience of this transition. As I was interested in their perceptions, I needed to hear their voices, learn from them what variables were important in the transition, and I needed to learn about the process for those experiencing it. Creswell (2007) posited that a reason, to choose qualitative over quantitative research methodologies to explore a particular question is “because quantitative measures and the statistical analyses simply do not fit the problem” (p.40).

Among the various methods that may be used in a general qualitative study, I determined that the semi-structured interview was the best approach to address the particular research questions in this study. In a semi-structured interview methodology, the researcher begins the study with a specific set of research questions but then may modify them as the study proceeds based on what the researcher learns during participant interviews to achieve deeper and more precise understanding of the phenomena being studied. As Johnson and Christensen (2008) have observed, “Typically, the qualitative researcher selects a topic and generates preliminary questions at the start of a research study” (p. 389). Starting each interview with structured questions was important so that the research could ensure semi-structured interviews that gather data in a consistent manner. “The questions can be changed or modified, however, during the data collection and analysis if any are found to be naïve or less important than other questions” (Johnson & Christensen, 2008 p. 389). By utilizing a qualitative research method with a dynamic data collection structure, the researcher was able to respond to emerging themes in the interview that were not considered when the interview guide was created.

Sample

Higher education comes in many shapes or modalities ranging from technical colleges to community colleges, to four-year universities serving undergraduate and graduate populations. In addition, the technological revolution has changed how we deliver these learning experiences to the students. This is why in the vast landscape that is higher education this study narrowed the focus to two-year institutions.

This study focused on two-year administrators within the Minnesota State Colleges and University system, all of whom were faculty who moved from a faculty position into the

academic dean role. Minnesota State is the fourth-largest system of public colleges and universities in the nation, with 54 campuses throughout the state. The system comprises 30 colleges and seven universities serving over 375,000 students annually (Minnesota State, 2019).

It was this researcher's belief that aligning the experiences as much as possible would allow us to better parse out the common experiences and perceptions with multiple deans at multiple institutions. Furthermore, the two-year system the maximum education requirement at any of the Minnesota State Colleges is a master's degree rather than the doctorate of the four-year school. This is an important distinction, as it allows a different demographic the opportunity to transition into administration without holding a doctoral degree.

When beginning the study, it was important to determine how participants would be both recruited and selected. As opposed to quantitative research that aims to use a random sample, qualitative research provides an opportunity to purposefully select participants that will best answer the questions of the study (Creswell, 2007). In this study, network sampling was used to recruit the participants. Network sampling allows researchers to handpick participants who meet the predetermined criteria and who possess the characteristics and experiences relating to the study (Keyton, 2006). The researcher used personal contacts to identify administrators who would meet the criteria for the study selection.

Saldana (2011) wrote, "A small group of three to six people provides a broader spectrum of data for analysis" (p. 34). When preparing for this study I researched heavily just how many participants would be enough. Saldana (2011) posited, "How many participants are 'enough' can depend on many factors, but as long as you have sufficient interview data, whether from one person or twenty, you'll then have a sufficient corpus for analysis" (p.35).

I initially contacted several deans and chief academic officers to request names of individuals meeting the criteria of my study. This netted 11 potential candidates for the study. At that point, I then contacted each individual via email to briefly explain the study, to make sure they met the criteria, and to confirm a willingness to participate in the study. From that email request, I was able to begin the process with eight participants. During the course of the study, one participant decided to drop out of the process due to time constraints, leaving the study with seven participants.

Participant Overview

The desired population for this qualitative research study comprised community college deans who had transitioned into their roles from community college faculty. Each of the seven participants in the study was employed at a college in the Twin Cities metropolitan area, and collectively, they represented five institutions. The participants had an average of seven and a half years of teaching experience at the community college level, and at the time of this study, the deans had an average of three years in the dean role with a range of nine and a half years difference. As race and cultural ethnicity were not included as criteria for the study, this data is not reported in the descriptive analysis. Due to the limited number of academic dean positions with the two-year institutions, to prevent identification and maintain confidentiality, pseudonyms were used and the name of the institution was not specified.

Table 1
Participant Overview

Name	Years as Dean	Years as CC Faculty
Jeff	5	3
Ben	0.5	6.5
Pierce	10	7
Britta	1.5	8
Annie	1	10
Shirley	2	10
Troy	3	10

Each of the participants self-identified as an academic dean, and among the interviewees, the portfolio reflected the diversity of programs at a two-year college. The academic areas the deans supervised represented a range of disciplines, including nursing/allied health care; liberal arts; social sciences; fine arts; career and technical programs; science, technology, engineering, and math (STEM); and information technology.

Data Collection

Ensuring systematic data collection is an important aspect of qualitative research. Each administrator was contacted to determine a time for scheduling an interview. At that meeting, the participants were given information about the study, the risks involved in participation, and the voluntary nature of their participation in the interviews. Participants were informed in writing and verbally that they could leave the study at any point in the process.

Each participant was given the option to do the interview in their office or at an off-campus location. The majority of the interviews were conducted in the participating dean's office, which allowed the participant the maximum opportunity to be comfortable during the interview. The one interview that was conducted outside of the dean's office took place on the

weekend on the campus of a community college closer to the home of the participant than that of their home campus office. All interviews were conducted in an office with closed doors to ensure confidentiality and promote candor in responses. Additionally, by scheduling the interview close to the participant's place of employment or home location, the process was less time consuming for each participant. At the beginning of each interview, the participant received and signed an informed consent form, (Appendix A), and was given the opportunity to ask any questions about the process that they had.

Each interview was digitally recorded with full knowledge and consent of all parties involved. Each interview used the interview guide (Appendix B) as a framework for the interview, but because of the nature of the interview, the researcher had the flexibility to adapt the questions as the need arose. Upon completing the interviews, each participant was again reminded that their identity would be confidential, and that they could withdraw from the study at any time. Each interview lasted approximately 60-90 minutes. Throughout the interviews, the researcher took notes and relevant observations from the interview that were not captured in the audio recording. In addition, the researcher captured reflective thoughts about the process and considerations for future interviews and analysis. The notes from these interviews were transcribed immediately after the meeting to ensure an accurate reflection of the interview. Finally, each participant was provided a copy of the transcript to check for accuracy. This allowed the participants to confirm that their comments truly reflected their experiences.

Analysis

The data gathered from the transcribed interviews was initially organized around broad themes that were developed based on the data gathered in the interviews. The transcripts were

then coded based on the connection to more specific themes. Tracy (2013) notes, “Coding is the active process of identifying, labeling and systemizing data as belonging to or representing some type of phenomenon” (p.202). The researcher anticipated that the initial codes would be developed based on the interviews themselves. Thus the common ideas and concepts were developed from the interview data. The heart of the study was the words and experiences of the participants. Thus, the trends pointed the researcher back to the text of the interviews to inform how we could understand the perceptions of faculty who transitioned into administration, by using direct quotes to build a more robust understanding of these perceptions. As general qualitative studies are designed to capture the meaning of the experience for the participants, it was important that the participants’ responses inform the themes used in the analysis.

Timeline

The first phase of the research project began with the recruitment of participants. The recruiting of participants began at the end of December 2017. The majority of recruiting was through email. Once all interview participants were recruited, interviews took place in January 2018.. The coding of each interview began after it concluded; coding of the last interviews was completed in February 2018. At this time interview transcripts were coded and examined in preparation for drafting and final writing to take place to facilitate the completion of the research project.

Institutional Research Board

As a researcher, I adhered to the standards of practice that ensured that participants were aware of their rights and that their anonymity was maintained. “St. Cloud State University has an obligation to ensure that all research involving human subjects meets the regulations established

by Regulations for the Protection of Human Subject” (Saint Cloud State University, "IRB Policy and Procedure"). One way in which I provided participants with protection was through informed consent. As noted by Tracy (2013), it is critical that participants “comprehend the potential risks and benefits of the study” and “are free from coercion” (p.89). The current study followed the guidelines related to informed consent and only included those participants who chose to participate. Furthermore, the objective of the research was clearly stated for the participants. Both the verbal and the written communication were delivered in a manner that ensured participants understood the procedure, outcomes, and purpose of the research (Tracy, 2013, p.89).

Criteria for Trustworthiness in Qualitative Research

The primary criterion for excellence in qualitative research is trustworthiness according to Creswell (2007). This is the construct most commonly associated with high-quality narrative inquiry. Creswell (2007) indicated that there are ways to increase the trustworthiness and credibility of findings in qualitative research. To this end, Creswell (2007) provided eight validation strategies that are frequently used by qualitative researchers:

- prolonged observation and engagement in the field,
- triangulation,
- peer review or debriefing,
- negative case analysis,
- clarifying researcher bias from the outset of the study,
- member checking,

- providing a rich and thick description to allow readers to make decisions regarding transferability, and
- external audits.

Creswell encouraged researchers to use at least two of these validation strategies in each study.

I utilized three of these strategies in this study.

The first strategy was clarifying research bias. I outlined my positionality in the “Role of Researcher” section in this chapter as well identifying my role as a dean in the “Delimitations” section in Chapter One. The second strategy I utilized was member checks to ensure internal validity. By having participants review and modify their transcripts of the interviews, participants were able to confirm the accuracy of the content and meaning in the interviews. Finally, I participated in a rich description of the data through the semi-structured opened interview process. I believe that there were enough strategies employed in this study to produce trustworthiness.

Conclusion

By looking at two-year administrators who transitioned from the faculty ranks within a large and diverse higher education system, Minnesota State, there was potential for transferability to the larger population of two-year schools in the United States. These semi-structured interviews were set up to protect participants of the study and comply with the St. Cloud State University IRB requirements. Grounded in the theoretical framework of Schlossberg’s transition theory, this study was constructed to ensure the trustworthiness of the data.

Chapter 4: Results

This chapter begins with an overview of the characteristics of the academic deans who participated in the study. These characteristics included the type of two-year institution where the dean was employed, the length of time each interviewee had served as dean as of the time of the interview, and the number of years they served as faculty prior to assuming their new role as dean. The results then outline participant's perceptions of their transitions into administration. Finally, the chapter examines the emerging themes through the use of Schlossberg's transition theory and the Four S's (situation, self, support, and strategies). Many scholars present four major factors labeling the Four S's, in an attempt to understand individual effectiveness during the transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). Finally, I discuss findings related to each of my three research questions. The subsequent sections below will reintroduce the research question, present results in the participants own words, and provide an analysis summary informed by the interview results.

Thinking About Becoming a Dean

My first research question "What motivates community college faculty to move from faculty to community college academic deans?" Through the process of interviewing the deans, it became clear that there is not a single point at which faculty in this study began to consider a move into a dean role. However, there were themes that did emerge around possible motivations. I begin by exploring when faculty first began to think about becoming a dean. I then examine three emergent ideas that prompted a mindset shift in the faculty: the concept of right fit, the development of skill sets that complement administration work, and the compelling mission of the community college and the interviewees' ability to impact a larger population.

Many of the deans interviewed were not actively considering moving from faculty to administration until the position they currently occupied became available. Pierce stated, “I didn’t ever think about it. It was not until the dean at the time said to me, ‘you should consider this’ and shortly thereafter, he left abruptly.” Ben stated, “I really was enjoying my time teaching, it wasn’t really something that I had thought a lot about. Probably, the first time that I really thought about it was when the vice president explicitly suggested that I apply.” An additional interviewee did not consider applying until multiple campus members suggested they apply for the position. Based on the individuals interviewed, it seems that a large portion of the participants did not plan to transition into administration. Only one participant indicated they were actively seeking a dean’s role and had been intentionally planning the move into the position for quite some time.

While most interviewees in this study had not considering transitioning to an administrative role on campus until immediately before they made the transition, there were a couple of participants who had begun to consider it as a potential career pathway at some point in the future. The timeline for the possible transition varied among the participants. Those who did consider administration as a career route often saw it as a possibility to explore in the future but really did not give the idea consistent attention over time. This feeling was reflected in a statement by Jeff:

Yeah, I think I started entertaining the idea when I was a part-time faculty member. I, however, thought of that as sort of a, something much later that would happen in my career and I didn’t really revisit the idea until my dean at the time here suddenly announced that she was leaving higher ed altogether over the winter break.

Another example is Britta, who reflected that “I had been thinking about it for probably seven, eight years, so quite a while, but it was not a major driving goal of mine at the time that I applied for and accepted the position that I’m in.” In this group of participants, the idea of administration as a career pathway was viewed as little more than a possibility in the distant future, until there was a specific catalyst to propel faculty into this new role.

While most participants showed little previous thought about being an administrator role prior to their movement into their positions, two participants had viewed the administration as a viable pathway and made the intentional steps towards this career. Troy stated,

So I started thinking about it strongly, but I was one of those people that didn’t want to just go directly. I thought I needed a little more experience, so that’s why I was glad that the department chair at a four-year became available for me. But I got that experience as a department chair at a four-year, because I was the administrator of the department and had to make decisions that affected faculty and the student majors in that area. And having gone through that experience, I thought, you know, I probably could be a really good dean, understanding not only the faculty and their mindset and the variety of perspectives that they had, but also of my work with students, because it was important to help them make sure that they transition well and that they were successful once they got into the job market.

Ben indicated that he saw a role in administration as a career was an option from an early age, stating:

Both of my parents, when I was growing up, were administrators in higher education. My father served as the dean of students at an Ivy League university for

a number of years after having taught. My mother worked in the graduate school there, and then both of them moved to a private research university, where my father was vice president of student affairs for a number of years before he retired. And then, again, my mother was working in the administration in the graduate school there. So, always, it was something that was not mysterious to me, maybe. I think some people come into the role and have no idea or had never thought about it before.

Yet even with the parental influence, Ben needed a catalyst to move from teaching to administration. He stated, “But I think I can say honestly that due to the fact that I really was enjoying my time teaching, it wasn’t really something that I had thought a lot about.” Most faculty, even those who were exposed to administration as a career early in their life, were not actively pursuing administration until the opportunity became available. A potentially unique aspect to the community college setting is there is a less clear path towards leadership in community colleges. Unlike the university settings, where the role of department chair serves as a very formal bridge between faculty and administration work, this level is absent from the community college, which often makes the transition much more abrupt for community college faculty and allows university faculty to have a unique vantage point.

Motivation to Make the Move

While the majority of interviewees seemed to have not spent a great deal of time considering or planning for a transition into administration, once faculty decided to make the change in roles there were multiple factors that motivated them. Many of the motivating factors

were personal and will be highlighted in the next section. There were some internal reasons that motivate the faculty to make the change.

During the course of the interviews, many of the deans articulated a belief in their correct fit and readiness for the position. These beliefs were based in a variety of reasons, including that the portfolio was strategically aligned to their own academic field and that they saw the role as a new challenge or an opportunity to diversify the pool of deans at the campus. While still in their faculty role, many had looked for the right opportunity to motivate themselves to make the change. Often because of the specific nature of dean positions, the right fit might not present itself for many years to a faculty member. When the complementary portfolio aligned with the faculty member's academic background it became easier to motivate a change. This was reflected in the interview with Britta, who stated:

I think what really changed my mind and made me decide to take a chance, so just the way I kind of see it with this position, is that the position is very specifically tailored around the disciplines that I have background and experience in, and the faculty that I work with are pretty small, pretty close-knit group of people. I do not have – the way I see it, I have a bunch of just makers and doers and in my portfolio, and that's a high comfort level for me.

As we see in this statement, fit and comfort level was important in weighing whether or not to make a move out of the faculty ranks and into the world of administration.

How the role fits can be viewed through a couple of different lenses. Interviewees considered both the fit of the new role but also the fit of the current role. Sometimes the faculty found they had grown beyond their current role and wanted to utilize a different set of

skills and abilities. This theme of change and growth was reinforced in with Jeff, who indicated:

I'm always looking for new challenges, and I've always been an advocate for change. Not for change's sake, but just innovation, improvement in the spirit of appreciative inquiry. And so, in those lenses, I think I was drawn toward the position of a dean.

New challenges as a motivation for making the career change into administration were also present in other interviews. Additionally, some faculty found that being a dean was an opportunity for change. Annie reflected:

I just felt like I just wanted to do something new, you know? And I don't know if it's bad to say something bigger, because, I mean like I'm in this little program. And, I don't know, I felt like I just wanted to do something bigger, something new.

Though many interviewees had not considered administration as a career route when they entered the faculty there is a feeling of challenge and fit of the position that motivated the move. One interviewee was catalyzed into action because she didn't fit the mold of an administrator on her campus. For Shirley, she found motivation in adding more diversity to her campus's dean cohort:

The main motivation for me at the time was because there were no deans of color on the campus, no leadership in the academic world of color, and so I had – and given the campus' high percentage of students of color – my motivation as a leader, as a formal leader, is that I needed to step up to the plate and take some

responsibility to support and to be a leader and to take on that additional responsibility to make a difference.

From Shirley's perspective, it was important that she reflects back to the larger campus that the dean's office can look more representative of the students we serve. For most deans, there wasn't an innate desire to be a dean but rather there was a recognition over time of an opportunity that academic administration might be a viable option as they moved forward in their career.

Growing Complementary Skill Sets

In many cases, the growing recognition that administration could be a viable career move began with participation in specific opportunities that provided the interviewee with a chance to see administrative work from a different perspective and that suggested they had a skill set that they believe would help them become successful in the role. These skill sets were uncovered when faculty members stepped out of the classroom and into larger campus roles and committees. Just like Harris (2006), Glick (2006), Reed (2013), and Swain (2006), many of the interviewees found cross-campus work to be a catalyst for honing new skills. One example of such work was larger campus curriculum efforts, as reflected in a statement from Britta:

I've worked on Academic Council at different institutions, including in the chair position, so I know that I also like working with faculty, not just students, but specifically with faculty, particularly around curriculum. So I have felt relatively confident in my ability to pass on and share things that have worked and not worked and other ideas, and I had built kind of an expertise and understanding the ins and outs of just curriculum, especially in the state of Minnesota.

Another cross-campus experience cited by a participant was when they initiated new campus-wide programming or initiatives that were a part of the institutional strategic plan. This work experience was discussed by Troy:

I started a program at a community college that was centered around retention. And it took a lot of management skill and leadership skills. And along with my faculty duties, trying to balance those kinds of things kind of gave me some insight that I could particularly do this, and I had a particular insight that I think would help institutions reach their mission and values and their goals.

This cross-campus work was discussed by Jeff as well:

I had been serving as my department's scheduler for a couple years and I think, you know, once you get into academic administration, you know the schedule is one of the key drivers of both financial and academic side of the house and so, I felt like that in some ways started to give me that broader view of our curriculum and how the curriculum is encountered by our students and then some of the sort of workload ramifications of things and then having to work across sort of a broad set of constituents to finagle out schedules and accommodate preferences and that kind of thing and the politics of all that.

The participants in this study clearly began to think there was compatibility between their growing complementary skill set and the ability to see themselves in the role of an academic dean.

Belief in the Mission of Community College Education

Another area that resonated with some of the interviewees is the special affinity the role and the mission of the community college had in their lives. Troy found a great deal of motivation in the mission of the community college:

Well, you know, because I do believe in the mission of the community college – and be honest with you, my best experiences with being fully, somewhat empowered and appreciated really came from the community college in reference to using my skills and developing and honing other skills. And because the missions and the values of the community college fit quite well with my own values and mission and my life goal of creating equity and inclusion and helping many people escape poverty and other conditions that they found themselves in. Community college was the best way.

Not only did Troy find a pairing of his skill and the mission of the community college; he also felt a deep and personal connection to the student populations that are often represented in the student body in the community college. Troy continued:

And I also, because of my own experience in poverty and having to overcome some of the challenges of students, my own experience as a non-traditional student, even though I went to a four-year, I wanted to be able to help with the direction of the college and doing those missions. And I thought as a dean, I could do it pretty well and develop the skills needed to do it better.

Annie indicated that having been a community college student motivated her to return to the community college to teach and subsequently move into administration. As Annie stated, “I

began as a community college student and I am proud of that fact. I used to tell my students about my roots. It made me who I am.” Similarly, Shirley stated:

I began as a community college student, I have taught at three different community colleges over my career and I believe that my beliefs align with that of the work done at a community college. And the college is vital to this community.”

Overall there tended to be a thread of the important role of the community college for the students that helped to motivate the role change.

Summary of Motivations

Though the individuals in this study started to consider moving into administration positions at various points during their teaching career, there were multiple compelling themes that emerged around what motivated them to decide ultimately to make the move. The first theme included internal factors, where the faculty member was looking for career growth, new challenges, or to do something new or bigger than their current role. A second theme emerged around faculty recognizing they have developed a complementary skill set that helped them to see administration work in a different light. The third theme was the personal connection with the mission of the community college. Finally, an important finding was that for at least one member, challenging the norms of administration and making room at the table for a more diverse leadership precipitated the move from faculty to administration.

Perceptions of the Transition

In this section, I discuss findings related to my second research question, “How do community college deans who transitioned into administrative roles from college faculty perceive the transition”?

Full Speed Ahead

A consistent theme across the interviews was the idea that you start in the new role and you are expected to hit the ground running. This was illustrated by Annie's experience in her first days on the job, when she described the message she received as: "This is your office, go have at it. Go do your dean stuff." This finding reinforces Shulock's (2002) claim that the role of deans is to be in the line of fire. The intensity of the dean role and the rapidness of the transition was also reflected in the interview with Britta:

I was naïvely surprised at how abrupt it was ...I came in between fall and spring semesters at a period of time where I think on my second or third day, I was asked to decide which classes we were still going to close before a spring semester started... it was a little bit jarring how quickly some of those big decisions even needed to be made.

Britta was not alone in feeling a bit naïve about how quickly the workload gets moving. As Jeff recounted in describing his early days on the job:

It was kind of chaotic. And it was, I think, more so because not only was there really no training period or experience, but the timing of that change was less than favorable. So, like I said, my dean at the time decided she was leaving higher ed altogether over winter break and she was gone by the time we started up school again in January. And so, they were trying to find somebody as soon as they could. And so, I actually started the Friday before spring break, thinking that would give me a week to kind of acclimate to things. Which sounds all good and well, except I think I was a little naive heading into things. Showed up first day and there was this

huge stack of folders and it was appraisal documents. And so, I literally went from being a colleague to a supervisor within a week and then having to do these appraisal conferences with people who are my mentors and colleagues and yeah. It was just uncomfortable and awkward, and I think both I and my faculty just kind of had to own that and work through it the best we could.

The rapid nature of the transition from faculty to administration was an almost universal experience for those who were interviewed. In another example, Pierce recounted:

I was teaching a summer school course. I got the call from administration, and I started that day. And I had to finish the summer school course that I was teaching. And if you've ever taught summer school, you know how demanding that is. Something as simple as scheduling, I would get schedules from these people that I knew were not acceptable. And I felt like immediately they were trying to take advantage of me. I guess everybody tests the waters. So I would call it a whirlwind.

Troy was the only interviewee who had the ability to plan for his transition, which allowed him the opportunity to create a slower entry into the line of fire. Yet even with the slower progression, the transition posed additional challenges.

Relationship With Faculty

A significant challenge revealed during the interviews was the mismatch between the expectations of support and the realized experience of each individual. Six of the seven participants had moved into the dean role within the same institution in which they had taught. Several of these individuals expressed that they initially believed the relationships they had

previously developed with faculty while their pier would carry over into their new role. ”In many cases, this was the case. As Jeff stated, “Within the first week, I don’t know how many people told me, ‘So you went to the dark side.’ You know? And so, ‘What were you thinking? Why?’ and so I feel I had to kind of articulate those reasons.” Many of the other interviewees had similar experiences, Pierce recounted that the transition was “much harder than I thought it was going to be”:

I thought that I would get more unconditional support from people who had been my colleagues for seven years. And while I did get a lot of support, and I’m very thankful for that, there were also some very surprising immediate changes in relationships, largely due to the fact that I was now the bad guy.

This change in relationship was noted by other interviewees, including Britta, who felt the shift immediately. As she recounted:

Fifty percent of the faculty, just because I had switched over to administration, literally saw me almost like as a completely different piece of the equation now, so instead of being a fellow faculty member, which I had been with this group of faculty, because I had taught there for a number of years, I was now pretty much reduced to just administration, and that’s the way that they were comfortable in working with me ... the other half of the faculty seemed to be more comfortable in still being a little bit more open and collaborative in some of those quick and early decisions that needed to be made.

Navigating this change in role from a departmental colleague to a supervisor was a challenge for many new deans. Jeff reflected:

It was always awkward to go to my former department meeting because I felt like I was a faculty member almost playing at being an administrator. And I think my colleagues saw it that way as well and tried to sort of leverage their relationship with me in ways, and I've since learned that it's probably not the best to try to go from faculty to administration within the same organization, if possible. But at a certain point, I stopped thinking of that specific department as sort of "my" department and was able to start getting more involved and engaged with initiatives and work happening in other departments, and I think that's when I really started to make that mental shift.

In addition, Pierce recounted the shift in the attitude of former peers as well.

I'd been a department chair... And these are the same people now whom I've worked with as chair for four years. All of a sudden I'm at the same meeting with the same people and now the questions coming to me were a lot more defensive-sounding, a lot more distrustful.

Pierce provided some concrete examples of how this distrust and change in relationship manifested itself:

Something as simple as scheduling, I would get schedules from these people that I knew were not acceptable. And I felt like immediately they were trying to take advantage of me. I guess everybody tests the waters. These were my friends. Immediately, I started getting really rude emails from the union leadership and saying words like arrogant.

Okay, I had not done anything to these people, ever. And in just my day-to-day interaction, all of a sudden I was getting pounded by the union for things that we all know

have to be done. But I think they were trying to draw their own line in the sand with me. And it settled down, certainly, you know. But it took a while...it was surprising. You see immediately a different side of people when you're no longer considered an equal.

While the majority of deans interviewed for this study remained at the same institution that they taught at, one dean had moved to a different institution to begin his work in administration. Yet even Troy felt a bit of a gap in trust from his new faculty.

So that was the hardest part about the transition, to me, that I couldn't be as forthcoming as a faculty member with other faculty members. Then the other side of it, even though I had just transitioned from faculty position, that the faculty still put me in this whole general category of some of the deans who never taught or deans who haven't taught in a number of different years. So, you know, that was a hard transition because I still expected the same kind of peer relationships, and some of the faculty weren't able to see me in that particular light as a partner, as someone who had previous experience, even though I think in my transition – it took about a year, year-and-a-half for some of the more obstinate faculty to, say, you know, understand that I still have this perspective because I still love teaching. I just think that, you know, I didn't know whether I would like being a dean, but I love it, you know?

Whether transitioning at their home campus or a new campus, deans seemed to struggle with the change in the way faculty interacted with them on a day-to-day basis.

Summary of Perceptions

While faculty were focused on the transition into the dean role, Schlossberg's moving-in stage, there was little time or effort on the faculty's part to focus on "moving out" of their faculty role. Throughout the course of the interviews, two themes emerged around how new administrators perceived their transition experience. The first theme was the fast-paced nature of the new role in comparison to their faculty role and how quickly new administrators were expected to make or weigh in on important decisions. The second theme was the clear change in their relationships with faculty members. Whether real or perceived, new administrators described a new distance between themselves and former colleagues. The notion of going to the dark side was perpetuated in their experiences with former colleagues.

Schlossberg's Transition Theory

In this section, I discuss findings related to my third research question: How was the transition experience shaped by the Four S's: situation, self, support, and strategies? Studies of change show that people in transition have experienced both strengths and weaknesses. As previously discussed in the study, scholars present four major factors labeled the Four S's in an attempt to understand an individual's capacity to transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). In this section, we will explore the third research question through each of Schlossberg's Four S's.

Situation

We will begin by looking at *situation*. When reviewing the interviews a few themes emerged around control. Specifically, the trigger, the timing, and the control had the greatest impact on the interviewees.

Trigger. Schlossberg (2008) used the term trigger to explain what precipitated the transition. Many of the participants indicated that an abrupt exit of the former dean was the trigger to their transition into administration. Jeff shared:

My dean at the time decided she was leaving higher ed altogether over winter break, and she was gone by the time we started up school again in January. And so, they were trying to find somebody as soon as they could.

This is a similar experience for many of the individuals in the study. Pierce shared that his dean abruptly left and, “I was teaching a summer school course. I got the call from the administration, and I started that day. And I had to finish the summer school course that I was teaching.” Shirley shared another similar experience: “The dean that I was replacing left before the semester ended, and so I was actually teaching out my semester while also becoming a dean, while also functioning as a dean.” There were similar stories with other deans as well regarding the abrupt vacancy of the position and their quick movement into the new role. Only one participant was actively seeking dean roles, and thus the majority of the deans in this study were independent of the triggering events.

Timing. Schlossberg (2008) uses timing as a measure of whether the transition is considered to be taking place at an appropriate time in one’s life. The majority of the deans found that they held little control in the specific timing surrounding the transition. Faculty had control in terms of whether or not they chose to apply for the position, but the timing of the vacancy was out of their control. As Ben reflected:

In terms of the time of my life or the timing of this relative to where I was, the time presented itself, and I was invited to do it. I knew that if I didn’t seize this

opportunity, then the opportunity might not come up again for a while, or ever. If I had been able to choose, at that time, I might have said it would have been better for this opportunity to have come to me a few years later. I probably would have done a little bit more of a standard thing of serving as a department chair or as a school coordinator first to ease the transition a little bit, but I think the time was fine and the time was right.

We see a similar assessment of the timing in many of the respondents. Jeff seemed to sum up the overall feeling in regard to timing when he recounted:

I came to accept that there's no right time for that kind of thing, which I am re-experiencing as I am back in grad school, which I am sure you can relate to. There's just not "right" time. Life happens. And so, at the time, I had a brand-new baby, I was in the middle of the academic year. So, I mean, there were a lot of things that were kind of challenges to moving forward with the position and even accepting it was, once I'd gotten through the hiring phase, but I think once I'd gone – started that, opened that door and started on that path – I had to see where it went.

Another intersection in the timing of the events is that of one's home life. Britta also discussed timing in her life:

I was 46 when I came into this position. I think that's a pretty common age, from what I've read and what I just kind of see when I look around when I go to administrative meetings, and I think it's very common for people to move into kind of middle management, which is sort of what I see the academic dean as

being at about that age. But it's a busy time in a lot of people's lives, and it really does require a lot of juggling and reprioritizing, and when you move from being in the classroom where we have the summers off and where we have these odd breaks, and having been an instructor for so many years and having that time with my kids and for myself, that's been a big transition, too, into this new position where you just do not have any of those blocks of time that are downtime.

Pierce described how the timing impacted his family, stating that his three children were six, seven, and eight when he moved into the role:

It meant a very different schedule. But it also meant that I could take a day off whenever I needed to. And that was great. You can't do that when you're teaching. You know, you're responsible for being there. So it was good timing for me.

Throughout the interviews, many participants expressed that it was a good time to make the change, but it didn't prevent it from being a stressful transition.

Control. Schlossberg (2008) identified control as one way in which individuals can ease the stress in the transition; the more aspects of a transition an individual perceives as being within their control, the more likely the transition will be viewed as positive. Though most individuals who were interviewed felt they had little control over the timing and the trigger that created the available position, many interviewed indicated that there was a level of control they held in the process. As Britta recounted:

The things that benefited me, since I was faculty here at this institution, I had a relationship not only with the fellow faculty that I would now be working within

my portfolio, but I had a really good understanding of the strengths and weaknesses of the institution, and even just practical things like the different structures of the institution and offices and who does what, who to ask for information, where is the Business Office. But then I did know the other administrative team. So for me having worked at that institution, I think it would be many, many times more challenging if I had started as an academic dean at a brand-new institution. I can barely imagine how complicated that would be, because I know that other institutions also don't have strong onboarding processes, so you would be new to the role and new to the institutions.

Although Britta couldn't control when the position became available, because it was in her area and at her teaching institution, she perceived that there was a great deal in the transition she could control. Likewise, Ben reflected on his ability to control the transition, "That was one piece – that it was my decision. Or I should say, this is what I asked for, and I was happy to get it." Most importantly in regard to control, each individual was currently employed at the point when the dean position became available, allowing them the control over whether or not they would choose to apply for the vacant position.

Self

Though there are many similarities and patterns that emerge when looking at the transition experience, the one area that seemed to be unique to each interviewee was how they viewed themselves in the face of change. This view of self is helpful in understanding how one might move through a transition. On one end of the continuum was Pierce, who indicated:

I would say that, as a whole, I don't like change. I'm not somebody who – I'm not somebody who needs to have something different for dinner every night for a month. I am Minnesotan through and through. I'm Scandinavian and Irish and Catholic. And we pretty much follow the rules, and that's just the way it is. And if something is hard, well, it's hard. So – but you do it anyway, and you keep on keeping on. I'm okay kind of being in the rut and moving forward, so that change is – change is difficult for me, no question. I would call it stressful, but there's not a lot of room for whining in my background or in my life. So you kind of grin and bear it, and you start to make lemonade, no question. You start making lemonade. Right away, I started looking at opportunities to take classes and stuff that I thought I would benefit from.

Jeff was at the other end of the continuum, embracing change, which is reflected in his statement:

I think a lot of people, including myself, who are drawn to leadership positions are high achievers. I think they tend to build up great resumes with a lot of accomplishments and accolades. And there's a little bit of meritocracy at work there, right? That we kind of have picked ourselves up by our bootstraps and through hard work and determination, have kind of created our own opportunities.

Overall in this group, there was not a one-size-fits-all view of themselves but rather their self-images were shaped by their past experiences and cultural, social, and other factors. The multiple of factors contributing to self-image across the participant group is consistent with our understanding of processing transitions through the lens of Schlossberg Four S's.

Another interesting finding that emerged from the research was a notion of how respondents chose to think about themselves in terms of change. About half of the participants drew on their background, both academically and holistically, to understand how they face change. For example, Troy stated,

I do have this philosophy that's been confirmed to me that's, you know, I think all of our life experiences prepare us for the next transition – growing up in poverty, being a first-generation high school student, first-generation college student, going to the Army before I went to college, you know, working before I went to college. Then when I finally decided to go to college full-time, I was a non-traditional student, so I've been used to those kind of transitions. Also, I've been used to the experiences that I had at my first community college as a limited full-time faculty, and again, starting that program and everything that I had to go through, and the changes that came with that, I think, prepared me cognitively and mentally in reference to what to expect and dealing with the unexpected. I think that I had honed and developed a lot of skills in reference to that, the idea of sitting back before I have a reaction to it and try to understand what the other people are going through, because we're going through this at the same time. They just don't understand my perspective because they've not developed a relationship with me as of yet. But I think I had those opportunities and experiences, they gave me the skills to deal with transitioning. And because of my academic background, I understood that I could just not be logical and cognitive about it, I had to allow myself to experience the emotions and the disappointment and value the wins, all at the same time. But I'm an

optimist, so sometimes it is an illusion, because I'm such an optimist. It's bad right now, but it'll get better. Even when it feels like it doesn't, but it eventually will.

It was interesting that in Troy's perspective, all the lived experiences that he drew his strengths from, he saw reflected in the student populations of community colleges. Furthermore, Troy then drew upon his academic background to understand how he faces changes. Ben also drew upon his academic background to make sense of the change. He stated,

I like to think of myself as a pretty flexible person. I think by taking a further step back my overall approach or modality, or whatever. My academic training is largely in my discipline. One of the reasons that I really loved my discipline and connected so well with it is that idea of looking at systems and processes and ideas and the abstract and general principles that then could be adapted or applied or wrapped around whatever was in front of me. So, I liked that logical, flexible type approach of, I have these tools that are personal tools and professional tools that I have, and they've served me pretty well, up to this point.

Not all of the academic training is helpful in negotiating the transition and facing change. Britta specifically addressed how her preferred working style was a reflection of her teaching, which made the transition more difficult:

I know that I'm an extrovert and I like people. It's been weird – my least favorite days are when I have to sit in my office and just grind away on two or three projects and read email in between there, but that has to be done, and even as an instructor, of course, I had some of those days where you're writing curriculum or you're working during your break, you know, and you're not in front of the

classroom. But I did immediately kind of miss that connection and that contact with students.

Britta goes on to contrast the two roles stating:

I also like to work really, really collaboratively...I've always really enjoyed being part of an active department...And the work you do as a dean is often very isolated. You can bounce ideas off of other people. You can try to gather as much information as you can, which that's what I like, too, but then you have to make the decision, and there isn't really anybody else that's interested in discussing it or helping you make it... I just would have to make the decision, and that was a bit of a transition, the work here is not nearly as collaborative as my work had been in the classroom

The interviews supported the notion that you may be able to take the teacher out of the classroom, but much of these former faculty's identity and worldview was still wrapped up in their lived experiences and supplemented by their teaching and academic background.

Support

In the study, the participants reflected on the types of support they received during the transition. The first theme was support from friends and families. Many of the respondents reported that family and friends were supportive of their transition. Annie, for example, discussed how her husband adjusted his schedule to better support her transition. Pierce shared a similar sentiment: "My wife was and still is very supportive of my job. My family, extended family, all very supportive about it." However, respondents indicated that many family members or friends who lacked knowledge or experience in higher education didn't understand what a

dean does, and therefore were not clear about how to support them. This is reflected in Jeff's statement.

I don't know that I had a ton of support from family and friends, partly because I feel like all of my family and friends don't understand higher ed or what we do. I think people understand more of what a faculty member does, just because they've had experiences with their own teachers throughout their life, but administrator? Like, what is a dean? What is that? So, it's always the bad guy in the movies, right? He's shutting down the fraternity or kicking students out or something, you know? And so, I think people are interested and curious. It sounds fancy, but you know, what does that mean?

This lack of clarity was echoed in the interview with Troy, when he stated,

My friends were quite supportive, because most of them were in higher ed, but I would say about 50 percent now are in corporate, but they were still kind of supportive of the transition that I was making and they would listen to some of the quandary, and of course the people in higher ed had different opinions than the people who were in corporate management. And I'm, like, do you even understand? So I felt well supported externally.

Another example of family support and the complexity of the transition, Britta described the complex dynamics of this transition while dealing with kids:

I have, you know, four children at home still, so in addition to the transition into a new position, your kids are always happy for you. But they don't care – they still want dinner on the table at 6:15, and they still have to be to soccer practice by

6:30. It's a busy time in a lot of people's lives, and it really does require a lot of juggling and reprioritizing, and when you move from being in the classroom... where we have the summers off and where we have these odd breaks, and having been an instructor for so many years and having that time with my kids and for myself, that's been a big transition, too, into this new position where you just do not have any of those blocks of time that are downtime.

Overall, there seemed to be a general support for individuals to make the transition from faculty to dean. However, the support differed based on their friends' and family's understanding of the role.

Formal training. Across respondents, a consistent theme arose around a perceived gap in the available training for deans on how to be a dean. This concept was candidly discussed in Shirley's interview. During the interview Shirley stated:

There was no formal training specifically on how to be a dean, and quite frankly, I didn't even attend the state of Minnesota generic supervisor training for years later. It was based purely on the skill sets that I brought to the table. So I'm accustomed to training and development and organizational skills, and none of that exists at all, you know, with the dean portfolio, of how to be a dean, what to expect. There was zero leadership from that perspective.

Consistently, deans expressed a perceived lack of training available on how to be a dean. Pierce recounted his experience, stating:

I would say I had almost no training, with the exception of scheduling and budgeting through the eyes of one department. And I had seen what the process

was for decision-making, or at least the perceived process for decision-making, within the team of department chairs.

Britta also highlighted this perceived gap, saying,

I was also not surprised, but expectedly disappointed, in the lack of onboarding or training or preparation that was provided for me from the institution. Had it not been for the other deans and the upper administration just being very warm and welcoming and willing to answer large and small questions, if they hadn't been able and willing to do that, there was almost no training or onboarding, so I would have been completely lost.

Each of the respondents perceived there to be little to no training on how to do the actual work of the dean. Many interviewees referenced the “Art of Supervision” and the “Science of Supervision,” which are trainings conducted the Minnesota State system office that are required for all new supervisors in the system, but only in a passing dismissive tone. For example, Annie said, “We did get that system office one, but that was kind our, just, you know, general supervisor training. It wasn't really like a dean training.” Overall, in terms of support, formal training seemed to be perceived as not be present in the transition experience for those interviewed. It is unclear whether a growing number of supports offered by the system were not effective in helping manage the transition, or if they were not made available to the deans in a timely manner. What is very striking is the perception of their absence held by the deans.

Peer support. The role of the dean can be very isolating. Since each dean manages a unique portfolio of programs, no one has quite the same position as any other dean. One way in which deans said they became more comfortable in their new role was through the support of

fellow deans. Throughout the interviews, peer support emerged as a very important component to faculty transitioning into the dean role. All of the interviewees reflected on the importance of having a supportive team. Ben recounted:

One of the things I've really appreciated is that peer support from my fellow academic deans. That has really been encouraging and helpful. From specific ways to work systems, or just being a friendly ear, or thinking about specific faculty members who other people have dealt with. I think being intentional about looking at the things which bind us together as academic deans. Obviously, all of us have our own roles and our own quirks of each of our own positions. But I'd say that the fact that we have somewhat of a team mentality amongst the academic deans and inside academic affairs has really been a strength for me that – not feeling that I'm all alone, not feeling that I have to create everything from scratch, or that I have to figure out everything has really been encouraging.

It became clear during the interviews that connections with other deans as mentors and just navigating the new position is left up to the dean. In the interview, Jeff indicated that he used his colleagues to step in for the lack of formal training.

There's no handbook, there's no like, local training. The first couple of weeks, honestly probably the first year, was really just trying to figure out who to go to for each question and then having to re-learn that because people would change in and out. And I think one of the things that helped in that regard is I sought out my own mentor – another dean on campus... I'd just bombard her with questions and

she was very gracious and open to that and I don't think if I had had her, I don't know if I'd still be in this position.

Having open and receptive colleagues was an important form of support for Britta and Shirley as well. In reflecting on support from her peers who also transitioned from faculty to deans, Britta stated:

There's a couple of deans that had been here longer, very helpful, again, always had their door open. They had all come from teaching backgrounds. I think that's, you know, by far the most common way that deans find their way into those roles, so they understood the transition I was going from the classroom into the new position.

In addition to peers as a form of support and navigation, some deans had directors of programs in their new portfolio who helped them navigate their new position as a dean. Shirley reflected on the types of supports she found most helpful:

Peers, other deans who I could talk to about certain things and about the historical perspective. I was fortunate, I feel, to have a peer like my director that we could sit down and collaborate. Our brains and mindset was along the same level, on the same track, so that was helpful.

It was clear from all the interviews that the deans found their peers to be a very important form of support and appreciative inquiry about their role. Many of the deans reflected that there was a sense of paying that support forward to new hires after them. Pierce stated:

You've got to have somebody you can vent to who isn't going to judge. And, at the same time, you have to be able to call them and say, "Let me bounce this

idea,” without being judged. And then you also have to be able to call and say, “What on earth do I do?” and accept their answer as somebody who has more experience and who’s being honest with you. I was lucky to have that, and now ten years, later I try to be the person other deans turn to.

In addition to the deans, a few of the respondents also included their vice president as another important support function. Pierce said he received significant support from his boss, whom he described as an “amazing mentor in the vice president, who was and still is incredibly supportive and, you know, never is irritated by questions, still after 10 years.” Troy discussed how important it is to have a coaching relationship with someone on your campus, whether it is a peer or supervisor:

I also think it’s important to have a V.P. or other deans who have a mindset and a talent for coaching and understanding. I think that’s the second part that will make or break whether we can retain a new dean from faculty or not – if you don’t have a boss that, even if it’s just on those 45 minutes, one-on-one’s, then they’re not interested in coaching, it’s problematic.

The experiences these deans shared regarding the benefits of having a mentor or coaching relationship highlight the importance of this type of support in order to establish a solid foundation in the new role as a dean.

Strategies

Schlossberg (2008) identified three types of strategies: those that change the situation, those that change its meaning, and those that help you relax. During the review and coding of the interviews, the two strategies of changing the situation and changing the meaning seemed to be

interconnected in a way that was difficult to tease apart. Rather it seemed that a more useful way to explore these interconnected strategies was through Reille & Kezar (2010), who identified three types of leadership development pathways: university-based graduate degrees, shorter-term programs such as leadership seminars and institutes, and “grow-your-own” programs. Thus we will look at how the first two strategies are employed through the lens of leadership development.

The first of the three pathways – the university graduate programs – resonated with deans. Jeff indicated that an important strategy for him was going back to graduate school:

I think that has been hugely important. Like so many faculty, I came up with very little training or education around management or various managerial pieces that we deal with – leadership, ethics – and so I think going back to grad school specifically for leadership has helped me kind of wrestle with some of those and develop my own personal mission and vision and give me a sense to kind of find my bearings and what I want this role to be and what I'm hoping for.

This experience was also articulated by Pierce, who said:

Taking classes myself and doing the Ed leadership, EDD, was vital to my continuing in this role personally. No one at the college made me do it, although my president at the time said, “You don’t want to be a dean the rest of your life, do you?” And I thought, “I don’t know. I kind of do.” But he was very supportive financially in me going back to school. And it was a five-year process. I mean, as you know, it’s very time-consuming. It’s stressful at best.

And then add to it a job that's sort of stressful, and family – and Lord knows they're stressful.

The critique that Nevarez and Wood (2010) presented was that graduate programs do not connect theory to practice, but what was gleaned in the interviews was that the dean's were leveraging their practical experience to interplay with the theoretical concepts in the classes. As Pierce stated:

Taking the classes for me was – I wouldn't say that it was easy, but it was – being around likeminded people one night a week, I knew I had that, you know, to look forward to and to keep me focused throughout the week. I miss it. ...There's a piece of that intellectual stimulation that I miss because, while I'm here, it's all concrete. When I was there, it was all theoretical and kind of cool. And you could do scenarios and you had great ideas bouncing around the room all the time. Here, it is the mundane. It is the everyday grind.

Through the interviews with both of these deans, it was clear that formal doctoral education was important in both changing the situation and changing the meaning of their transitions.

Additionally, it provided the deans with a cohort of peers to engage in conversations around their work and critical issues within their jobs.

Two of the respondents also participated in the second type of leadership development pathway identified by Reille & Kezar (2010): short term leadership seminars. During the interviews, two participants shared that they had participated in the Minnesota State College and University system's Luoma Leadership Academy Program, an 18-month leadership program that

selects participants through an application process, and that it had been beneficial to their development as deans. Jeff said Luoma was recommended to him by his outgoing dean:

(I)t's not a cure-all, but I think it helped me connect with other deans and administrators from across the system, and I think getting that kind of perspective I think, is helpful. You start to realize that, "Oh yeah, I'm not the only one with those problems or challenges."

Pierce, who also participated in the Luoma Leadership Academy, described it as an "excellent" program. For the two interviewees who participated in Luoma, the program offered a way to help them change both the situation and the meaning of the transition. Since both individuals started the Luoma program after becoming deans, this program did not play a role in their becoming deans, but it did help them in their role as deans and prepared them for future growth opportunities.

Prior to becoming deans, none of the respondents participated in the third type of leadership pathway identified by Reille & Kezar (2010): the institution-based "grow-your-own" model. However, many of the respondents found themselves in the dean role because one or many members of the campus suggested that they would be a good fit. Oftentimes these conversations happened immediately after a vacancy of a dean role. Both Jeff and Pierce reflected that they were told by their former dean that they should consider applying for the role the dean was vacating. Another trend that emerged in the interviews was the use of an interim appointment as a dean as a strategy to try on the role. Many of the deans interviewed had served in interim roles prior to assuming permanent positions as a dean. This was the case with Annie:

It was summertime when I got a call from a vice president at the college, and I'm supposed to be on sabbatical that fall. And I think his sales pitch was, "Oh, it's only going to be one semester." So, I mean, I figured, "Well, how can I get in trouble for one semester? So, let me just try it." So, I think it was more opportunity, like I wanted to try it. You know, I was asked and said, "Oh, I might as well." And then it turned out to be a year.

Britta also highlighted the interim role as an important strategy in understanding the transition. She said, "I had a three-year leave (from my faculty role, in order to serve as dean), which is an important part for me. It was a huge part of the willingness to apply for a position that is interim." Though not intentionally designed and not as rigorous as a formal grow-your-own program, institutional conversations with faculty and the opportunity to try on the role of dean seemed to have impact on at least half the interviewees.

Another strategy used in a transition is relaxation techniques (Schlossberg, 2008). In the interviews, it became clear that the deans needed an escape from their work. There were multiple approaches and multiple levels of success, but self-care and balance were important to the group. As each individual, the strategies to relax are multifaceted with some overlapping themes. Troy discussed how he relaxes saying,

I consider myself a creative and a sensitive person, I do have to find – so I am a comic book fan. So I like fantasy adventure. So one of the things that I either do is dealing with stress, when I need to escape, that's the only thing I can escape through. I don't watch dramas because that doesn't necessarily help me escape, so I will look at D.C. or Marvel. Or I write – I write my own fantasy stories or

different things like that, to kind of deal with the stress, sometimes, of having to make some harsh decisions. But also making sure I hang out with friends, and making sure I remember the stories of success. And also remember how I've overcome some of the failures and challenges to kind of reassess where I have to deal with the stress.

Shirley also uses her peers outside of campus to refresh and reinvigorate. She stated:

So, fortunately, after a rough Friday here, I got up Saturday morning and went to (the) country club, where I got breakfast and I hung around a bunch of top executive women in the Twin Cities to talk about coming up with a training for sexual harassment. Great diversion, lovely environment, a couple of the women I knew, but just a think tank. I'm thinking, "My god. Why couldn't we have a bunch of brains like that just sitting around here on campus contemplate stuff, and it doesn't have to be conflicted." So that was a great diversion.

Sunday afternoon, I went to my Jack and Jill group, and it was, again, a group of – this was all white women. I was the only black woman on Saturday morning. Sunday afternoon, I go to a group of all black women, and to hear the beautiful brilliance of women who are principals and this and that just sit around and talk and just feel just refreshed because I had a network outside of here to refresh me to be able to make it into work on Monday.

When not connecting with friends and peers from outside the campus, many deans found relaxation through exercise and wellness. This was reflected in a statement from Britta:

I try to do yoga or run or do, you know, whatever it is that I know kind of recharges my batteries and helps me manage my stress load at home. I'm kind of an active person. I need to be active. Sitting at home and reading a book and relaxing I know is great for some people, but that doesn't actually work for me as well.

Jeff also utilized exercise and wellness to help him relax as an important strategy. When asked about what strategies he uses to manage the transition Jeff stated:

Being very intentional about my wellness and health. You know, part of that just comes with getting older too, but just being more mindful of my eating habits and being intentional about working out and I hate getting up early, but I do it every day so I can get that in.

Taking care of oneself is an important theme that Annie also echoed:

Self-care – that's important, or else you'll go insane. So, I try to practice that, like, okay, I'm going to have my me time. And we try, you know, like so we belong to the gym. And they'll have, like, events for kids, like Saturday night for four hours. It's like 25 bucks, really cheap.

As she continued, Annie highlighted an important strategy is finding a calm moment or activity to escape into. She reflected:

And so we'll send our child there for, like, four hours, so that we have time to ourselves at home to do whatever. And it's nice and quiet. So just even little things like that help. Read a book, watch a movie. I think just coming home and then seeing your family, and then spending time with, you know, with your child,

I think that reduces stress. And then, you know, I do, like I do my beads, you know, that reduces, you know, kind of reduces my anxiety.

Another theme highlighted by many was the notion of being intentional about time management at work as well. Jeff stated:

Ideally, prioritization or flex appointment, just so I can kind of take a breath and figure out what I want, what my goals are for that day and practice mindfulness. I have during my lunches, you know, when I first started, it was like, every day it was working lunch and now I've learned to kind of step away, carve out, you know, preserve those moments when I have them.

There were many strategies that respondents reported employing to relax, whether it was recharging with friends and family, exercise and wellness, or intentionally taking time to slow down. The findings suggest it is important that deans are mindful of the need to utilize the strategy of relaxation as they begin the transition and that they do not get swept away in the work.

Summary

The qualitative research presented in this chapter explores the transition from faculty to administration among the seven participants in relation to Schlossberg's transition theory (1981). Specifically, the transition was viewed through the lens of the Four S's identified by Schlossberg: situation, self, support, and strategies. For each of these four constructs, themes emerge to provide a greater understanding of the transition from faculty to dean.

Chapter 5, the final chapter, provides an overview of the study, discussion of major findings, limitations, suggestions for future research, recommendations, and the conclusions of the study.

“It is a curious thing, but perhaps those who are best suited to power are those who have never sought it. Those who, like you, have leadership thrust upon them, and take up the mantle because they must, and find to their own surprise that they wear it well.”
 – Albus Dumbledore

Chapter 5: Discussion

This chapter begins with an overview of the study and a discussion of the major findings as they relate to the research questions. The three research questions examined in the study are listed below.

1. What motivates community college faculty to move from faculty to community college academic deans?
2. How do community college deans who transitioned into administrative roles from college faculty perceive the transition?
3. How was the transition experience shaped by the Four S's: situation, self, support, and strategies?

Although each question was explored independently, the Four S's were an important lens to view both questions one and two of the research study. For example, the motivation for making the transition can be examined through the situation the participant was in at the time, the understanding of one's self, their support structure, and the strategies one uses to negotiate change. Even though each participant shared a unique experience and understanding in their transition experience, clear themes emerged from the study.

In addition to the research questions, I also discussed the potential implications the findings have on faculty transitioning into administrator roles as well as the institutions looking to recruit faculty into these roles. I will conclude the discussion with the limitations of the study

as well as suggestions for future research, implications for theory and practice, as well as my concluding thoughts.

Summary of the Study

The purpose of this qualitative study was to understand the perceptions of faculty who have transitioned into academic dean roles on two-year college campuses. The interviews with the seven participants shed light on how deans perceive the transition from faculty to administrator in the community college setting. Schlossberg's transition theory (1981) was the theoretical framework that was used, along with the four major factors that Schlossberg labeled the Four S's, in an attempt to understand an individual's effectiveness to transition (Goodman, 2006; Schlossberg, 2008; Schlossberg, Lynch, & Chickering, 1989). The Four S's are the situation, self, support, and strategies. According to Schlossberg, these factors are critical in understanding adults effectiveness in transitioning from one role to another.

From the research questions guiding this study, an open-ended interview format was utilized, which allowed me to gain a good understanding of each participant's experience during their transition from faculty to dean. These interview questions launched a discussion that leads to a variety of themes that could have been investigated in various methods. To accurately address my research questions, the Four S's of the situation, self, support, and strategies served as the lens from which these themes were identified, analyzed, and reported (Schlossberg, 1981).

Discussion

As this group of individuals has not been studied in great depth this study has just begun to shed light on the experiences and motivations of community college faculty who transition into the role of academic deans. We will begin by summarizing the results of the motivations of

faculty who transition into deans. Next, we will discuss the perceptions of the transitions. Lastly, we will examine how Schlossberg's Transition Theory can help explain the transition.

Summary of Motivations

Moving into administrative roles has often been described in the literature as moving to the “dark side” (Glick, 2006; Palm, 2006, Willis, 2010). A primary finding of this study is that the motivation to move into administrative roles had less to do with power and control associated with the negative stereotypes of academic administration and more to do with improving oneself or the institution where they work – motivations that can be ascribed to the “light side,” as it were. There are two types of light side motivations – internal and external. The study revealed many examples of internal motivations, ranging from viewing the moving into administration as a personal challenge or an opportunity for personal growth. There were some participants who had begun to feel stagnant in their roles and who were looking for an opportunity for greater challenge. This notion was reflected in a statement by one of the deans who said, “I think it was a really good time personally because I don't care how much you like your job, everybody burns out.” Every dean interviewed indicated that they enjoyed teaching but were either tiring of it or would envision a time in which they become fatigued.

Additionally, external motivations were evident in a couple of important themes. First was the belief in community college, the work at the college, and its mission. This manifested itself, for example, in a personal belief in a statement made by Troy:

The missions and the values of the community college fit quite well with my own values and mission and my life goal of creating equity and inclusion and

helping many people escape poverty and other conditions that they found themselves in. Community college was the best way.

This belief was articulated in many of the interviewees. Another example of the belief in the institution was reflected in the desire expressed to maintain important work of the college when there is a leadership transition on campus. We saw this with Jeff, who stated:

We were doing a lot of exciting things. There were some initiatives that we had just undertaken, and I wanted to keep the momentum going. I'd seen a lot of cynicism built up around my colleagues of starting those kinds of initiatives and leadership changes, then they start over and more likely than not, they just don't start over. I didn't want to see that happen

Despite the assumption about the administrator's motivations, the entry point into administration for many of the respondents involved moving the institution forward.

The second important external theme was having a belief that you can make the campus better by stepping into leadership roles. This was reflected in Shirley's statement when she said:

The main motivation for me at the time was because there were no deans of color on the campus, no leadership in the academic world of color, and so I had – and given the campus' high percentage of students of color – my motivation as a leader, as a formal leader, is that I needed to step up to the plate and take some responsibility to support and to be a leader and to take on that additional responsibility to make a difference.

This highlights the desire to address a gap at the college, in this case, the need for a more diverse leadership team on campus. Whether internal or external, the motivation to move into

administration was much more about finding value and meaning in the work of the community college and making a contribution to the large college community.

Summary of Perceptions

There were two themes that clearly emerged during the course of the study regarding the perceptions of the transition. The first regarded the fast-paced nature of the transition and the role in comparison to their previous faculty role. One example was Pierce, who was in the classroom one day and a dean the next day. Another was Annie, who was planning to go on sabbatical one day and making a decision to become a dean the next day. Except for Troy, who took intentional steps to search for a dean position, almost all the deans in this study had a brief window between being faculty and becoming dean. In addition to the speed of the movement from faculty to dean, the participants were struck by how quickly they were expected to make serious and important decisions on behalf of the campus. Moving from a career where contemplative study and deliberation are the norms, deans found this immediate-response environment jarring in comparison. Additionally, respondents reported that the level of whom they were accountable to and focused on, shifted as well. As Shirley recounted:

How you function as a dean is very different from how you function as a faculty, because for one thing, as a faculty, your focus and your interest is on the student, and you are really myopic, quite frankly. You're myopic. It's the student, it's the student, it's the student, and getting that done. When you transition to the faculty, your relationship is multifaceted, so your partnership is very broad-based. You have to be able to relate to your coworkers, your dean. You have to relate to administration, and the administration is generic, because the facets within the

administration, you have to be able to know HR rules and relate to HR. You have to know the operation. You have to know all of the student services. So the integrated approach, it's very dynamic. It's extremely dynamic, and you have to be able to navigate that dynamic space, which is daily.

In addition to the rapid shift in work roles, and swift timeline to make decisions, new deans also reported having to familiarize themselves to a larger set of constituents across and beyond the campus.

Having to negotiate expedited timelines and demands would be daunting enough for deans as they transition into their role but there also was a balancing of how their relationship with former colleagues was impacted. It was a consistent theme that their lack of understanding of the dean role, by former colleagues led to the perception of the lack of support by the dean. Furthermore, this lack of understanding has led to a disconnect between the work of an academic dean and the way a dean is perceived on campus. All participants in the study indicated a severe change in their relationships with their former peers and colleagues. Though a move to a supervisory role will inherently change the dynamics in any work setting, the pervasiveness of the distrust was surprising. One dean recounted a former colleague telling her, "Now that you are admin, we can't be friends." Not all actions were this specific, but the subtle ways in which limits were tested, such as the case with Pierce, or the experiences of disconnect felt by Britta were commonplace. It was clear from the interviews that this change of professional relationships was a very difficult part of the transition and added a dimension to the experience that the deans had not expected to be such a salient component prior to the transition.

In addition to the changing relationships with their former peers were changing, deans also found a lack of training to adapt to this new role to be a challenge. The perceived lack of training is the third finding of this study. All of those interviewed for the study lamented the lack of training to help them navigate the new role. The deans in this study felt unprepared for the transition into their new roles. Additionally, the deans found their new roles to be very isolating and solitary, which was different from their previous experiences as faculty. The participants also recounted feeling as though there was little to no timely training for deans as they came into their new role, which was filled with so many new responsibilities. These responses of lack of preparation for the position, isolation of the new role, and lack of support align with the previous literature (Braggs, 200; Palm, 2006; Reed, 2013).

Schlossberg's Transition Theory

Schlossberg views transitions in a holistic way, where the participant is always engaged in the process of the transition whether moving in, moving through, or moving out of a situation. The factors identified in the Four S System – situation, self, support, and strategies – can vary greatly and can be viewed as either assets or liabilities to a successful transition. The nature of the resources is dependent on how they are viewed by the individual and how they influence the success of the transition. Schlossberg's theory was quite helpful in making sense of the data from the transcripts and the themes that evolved across the interviews with all the participants. Thus, each of the factors will be examined below.

Situation. The first factor, situation, includes elements such as a trigger, timing, control, and whether one's assessment of the transition is positive or negative. In the study, the majority of the transitions were unanticipated, triggered by a vacancy of their previous dean or another

dean on campus. There may have been some minor subtle hints that the vacancy was coming, such as Pierce, whose dean at the time told him that he should consider becoming a dean just a couple of weeks before the dean announced he was leaving. Aside from the one participant who was actively seeking a position in administration, the trigger for this transition seemed unpredictable.

In terms of timing, most participants in the study believed it was a good time to make the transition. Whether it was positive timing for them personally and professionally, or whether the timing supported the greater work of the college, participants felt that the timing was right to make the move into the dean's office. The level of control over the situation was a bit more nuanced. While the majority of the transitions were unanticipated, participants believed that once they made the decision to enter into administration, they had a great deal of control over the transition in that the faculty member had a faculty position with tenure and thus did not have a need to change careers other than by choice. Therefore, the faculty members who choose to apply and eventually become deans had the opportunity to wait for the right position to be available.

Last, the respondents' assessment of the transition as positive or negative varied from person to person. In general, I would characterize the situation to be an asset. There was a general sense of excitement and challenge surrounding taking the next step into administration. For those who had given little thought to becoming a dean before the transition, this could be considered a liability for them, as their previous identity as a faculty member could lead to second-guessing the situation. Despite this possibility, there was a thread of positivity surrounding the transition.

Table 2
Situation Summary

Situation		
	Asset	Liability
Trigger		Participants felt they were unable to control the trigger.
Timing	Participants felt that had agency in the timing.	
Control	Participants believe they had total control in determining whether they began this transition.	

Overall the participants viewed the transition in a positive light, and this element was an asset.

Self. Self is this second factor in the coping assets and liabilities, which includes an understanding of personal characteristics and psychological resources. While the interviewees varied greatly in how they viewed themselves in the face of change, the participants demonstrated an impressive ability and willingness to set aside concerns about the change and to move forward with a growth mindset. It was not within the scope of the study to examine the effects of personal characteristics such as gender, sexual orientation, age and stage of life, or culture and ethnicity; it is likely these characteristics have shaped the participants' orientation toward change.

Additionally, participants frequently drew upon their own life experiences and their academic training to help them negotiate the transition. The participants in the study generally seemed extremely committed to making the transition into administration work and to become successful in their new role on campus. When faced with a challenge in the role of dean the participants' strength from their lived experiences and process and wisdom from their academic backgrounds. Overall, the participants saw themselves as an asset in the transition.

Table 3
Self Summary

Self		
	Asset	Liability
Personal Resources	Participants felt had strong resources in the face of change.	
Psychological Resources	Participants viewed this as an asset in themselves.	

Support. Support can be varied and often can include family, friends, co-workers, organizations, and institutions. Some of this support can be seen as a liability. As previously discussed, deans consistently reported a lack of support from former faculty colleagues. Each participant felt a shift in the trust or support of former peers and felt that their boundaries were tested at some point. This change in a relationship certainly can distract the dean from their new role while trying to negotiate the new terrain. Friends and family seemed to serve as a source of general support for individuals as they move into their new roles, although a lack of understanding of what an academic dean does along with the competing demands of those relationships limited the depth of support that was offered.

One of the clearest themes that emerged in the area of support was the role of the new coworkers in serving as an asset. The support of new colleagues played an important role in filling in the gaps left by this transition and perceived lack of training. Consistently throughout the interviews, participants brought up how important the support from their peer deans on campus was to their ability to navigate the transition successfully. Additionally, the deans also mentioned the importance of having a boss who was supportive understanding to their needs. Having a strong and cohesive team helped to counter the effects of the change in relationships with former colleagues, and it also helped to coach the new dean through the transition process.

The other clear finding in terms of support was that participants felt there was little to no formal training provided by their institution or the Minnesota State system for the deans in their new role. The participants in this study felt that as a faculty member they were presented with frequently, persistent, and consistently available opportunities for professional development, but once they became a dean, they felt there was nothing. For example, as faculty member there are multiple duty days with training throughout the year, in addition faculty have discipline specific local, regional, and national conferences and associations. Though the System Office provides some generic supervisor training, Britta aptly summed up the feelings of the individuals in the study.

The State System Office has a couple of required trainings and workshops, basically, that we're required to go to, but they're not even clear on at what point in the process that needs to be done. For instance, I've been here a year, and I've completed one, but not the second one, and my guess is that nobody would ever know and or care if I completed both of those, which is too bad. I mean, it's disappointing. It's that lack of focus or commitment to any ongoing or sustainable professional development that the deans have available to them, and that's maybe kind of another thing too. As an instructor, I had lots and lots of opportunities for professional development, but in the deans' world, there's none of that.

The deans in this study perceived the lack of training to be a real liability to their ability to successfully transition into the role of a dean on campus.

Table 4
Support Summary

Support		
	Asset	Liability
Family	Participants felt they had general support from family.	Participants felt family didn't understand the new work.
Faculty		Part pants felt a lack of support once in the position. "dark side comments"
New Peers	Participants overwhelmingly found this to be an assets and served the most valuable asset in this category.	
Institutional/ System		Participants felt there was little to no formal training provided by the institution or the State System

Overall, depending on the strength of support received by peers, family, and friends the support factor for new deans appeared to be somewhere between neutral and a liability.

Strategies. The final factor is strategies. Schlossberg (2008) has categorized strategies into three types: those that change the situation, those that change the meaning, and those that help you relax. In Chapter Four, I utilized Reille & Kezar (2010) to understand the difference between those that change the situation and those that change the meaning. For the participants that were able to participate in university graduate programs or leadership seminars, they were able to use these strategies as assets in the transition. Yet since these strategies are not universally available or applicable, it is more difficult to draw conclusions across the group in this study.

The most widespread and prevalent factor that clearly was leveraged as an asset by the new deans was those that help you relax. Deans across the study indicated that self-care was an important component to successfully negotiating the transition from faculty to the dean. While there were multiple approaches and levels of successful implementation, deans who participated

in activities that allowed them to relax felt they were better able to perform in their roles. From exercise to socializing with family and friends, to engage in forms of entertainment, finding ways to relax was a clear asset in the transition process.

Table 5
Strategies Summary

Strategies		
	Asset	Liability
Those that change the situation and meaning	participants found graduate programs, and leadership seminars helpful as strategies for changing situation and meaning	Participants access to where to find these sporadic.
Those that help you relax	Participants that were able to successfully find ways to relax found this to be an asset.	Participants found the demands of the role as a barrier to finding time to participate in the activities.

Overall, the strategies could be considered to be somewhere between neutral and an asset, depending on whether the dean was intentional about seeking out ways to relax and to change the meaning and situation.

Since Schlossberg views the transition holistically, we then must look at the transition process as a whole. For the most part, the study participants seemed to be in the “moving in” phase or the “moving through” phase of Schlossberg’s transition theory. The participants were able to use their assets of situation, self, and strategies, to overcome the liabilities of support to move into their new role and through the transition. While most individuals seemed to have some trouble with adjusting to no longer being faculty, this holdover was not particularly problematic in their transition. I believe the holdover from the “moving out” phase of being a faculty member has much more to do with the rapid transition into the new job and the focus of the dean on the “moving in” phase of becoming a dean. Having the opportunity to ultimately decide if it is the

right time for each individual to be a dean allowed each person a sense of stability and control of the transition. Most deans exhibited a strong sense of self and purpose, which kept them focused on the work. What was most lacking was support to help them manage the transition. It is unclear why there is little support for this role or why the support available to the deans through the system office may not be communicated to the new dean, but ultimately the lack of an intentionally built community of support on campus and in the system appeared to make the transition more difficult than it needed to be.

Limitations

The limitations of the study were that only one dean in the group that was interviewed was a faculty member at one institution and then moved into administration at another institution. While this study looked at the perceptions of the transitions, a more narrowly focused study could look at two subgroups, one group where individuals stay at the same institution while moving from faculty to dean, and another those who changed institutions in going from faculty to dean. There are likely more nuances in the experiences that I was unable to address in the current study, as only one of the seven deans moved to a different school when in the transition from faculty to dean.

Another limitation of the study and Schlossberg's transition theory is that it does not account for demographic characteristics such as race, class, and gender. As a result, this theoretical framework limits the discussion of any transition based along these lines. It is possible and worth exploring the transition based on any of the identity development models to determine if one's identity or how one views themselves acts as a primary driver for understanding their transition experience. During the interview with Shirley, we can see how this

might play out as she stated, “The main motivation for me at the time was because there were no deans of color on the campus.”

An additional limitation of the study is me, the researcher. As the primary instrument of data collection, my experience in conducting interviews for research is limited. I worked to design a process that would result in an unbiased study. Yet, the fact that I, too, was a community college faculty member who transitioned into administration, as described in the delimitation section of Chapter One, may cause the reader to question the unbiased nature of the study and interpretations of the responses from the participants.

Implications for Research

This research study has just begun the process of examining the transition experience of faculty as they move into administrative roles. Future research could explore how faculty of color view academic leadership in community colleges. I think this is a profoundly important question we need to look at as we look to increase the diversity in our faculty and in our leadership. I think we have an opportunity to better understand the experience of faculty and how they become administrators.

Another topic that may merit further research is the extent to which location may impact the faculty-to-dean transition. In this study, the deans interviewed were located in a major metropolitan area. As a result, they had a variety of potential avenues for career advancement, both in and outside of academia, as well as a relatively dense higher-education marketplace that could provide viable employment and advancement opportunities without the need to relocate, thus reducing the cost associated with a career change. Conversely, it is possible that faculty in

rural areas might have more limited career opportunities in their area and high costs associated with a career change due to the increased likelihood that it would require relocation.

During the process of the interviews, it was clear that there is a perceived lack of practical training for faculty as they transition into the dean role. After reviewing the interviews again, no participant was able to identify specifically what type of training they felt they needed or expected despite being asked the following questions. “What types of support did you expect to receive during the transition? Were your expectations met? If so, how? If not, how so? Can you share examples of support that you would have like to receive and did not?” It is possible that the format of one-on-one interviews limited the participants’ ability to recall in real time what training or development needs were not being met during the transition from faculty member to dean. As the system office does provide training in different venues, including a fall and spring conference, monthly webinars, and newly created online deans training. Further study is warranted to determine what training and development needs are missing or whether current dean-specific training is available but not widely known.

Implications for Theory

The results of this study support that Schlossberg’s transition theory can serve as a valid model for understanding adult development. The theory was originally intended to apply to any type of transition in an adult’s life, (Schlossberg, 1981) and it proved to be well suited to shedding light on the experience of faculty who transition to administration.

Furthermore, Schlossberg’s Four S’s proved to be a useful construct for understanding the how new the new deans experienced this transition. The analysis revealed that a lack of support was one of the greatest liabilities new deans perceived they faced after transitioning from

faculty. Meanwhile, On the other hand, the study participants for the most part viewed the other three factors – self, situation, and strategies – as assets in their transition. Furthermore, situation was the least predictable factor. With respect to the factor called self, faculty can be prepared for movement into leadership, but without a vacancy, the preparation is for not. It is especially salient as there are only a limited number of deans on campus versus the vastly larger number of faculty on campus. Control was the most difficult sub factor about which to draw a direct conclusion. On the one hand, for the former faculty who participated in the study, moving into administration meant giving up the control that a tenured and stable position provided. On the other hand, these former faculty were in complete control of the decision of whether to step out of that role.

In higher education, Schlossberg's transition theory has historically been applied to students as they move through higher education. Another potential implication for the theory would be an opportunity to apply Schlossberg's transition theory to many other groups in the campus community. Specifically, there is an opportunity to look at staff as they transition into supervisor roles, faculty as they transition into union leadership roles, adjunct faculty as they transition into unlimited faculty positions, or even new faculty as they transition into their new jobs on campus. With its broad applicability, Schlossberg's theory presents many opportunities for application to better understand transition experiences on campus.

Implications for Practice

The study's findings also have implications for practice in higher education. Specifically, these implications are informed by the identification of both assets and liabilities faced by the individuals during their transition from faculty to dean. The findings can help provide insight

into how best to build a pathway between the faculty role and administrative roles and how to create a support system that can help faculty transition more easily and more successfully into the role of dean.

Succession Planning

A key finding of the study was how effective little nudges and exposure opportunities were in spurring faculty to consider administrative roles. From the sample, it wasn't clear that any one of the three types of leadership development pathways identified by Reille & Kezar (2010) served as a silver bullet to filling the pipeline. But among the respondents, there were examples of graduate degree, leadership, and grow-your-own programs being helpful in initiating ideas of moving into administration as well as providing an opportunity to work through ideas and issues once one becomes a dean. Though the university-based graduate degrees are critiqued as being too theoretical and not based on practice, the deans who participated in those programs found great satisfaction in engaging in theoretical discussions that helped them reframe their practical daily work. In the Minnesota State system, the faculty have access through their contract to tuition waivers within system universities. Intentional conversations around professional development and knowledge of benefits and academic programs could serve to inspire faculty to explore doctoral programs in education, leadership, and administration.

The Minnesota State system has its own leadership seminar that some of the interviewees had completed, either before they became a dean or after. It appeared that this opportunity has the potential to be better leveraged. The Luoma Leadership Academy does not seem to be elevated consistently across the campuses represented in the study. Yet the participants in this

study who participated in the Academy found it was helpful for their growth as a dean and as an on-campus leader. This opportunity should be discussed during professional development conversations with faculty. By simply making this opportunity part of an ongoing discussion, the institution can begin to signal to its faculty the opportunity for growth.

The last opportunity that Reille & Kezar (2010) discussed was the grow-your-own model. The study findings suggested that the best way to grow your own leadership is to provide for opportunities outside of the academic department in which the faculty resides. At a more formative level, faculty should have exposure to work that applies some of the administrative skill sets, such as through service on curriculum committees, student success initiatives, and departmental coordination. For the interview population, the more access individuals had to get a larger view of the campus and see beyond their discipline, the more likely they were to consider a change of roles on campus. One way in which to foster more potential leaders is to construct intentional conversations around leadership roles on campus during professional development conversations between faculty and their dean.

Specifically, current deans can use their experience when talking with faculty to share how work on a campus committee might mirror the work of a dean on campus. Furthermore, by inquiring specifically if faculty have administration aspirations and/or pointing out how a faculty might make a good dean in development conversations could go a long way to encourage this career change. The study showed how even very little nudges from a faculty member's soon-to-be-departing dean were sufficient to trigger new ideas in many of the study participants. It is highly plausible that an intentional and persistent approach to find candidates would lead to a more prepared and robust pool of candidates when an opening arises on campus. Exposing more

faculty throughout their career, to development opportunities will create larger and more prepared pools of potential candidates for administrative roles, who are more inclined to prepare for the right role in administration rather than simply reacting to the most recent vacancy.

Finally, about half of the deans in the study entered their role as a dean through an interim role. As discussed in Chapter Four, community college may be uniquely deficient among higher education institutions when it comes to providing clear paths to leadership positions. In universities, the role of department chair serves as a very formal bridge between faculty and administration work and allows university faculty to have a unique vantage point. The chair role is absent at most community colleges, which often made the transition from faculty to administrator much more abrupt. Allowing faculty to step into interim roles as a dean can provide the faculty member a chance to experience the work before making a permanent transition into the role. As Jeff stated:

There were some initiatives that we had just undertaken, and I wanted to keep the momentum going. I'd seen a lot of cynicism built up around my colleagues of starting those kinds of initiatives and leadership changes, then they start over and more likely than not, they just don't start over. I didn't want to see that happen, so then I started to seriously think about pursuing the interim gig, thinking of it purely in terms of interim.

In this interim role, Jeff and others were allowed an opportunity to experience parts of the role of dean. In some ways, these interim roles can serve a similar function in the transition to administration as the department chair role serves in universities by creating a clearer pathway to leadership.

Support System

The findings suggest that once a faculty member has made the transition into administration, there is a need for a greater support system that includes creating a sense of community for the new dean. In a multi-institution system, such as Minnesota State, one way to do that would be to create a dual mentorship program. The first mentor assigned to the new dean would come from their home campus. This mentor would be able to help the new dean navigate campus policies, procedures, practices, and campus culture and norms. The campus mentor would be a resource for wrestling with ideas before needing to connect with a direct report, for example. The second mentor would have a similar portfolio, e.g., a new STEM dean at one college would be paired with an experienced STEM dean at another college. With this mentor, the new dean could work through ideas that were discipline-specific that their peers on campus would likely not be dealing with. This discipline-specific mentor would also provide the new dean the opportunity to process the transition with someone whom they do not directly work with. Having a dual mentor system such as this would help provide new administrators with a diversity of voices to help them navigate the transition and the challenges of the new role.

Another implication for practice is that there is a real desire for practical deans training for faculty who are transitioning into administration. Though both the Art of Supervision and the Science of Supervision training came up in interviews, participants still felt there was a gap of applicable training for people who transition into this new role. While each campus has different policies and procedures, it would be helpful to get new deans some practice doing their work beforehand. One such example is to do a mock investigative interview or training on how to chair committees or workgroups. The faculty in this study yearned for hands-on applicable

training. This might be one of the reasons, why the online trainings did not resonate with the participants and were not mentioned in the interviews. To fully understand what is needed, a system-wide focus group should be created to meet the needs of the new administrators.

Additionally, the study's findings suggested that as new deans are onboarded, it is important to help them understand the implications of moving from faculty to administration at their same institution versus a transition that includes an institutional change as well. The dual mentor role would provide a place for new deans to get feedback on how to handle former peers who are now supervisees or how to handle the pushback from faculty at the new institution in a mindful manner. Additional leadership training, such as training on difficult conversations and conflict resolution, would be helpful for faculty as they move into their new role.

Another vital and important piece to ensure that deans are successful and are supported is to provide them opportunities to engage their intellectual side. Faculty view themselves as part of the academic community in their discipline, and much of their work and identity has been shaped by intellectual inquiry. It is this intellectual curiosity that likely started them down the pathway to a career in the academy. As a faculty member transitions into a dean role, if the intellectual side isn't engaged but left to wither, then the day becomes a series of Outlook calendar invites, spreadsheet reviews, and the mundane parts of the work. Relationship-building with peers, both internally and externally, is the key to finding some satisfaction in the new role. There are a couple of possible ways to build a new academic community for the dean. Deans should be encouraged to participate in both educational programs and leadership programs, as they are applicable. The participants who were either in a doctoral program as a faculty member before they were a dean or entered a doctoral program after they became a dean found them to be

particularly helpful in understanding their new role and how they might grow in understanding of the broader landscape that is higher education. Outside of formal educational and leadership opportunities, both the system and local campus should work to develop a community of academic leadership that fosters intellectual inquiry. This could be done through activities such as book groups, academic conferences, and opportunities to study theory-related topics that are emerging in the field and on campus. All of the interviewees discussed the importance of peer relationship, which along with the mentoring, can provide the foundation for a new academic community. By creating a new academic community, deans will be better able to move into the role of dean and out of the role of faculty.

The final part of the support system that is needed is a focus on self-care as the dean enters the role. The work, the expectation of on-campus availability, stressors, and pacing of the work are vastly different for administrators than for faculty. As a result, it is easy for new deans to pour themselves into the work and forget about taking care of themselves. When deans find an outlet and opportunity to become more physically active, they reduce their likelihood of burnout and fatigue. By creating a support system that includes mentorship and that welcomes new deans into an academic community of peers, the system and campus can better support faculty as they transition into administration.

Conclusions

In a qualitative study, the primary goals are to reveal possible contributing factors to a specific phenomenon. In this study, my purpose was to explore how community college faculty members experience their transition into academic administration roles. Each narrative in this study represents one dean's transition from faculty into administration and provides us with a

valuable perspective into this career change. In order to systematize and highlight administration as a career trajectory, higher education must be intentional about succession planning. The results of this study did not find a one-size-fits-all approach to succession planning, but rather found that intentionally integrating both exposure and conversations about leadership on campus is helpful in nudging faculty into considering moving into the dean role on community college campuses.

Further results of this study clearly suggest that the transition into the new role was quicker and less supported institutionally than the dean had expected. However, despite the rapid transition, each individual found deep and meaningful support from their fellow deans, a practice that should be formalized and reinforced in the system and institution. The ability to informally and casually inquire about the norms and expectations are crucial to new deans feeling supported in their roles. Additionally, opportunities for deans to engage in the scholarship of administration provides an opportunity to support the deans in their new roles as well. Lastly, deans expressed that practicing self-care is important to successfully transition into the role.

References

- American Council on Education (2012). *The American College President*. Washington, DC: American Council on Education, Center for Policy Analysis.
- American Council on Education (2007). *The American College President*. Washington, DC: American Council on Education, Center for Policy Analysis.
- Amey, M. J., Vanderlinden, K. E., & Brown, D. F. (2002). Perspectives on community college leadership: Twenty years in the making. *Community College Journal of Research & Practice*, 26(7-8), 573-589.
- Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world* (4th ed.). New York: Springer Pub.
- Astin, A. W. (1999). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Development*, 40(5), 518-29.
- Baker, G. A. (1994). *A handbook on the community college in America: Its history, mission, and management*. Westport, CT: Greenwood Press.
- Boeding, B. (2017). Supporting the camouflaged in transition: Serving student veterans with disabilities. ProQuest Dissertations and Theses, 154. Retrieved from <http://pqdtopen.proquest.com/doc/1883889776.html?FMT=ABS>
- Bolman, L. & Deal, T. (2008). *Reframing organization: Artistry, choice, and leadership*, 4th Edition. San Francisco, CA: Jossey-Bass.
- Boggs, G. R. (2003). Leadership context for the twenty-first century. *New Directions for Community Colleges*, 123, 15–25.

- Bowen, G. L., & Jensen, T. M. (2017). Late-life divorce and postdivorce adult subjective well-being. *Journal Of Family Issues*, 38(10), 1363-1388. doi:10.1177/0192513X15596197
- Bragg, D. D. (2000). Preparing community college deans to lead change. *New Directions for Community Colleges*, 109, 77-8
- Bright, D. F., & Richards, M. P. (2003). *The academic deanship: individual careers and institutional roles*. San Francisco: Jossey-Bass.
- Brown-Wright, D. A., Dubick, R. A., & Newman, I. (1997). Graduate Assistant Expectation and Faculty Perception: Implications for Mentoring and Training. *Journal of College Student Development*, 38(4), 410-16.
- Champagne, D. E., & Petitpas, A. (1989). Planning Developmental Interventions for Adult Students. *NASPA Journal*, 26(4), 265–71.
- Chickering, A. W. & Schlossberg, N.K. (1998) Moving On: Seniors as People in Transition. In Gardner, J. N., & Van der Veer, G. (1998). *The Senior Year Experience. Facilitating Integration, Reflection, Closure, and Transition*.
- Cohen, A. M., & Brawer, F. B. (2008). *The American community college*. San Francisco, CA: Jossey-Bass.
- Competencies for community college leaders. (2006). American Association of Community Colleges. One Dupont Circle NW Suite 410, Washington, DC 20036. Retrieved from <http://search.proquest.com/docview/62095432?accountid=14048>
- Conger, J. A., & Fulmer, R. M. (2003, 12). Developing your leadership pipeline. *Harvard Business Review*, 81, 76-84. Retrieved from <http://search.proquest.com/docview/227812525?accountid=14048>

- Corbin, J. M., & Strauss, A. L. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Los Angeles, Calif.: Sage Publications, Inc..
- Cota, S. (2006). *Grow your own leadership programs: Community colleges leadership development initiatives*. San Diego, CA: Community College Leadership Development Initiatives, University of San Diego.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Eddy, P. (2010). *Community college leadership: A multidimensional model for leading change*. Sterling, VA: Stylus.
- Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass.
- Forney, D. S., & Davis, T. L. (2002). Ongoing Transition Sessions for Student Affairs Master's Students. *Journal Of College Student Development*, 43(2), 288-93.
- Forney, D.S., & Gingrich, D.D. (1983) *Transitions: Making the break to life after college*. Paper presented at the American College Personnel Association National Conference. Houston, TX.
- Foster, B. L. (2006). From faculty to administrator: Like going to a new planet. *New Directions For Higher Education*, (134), 49-57. doi:10.1002/he.216
- Fulton-Calkins, P., & Milling, C. (2005). Community-college leadership: An art to be practiced: 2010 and beyond. *Community College Journal of Research and Practice*, 29, 233-250.

- Gleaser, E. J., Jr. (1994). Evolution of junior colleges into community colleges. In G. A. Baker III (Ed.), *A handbook on the community college in America* (pp. 334-339). Westport, CT: Greenwood
- Glick, M. D. (2006). Becoming “one of them” or “moving to the Dark Side”. *New Directions For Higher Education*, (134), 87-96.
- Gonzalez, C. (2010). Leadership, diversity and succession planning in academia. research & occasional papers series: CSHE 8.10.().Center for Studies in Higher Education. University of California, Berkeley, 771 Evans Hall #4650, Berkeley, CA 94720-4650. Retrieved from <http://search.proquest.com/docview/762466674?accountid=14048>
- Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counseling Adults in Transition : Linking Practice with Theory* (3rd Edition). New York, NY, USA: Springer Publishing Company. Retrieved from <http://www.ebrary.com>
- Harris, S. E. (2006). Transitions: Dilemmas of leadership. *New Directions For Higher Education*, (134), 79-86. doi:10.1002/he.219
- Helland, P. C., & Minnesota Community College System. (1987). *Establishment of public junior and community colleges in Minnesota, 1914-1983*. [Saint Paul? Minn.: Minnesota Community College System].
- Hesse-Biber, S.J., & Leavy, .L. (2011) *The practice of qualitative research*. Thousand Oaks, CA: Sage.
- Hoppe, S. L. (2003). Identifying and nurturing potential academic leaders. *New Directions for Higher Education*, (124), 3-12. Retrieved from <http://search.proquest.com/docview/62011765?accountid=14048>

- Helland, P. C., & Minnesota Community College System. (1987). Establishment of public junior and community colleges in Minnesota, 1914-1983. [Saint Paul, Minn.: Minnesota Community College System].
- Henderson, M. M. (2013). Coming to terms: Career development experiences of NCAA division I female student-athletes in transition. ProQuest Dissertations and Theses, 154. Retrieved from <http://pqdtopen.proquest.com/doc/1346181178.html?FMT=ABS>
- "IRB Policy and Procedure." *St. Cloud State University*. St. Cloud State University. Web. 11 Feb 2014. <<http://www.stcloudstate.edu/irb/policy/default.asp>>.
- Ishler, J. C. (2004). Tracing "Friendsickness" during the First Year of College through Journal Writing: A Qualitative Study. *NASPA Journal*, 41(3), 518-537.
- Jeandron, C. A., & American Association of Community Colleges, W. D. (2006). Growing Your Own Leaders: Community Colleges Step Up. A Leading Forward Report. American Association of Community Colleges. American Association of Community Colleges.
- Jenkins, R. (2017, March 14). Filling the Yawning Leadership Gap. Retrieved March 17, 2017, from <http://www.chronicle.com/article/Filling-the-Yawning-Leadership/239475>
- Jeynes, W. H. (2007). *American educational history: School, society, and the common good*. Thousand Oaks, CA: Sage.
- Johnson, B, and Christensen, L. (2008). *Educational research*. 3rd Edition. Newbury Park, CA: Sage.
- Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge

- Keyton, J. (2006). *Communication research: Asking questions, finding answers*. Boston, MA: McGraw-Hill.
- Lazarowicz, T. A. (2015). *Understanding the transition experience of community college transfer students to a 4-year university: Incorporating Schlossberg's transition theory into higher education*. PhD dissertation, University of Nebraska.
- Lehfeldt, E. A. (2016, June 16). College leaders need to promote more of their own faculty members as administrators. Retrieved June 16, 2016, from <https://www.insidehighered.com/advice/2016/06/16/college-leaders-need-promote-more-their-own-faculty-members-administrators-essay>
- Leubsdorf, B. (2006). Boomers' retirement may create talent squeeze. *The Chronicle of Higher Education*, 53, A51-A53.
- Levin, J. S., & Kater, S. (2012). *Understanding community colleges*. New York: Routledge.
- McAtee, A., & Benschhoff, J. (2006). Rural Dislocated Women in Career Transition: The Importance of Supports and Strategies. *Community College Journal Of Research & Practice*, 30(9), 697-714.
- McCarthy, C. (2003). Learning on the job: Moving from faculty to administration. *New Directions for Community Colleges*, (123), 39-49. Retrieved from <http://search.proquest.com/docview/62154590?accountid=14048>
- McCarthy, R. R. & Berger, J. (2008). Successful strategies of female technology education teachers. *Journal of Technology Education*, 19(2), 65-79.

- McNair, D. E., Duree, C. A., & Ebbers, L. (2011). If I knew then what I know now: Using the leadership competencies developed by the American Association of Community Colleges to prepare community college presidents. *Community College Review*, 39(1), 3-25.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Miller, D. (1993). Some organizational consequences of CEO succession. *Academy of Management Journal*, 36(3), 644-659.
- Minnesota State About Us. (2016, June 21). Retrieved September 17, 2016, from <http://www.mnscu.edu/system/index.html>
- Minnesota State About Us. (2019, January 14). Retrieved January 14, 2019, from <https://www.minnstate.edu/system/index.html>
- Nevarez, C., & Wood, J. L. (2010). *Community college leadership and administration: Theory, practice, and change*. New York, NY: Peter Lang.
- Neefe, D. O. Succession planning in a two-year technical college system Available from ERIC. (822505777; ED513220). Retrieved from <http://search.proquest.com/docview/822505777?accountid=14048>
- Nguyen, K. V. (2014). *Leadership development of mid-level administrators in California community colleges* (Doctoral dissertation). California State University, Long Beach. Retrieved from PDTQ Open (3674336)
- Obama, B. H. (2009, September 21). *Remarks at Hudson Valley Community College*. Address presented at Hudson Valley Community College, Troy.

- Palm, R. (2006). Perspectives from the dark side: The career transition from faculty to administrator. *New Directions for Higher Education*, (134), 59-65.
- Pedersen, R. (1987). State Government and the Junior College, 1901-1946. *Community College Review*, 14(4), 48-52.
- Phillippe, K. A., & Sullivan, L. G. (2005). National profile of community colleges: Trends & statistics. American Association of Community Colleges.
- Plater, W. M. (2006). The rise and fall of administrative careers. *New Directions For Higher Education*, (134), 15-24. doi:10.1002/he.213
- Powers, M. S. (2010). *Applying Schlossberg's Transition Theory to Nontraditional Male Drop-outs*. Retrieved from ProQuest Dissertations and Theses
- Punch, K. (2009). *Introduction to research methods in education*. Newbury Park, CA: Sage.
- Pusser, B., & Levin, J. (2009). Re-imagining community colleges in the 21st century: A student-centered approach to higher education. Retrieved from Center for American Progress website: http://www.americanprogress.org/wp-content/uploads/issues/2009/12/pdf/community_colleges_reimagined.pdf.
- Ratcliff, J. L. (1994). Seven streams in the historical development of the modern American community college. In G. A. Baker (Ed.), *A handbook on the community college in America: Its history, mission, and management* (pp. 3– 16). Westport, CT: Greenwood Press.
- Reed, M. (2013). *Confessions of a Community College Administrator*. San Francisco, CA: Jossey-Bass.

- Reed, M. (2015, February 19). To the Dark Side. *Confessions of a Community College Dean*. [Blog post]. Retrieved from <https://www.insidehighered.com/blogs/confessions-community-college-dean/%E2%80%9C-dark-side%E2%80%9D>
- Reed, M. (2016, September 2). Friday Fragments. *Confessions of a Community College Dean*. [Blog post]. Retrieved from <https://www.insidehighered.com/blogs/confessions-community-college-dean/friday-fragments-105>
- Reille, A., & Kezar, A. (2010). Balancing the pros and cons of community college: "Grow your own leadership programs. *Community College Review*, 38(1), 59-81.
- Riggs, J. (2009). Leadership for tomorrow's community colleges. *The Community College Enterprise: A Journal of Research & Practice*, 15(2), 27–38.
- Rolfes, M. (2016, December 7). How the new Trump administration will affect community colleges. Retrieved January 09, 2017, from <https://www.eab.com/research-and-insights/community-college-executive-forum/expert-insights/2016/how-the-new-trump-administration-will-affect-community-colleges>
- Rosser, V. J. (2000). Midlevel administrators: What we know. *New Directions for Higher Education*, 2000(111), 5-13.
- Rosser, V. (2004). A National Study on Midlevel Leaders in Higher Education: The Unsung Professionals in the Academy. *Higher Education*, 48(3), 317-337. Retrieved from <http://www.jstor.org/stable/4151520>
- Rothwell, W. (2005). *Effective succession planning: Ensuring leadership continuity and building talent from within* (3rd ed.). New York, NY: Amazon.

Russell, C. (2000). *Community college academic deans: leadership frames and stress* .

Digital Repository @ Iowa State University,

Saldaña, J. (2011). *Fundamentals of qualitative research*. New York: Oxford University Press.

Schlossberg, N. K., & And, O. (1981). Adult Transitions. *Counseling Psychologist*, 9(2), 2-51.

Schlossberg, N. K., Lynch, A. Q., & Chickering, A. W. (1989). Improving higher education environments for adults: Responsive programs and services from entry to departure. San Francisco, CA: Jossey-Bass.

Schlossberg, N. K. (2008). *Overwhelmed: Coping with life's ups and downs* (2nd ed.). Lanham, MD: Rowman & Littlefield Pub. Group.

Schmitt, C. A. (2015). Perceived needs and coping resources of newly hired nurses in transition. *Dissertation Abstracts International*, 75,

Shulock, N. (2002). California community colleges' leadership challenge: A view from the field. *Institute for Higher Education Leadership and Policy*. Retrieved June 24,2009, from http://www.csus.edu/he/PDFs/R>CC_leadership_challenge_4-02.pdf

Strathe, M. I., & Wilson, V. W. (2006). Academic leadership: The pathway to and from. *New Directions For Higher Education*, (134), 5-13. doi:10.1002/he.212

Swain, M. (2006). Reflections on academic administration. *New Directions For Higher Education*, (134), 25-36. doi:10.1002/he.214

Thelin, J. (2011). *A history of american higher education*. (2nd ed.). Baltimore: Johns Hopkins Press.

- Tracy, S. (2013). *Qualitative Research Methods. Collecting Evidence, Crafting Analysis, Communicating Impact*. Malden, MA: Wiley-Blackwell.
- Treusch (Weinert), M. C. (2008). Schlossberg's transition theory and its relationship to relocation. *Dissertation Abstracts International Section A*, 68, 4779.
- Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Second Edition. University of Chicago Press.
- Tovar, E., & Simon, M.A. (2006). Academic probation as a dangerous opportunity: Factors influencing diverse college students' success. *Community College Journal of Research and Practice*, 30, 547-564.
- Wheeler, G.D., Malone, L.A., VanVlack, S., Nelson, E.R., & Steadward, R.D. (1996). Retirement from disability sport: A pilot study. *Adapted Physical Activity Quarterly*, 13(4), 382-399.
- Wheeler, H. A. (2012). Veterans' transitions to community college: A case study. *Community College Journal of Research & Practice*, 36(10), 775-792.
- Whitehead, P. S. (2016). Role ambiguity, role strain, job dissatisfaction, and difficulty transitioning into academia among nursing faculty. *Dissertation Abstracts International Section A*, 77,
- Wicks, J. (2017, July 19). Integrating Millennials in to Higher Ed Administration. Retrieved July 19, 2017, from <https://www.insidehighered.com/views/2017/07/19/how-integrate-millennials-higher-ed-administration-essay#.WW-DzS6xKEM>
- Williams, D. (1999). Human response to change. *Futures*, 31, 609-616

Willis, C. L. (2010). To the dark side and back: The administrative odyssey of an academic sociologist with lessons learned. *American Sociologist*, 41(2), 190-209

Witt, A.A., Wattenbarger, J.L., Gollattscheck, J.F., & Suppiger, J.E. (1994). *America's community colleges: The first century*. Washington, DC: Community College Press.

Appendix A: Informed Consent

Perception of Faculty Who Transition to Academic Deans at Two Year Colleges Consent to Participate

You are invited to participate in a research study about the perceptions of faculty as they transitioned to administrative roles at the community college level.

If you agree to be part of the research study, you will be asked to participate in an interview that explores what motivated you to transition into a distinctly different position as an administrator from a faculty member. Additionally, this study hopes to uncover the challenges and successes new administrators face when transitioning from their faculty roles. Finally, a goal of this study is to identify useful resources to aid in the transition. The interview will last approximately one to two hours; I anticipate that we will only need to meet one time for this study.

Benefits of the research include advancing the understanding of the experiences of faculty who decide to move into administration. Additionally, this research could identify ways to better support individuals as they transition from faculty to administration.

Risks and discomforts are not anticipated as a result of this study.

Data collected will remain confidential. Data will be reported and presented in aggregate (group) form or with no more than two descriptors presented together. A pseudonym will be used for each participant and all names will be confidential. Additionally, the names of the community colleges will be assigned pseudonyms in order to protect the privacy and confidentiality of the participants and of the institution. Any information that could potentially lead to the identification of a participant or their institution, will be able to be modified by the participant up until the final review and approval of transcripts and narrative. Responses will be kept strictly confidential, your name will not be disclosed nor will identified direct quotes be used. During the interview you may refuse to answer any questions. Your responses will be audio recorded, but only so I may transcribe your responses as accurately as possible for an exact representation of our conversation.

All interview materials will be stored in a secure lockbox until they are transcribed. After each recording has been transcribed, it will be immediately destroyed. Further, the transcripts will be stored on my password-protected computer for which only I have access. The participant (you), the researcher (me), and the researcher's doctoral committee will be the only persons to have privilege to these interviews.

After the completion of the interviews, you will receive your transcribed interview. At this point, if you wish to make expanded responses or note omissions to the transcription, you may.

Participating in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University, or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

If you have questions about this research study, you may contact Derrick Lindstrom, lide1201@stcloudstate.edu or my faculty advisor Dr. Steven McCullar, at slmccullar@stcloudstate.edu

Results of the study upon completion will be published at the St. Cloud State University Repository.

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you have consent to participate.

Signature

Date

I have reviewed my interviews as transcribed by Derrick Lindstrom and hereby clarify my participation in the research study as follows:

___ You may use the transcription of my interview(s) as originally presented to me.

___ You may use the transcription of my interview(s) based upon the edits I've made to the text

provided for my review.

___ I am hereby withdrawing from this research project and do not authorize any of my information to be used.

Signature

Date

Appendix B: Interview Guide

Interview Guide

Prior to your role on campus as an academic dean tell me about your time as faculty.

When did you start thinking about moving into administration?

What motivated you to make the move from faculty to community college academic dean?

Can you tell me about your perception of your transition from faculty to administration?

Where do you see yourself in the transition from Faculty to Administration? Beginning, Middle, End etc.

Situation (overall picture surrounding a transition)

When thinking about the transition can you tell me about your ability to plan for the transition?

When thinking about the transition tell me about how you felt about the timing of the transition?

(was it a good time in your life? Why/why not.)

When thinking about the transition talk about how you viewed the possible transition? Including how your faculty group would view the change, and how you viewed possible outcomes of the transition.

Self (inner strength you bring to a transition)

When thinking about the transition from faculty to administration how much control did you believe you had in this transition? Why do feel that way?

How would you describe yourself in the face of change? Tell me about how you found yourself responding to this transition?

Were there parts of your role as a faculty member that contributed to considering moving into administration?

Support (external resources available to deal with change)

When thinking about the transition from faculty to administration speak to me about the level of support you felt from Family, Spouse or Partner, Friends? Were there other people or groups that provide support?

What types of support did you expect to receive during the transition?

Were your expectations met? If so how, if not how so?

Can you share examples of support that you would have like to receive and did not?

Please share examples of support that you found extremely helpful in the transition?

Strategies (actions take to cope with a transition)

What strategies did/are you employing to manage the transition?

Can you describe any other strategies you have used to manage the transition?

What are some ways you have or have not managed reactions to stress in the transition?

Appendix C: IRB Approval



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Derrick Lindstrom
Email: ddindstrom@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Expedited Review-1

Project Title: Dissertation Research
Advisor Steven McCullar

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).
- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.
- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.
- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology, Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 542 - 2226	Type: Expedited Review-1	Today's Date: 12/27/2017
1st Year Approval Date: 12/27/2017	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date: 12/26/2018	2nd Year Expiration Date:	3rd Year Expiration Date: