12-20-2009

Examination of Faculty Expectations of Technical College Administrators as an Important Factor in High Performing Environments

Phyllis A. Dupuis
University of New Orleans

Follow this and additional works at: https://scholarworks.uno.edu/td

Examination of Faculty Expectations of Technical College Administrators as
an Important Factor in High Performing Environments

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
In partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
In
Educational Administration

By Phyllis A. Dupuis

B.S., University of Louisiana at Lafayette, 1979
M.Ed., University of Louisiana at Lafayette, 1982
M.Ed. +30, University of Louisiana at Lafayette, 1997

December, 2009

Table of Contents

List of Figures

List of Tables

Abstract

Popular thought supports the notion that faculty expectations of technical college administrators appear to be linked to the success or failure of an institution at accomplishing its mission. These expectations provide the basis for the development of relationships that foster the growth of technical training and thus the growth of a skilled workforce. Faculty members in technical colleges are responsible for training individuals to meet business and industry needs. Administrators are responsible for efficiently achieving the institution's mission of workforce development. Unknown faculty expectations may inhibit the ability of administrators to achieve the institution's mission in an efficient manner.

This project is an exploratory qualitative study of faculty expectations of technical college administrators in a high performing environment. The result of this study increases the administrators' understanding of expectations associated with their role and facilitates the development of an effective workforce training agenda. Five major themes related to expectations of administrator roles emerged from participant interviews: student-, community-, faculty-, administrative-, and attributes-oriented roles as necessary for achieving outcomes in a high performing technical college environment. Study findings reveal major differences in faculty expectations and institutional expectations of the role of technical college administrators. The necessity for reconciliation of these differences in expectations is examined as it relates to the success of high performing institutions.

Potential contributions of this study to post-secondary technical and community colleges are numerous. Through the use of Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) as a conceptual framework and actual accounts of eleven technical

college faculty members, this study seeks to contribute to the training/development of technical and community college administrators, provide a summary of faculty expectations of technical college administrators, identify professional development opportunities to assist faculty in clarification of administrator roles, provide insight into the behaviors deemed necessary for campus administrators to be considered successful, increase faculty job satisfaction and improve morale by providing an opportunity for communication and feedback, and provide insight to current and future leadership development programs and processes.

Chapter 1 Introduction

An administrator in an educational setting is typically assigned a litany of duties and responsibilities. Student enrollment, fiscal responsibility and operational budgets, institutional and program growth, and facility maintenance and improvement are some of the measures by which higher education administrators are evaluated by upper management. Expectations from upper management are communicated to administrators through the job/position description; however, having served eighteen years in various administrative capacities, this researcher has rarely been privy to information about what faculty expects of administrators and of the roles to which they have been assigned. The irony of this situation is that faculty members hold the key to institutional performance by facilitating improved student enrollment, practicing fiscal responsibility, fostering institutional and program growth, and supporting facility enhancement.

In order for educational administrators to increase levels of performance, they must relate desired outcomes to desired performance and communicate the connection to faculty. The likelihood of faculty striving for institutional improvement may hinge upon the notion that individuals determine their work effort based on what they expect will maximize personal outcomes (Vroom, 1964). Simultaneously, the administrator must understand faculty member needs and goals and assist individuals to achieve them (Ast, 1999). Expectations and resulting outcomes are directly related to faculty members' desire for job satisfaction. The focus of this study is to explore faculty expectations and communicate actual accounts from faculty describing their expectations of administrators. Faculty expectations have been assimilated in order to provide feedback for administrators and

may be used to enhance faculty job satisfaction and to improve institutional efficiency and effectiveness, as well as institutional outcomes.

For the purposes of this study, administrators are defined as the supervisor at the campus level. This person is titled Dean, Assistant Dean, and/or campus coordinator depending on the institution. Additionally, role expectations refer to ideals that individuals hold for those who are in positions of influence. A classic definition of role is "complementary expectations" surrounding an individual in his/her interaction with others (Getzels & Guba, 1955). This study considers the interaction of faculty and administrators and the development of faculty expectations of the role of administrators. In addition to being a deterrent to performance, role ambiguity is stressful and disagreeable and frequently leads to subordinate dissatisfaction (House, 1996). Reducing role ambiguity can be accomplished by utilizing feedback to build a mutual understanding of the roles in question. Participant feedback resulting from this study will help to define the role of the administrator. Expectations and related roles are also affected by culture and climate and vary across organizations and types of institutions (Peterson & White, 1992).

Faculty experiences are founded in the culture of an industry-related background which is required as a condition of employment within the community and technical college system (Levin, Kater & Wagoner, 2006). As a result, individuals serving as faculty members within the community and technical college system have specific expectations concerning the role of supervisors in business that spill over into the educational environment. Faculty expectations of educational administrators, however, are frequently not communicated to administrators and are often plagued by a lack of clarity. Faculty members base expectations upon their own personal reality. The reality espoused by

community and technical college faculty is influenced by numerous extraneous factors including personal, business, and industry experiences. This makes the role and function of administrators important because, as described in the job or position description, administrators create the "reality" that faculty view in daily operations. Reality as it exists in a technical college educational setting is different from the traditional higher education setting. For the purposes of this study, traditional higher education is defined as a "senior institution" (Cohen & Brawer, 2003). These institutions are typically four year colleges and universities that have historically offered degrees that result in professional careers. These institutions may also offer terminal degrees.

Traditional higher education faculty members frequently operate under a collegial organizational system (Birnbaum, 1988). The notion of an integrated technical and academic approach to education founded in business and industry practices, however, distinguishes community and technical college faculty from other post-secondary faculty (Levin, Kater & Wagoner, 2006). Administrator differences also exist between community and technical colleges and universities. Marcy (2008) reports that the position of president of a modern college is political and not corporate in nature. This concept revolves around the idea that university presidents lead diverse groups often with competing goals and are responsible for hard to measure institutional results. Marcy proposes that university leaders operate within a multifaceted political system much like the President of the United States. Community and technical college faculty and administrators are bound to institutional specific expectations related to workforce development. These expectations are similar to the corporate organization's focus which is centered on market returns, profits, etc. Smart, Kuh and Tierney (1997) indicate leaders or administrators in two year

3

colleges must have strong "bureaucratic" and "market" approaches that enable the college environment to be "responsive" and "adaptable" to all stakeholders (p. 272). The "market" approach used in the technical college system also impacts the mode of operation of institutions. The approach is narrow in focus and produces efficient and effective methods of preparing individuals for the workforce. The charge of preparing the workforce frequently requires that the administrator operate the educational institution much like a business with quantifiable outcomes. Though faculty members understand the bureaucratic approach applied in business, their expectations of administrations in education are unknown and remain unknown without a process for communication and feedback.

Community and technical college faculty members and administrators operate within a system that includes realities, expectations, perceptions, needs (economic and social), and other influences specific to the community and technical college environment. For example, an economic downturn frequently results in the abrupt layoff of skilled labor. Individuals affected by the layoff may turn to technical colleges for immediate re-training in new or expanding industries that may have minimal reaction to the current economic conditions. Technical colleges are continuously expected to provide up-to-date training that is available and accessible and to prioritize training to keep pace with cyclical economic conditions. Technical college faculty members, closely aligned with business and industry perspectives, provide information to link business and industry needs with institutional performance. Administrators, charged with maximizing performance, need feedback from faculty to ensure organizational efficiency and effectiveness.

The information provided in this study will assist administrators and faculty to examine expectations which affect performance and thus assist in setting institutional priorities. The efforts to maximize access to information in order to establish priorities can range from a conceptual approach often associated with liberal arts education, to a structured approach directly related to workforce application and associated with technical training (Moylan, 1995). Expectations are frequently present in establishing priorities, regardless of the approach. Allen (2003) finds that the inclusiveness of a "collegial" approach in higher education institutions fosters a willingness to contribute information that may result in more positive interaction resulting in the potential for improved relationships between faculty and administrators. This relationship helps to build harmony which increases the understanding of decisions and fosters a commitment to the institution and to its performance. Allen proposes that the organization is treated as a "symbiotic community" (p. 86). This symbiotic co-existence can be facilitated by dialogue between faculty and administrators. Dialogue centered on faculty expectations is the focus of this study.

An examination of specific themes commonly found in college settings such as culture, climate, governance, management, role, and mission coupled with a historical perspective of post-secondary education will facilitate the identification of faculty expectations of administrators and of the corresponding role of administrators. Likewise, evolving themes impact faculty and as the institutional systems adapt, so do faculty. These changes and adaptations are also reflected in the expectations of faculty and their administrators.

Influences on Faculty Expectations in Higher Education

The study of issues related to college faculty and administrators has centered on the relationship between faculty and administrators. The circumstances surrounding the relationship influence the expectations that faculty members develop as a result of their experiences. Influences that impact expectations are as varied as the institutions within which they exist. These influences perpetuate varied concepts: faculty and administrator cooperation is imperative for institutional direction (Del Favero, 2003, p. 904); agreement of purpose and culture is stronger in liberal colleges and less so in community colleges (Peterson & White, 1992, p. 196); change requires collaboration throughout the institution, especially from faculty (Kezar & Eckel, 2002, p. 448); hierarchal models of management exclude the understandings of faculty (Kezar, 2000, p. 725); faculty-administrator tension is both cultural and structural in nature (Del Favero & Bray, 2005, p. 56); empowerment allows teachers to take responsibility and authority for decisions (Miller & Miller, 2001, p. 182); professionals (including faculty) are at their best when treated as such (Collins, 2002, p. 3); administrative authority restricts faculty autonomy as a response to accountability (Ikenberry, 1971, p. 422); teacher and administrator emotional experiences may be of inverse proportionality (Beatty, 2000, p. 336); leadership and identity is not what role we have but what we do and are able to do (Gunter, 2003, p. 264); within institutions there is disagreement between faculty and administrators or leaders on objectives and how to achieve them (Birnbaum, 1988, p. 134); administrator behavior is appropriate to the point that it facilitates subordinate performance (House, 1996, p. 348); the drive for economic efficiency has reduced support for teacher professional development (McInerney, 2003, p. 62).

Tierney (1999) indicates institutions that focus on high performance must strive toward inspiring faculty productivity. The opportunity for faculty to provide feedback on expectations of administrators is a process that may prove motivating for faculty and have a positive impact on institutional outcomes. In the formal hierarchal governance relationship, superiors expect specific performance from administrators while subordinates may have different expectations (Beatty, 2000; Komives, Lucas & McMahon, 1998). The position of administrator within a formal organizational structure dictates that the administrator reconciles the objectives and goals set forth by upper management with the wants and needs of faculty.

The interaction between faculty and administrators is key to the communication of expectations, determines the teaching and learning environment, and provides the foundation for some form of shared governance that will impact an administrator's and institution's success or failure (Del Favero, 2003). Interaction may result in communication of faculty expectations to administrators and in reconciling faculty expectations with the assigned role of the administrator. The process of reconciliation involves communication vital to the success of the administration, faculty, and institution at achieving the college's mission.

The workforce development mission of community and technical colleges necessitates consideration of the concepts of effective performance as viewed from a business and industry perspective. These business perspectives exert some influence on the relationships between faculty and administrators and are directly linked to the scope of instruction and operation of the institution.

Relationships and related themes evolve from institutions where faculty and administrators operate in a specific post-secondary environment. Each theme is a part of the institutional system and acts as an influence on the role of administrators and what others expect of those involved in management and/or administrative positions. Overarching themes considered influential in this study include but are not limited to educational culture and the environment/climate specific to an institution and/or system, structure of governance and the management implications inherent in the type of governance present within an institution, human interaction and the assumptions that are present in situations involving human dynamics, and the role and mission of educational institutions in the higher education environment.

Expectations are defined as "something expected; to expect is to look forward to the probable occurrence or appearance, to consider likely or certain" (American Heritage, 1982). Faculty expectations of administrators describe what is expected of those serving in the capacity of an administrator and what faculty consider probable or likely to occur with regard to the behavior of those in administrative positions. Each theme within an educational system exerts some influence on faculty expectations as illustrated in Figure 1; therefore, expectations cannot be considered in a vacuum but must be considered within a system. Figure 1 illustrates themes that impact faculty expectations of administrators and their assigned role.
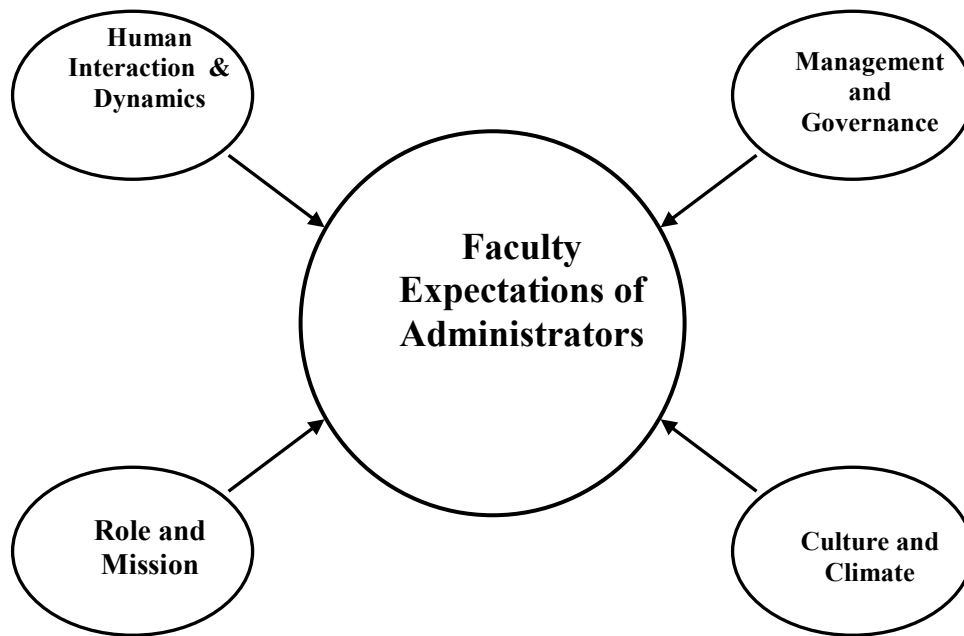
Figure 1: Themes that Influence Faculty Expectations

The theme of management and governance and its impact on relationships and expectations has long been a topic of study in higher education (Del Favero & Bray, 2005; Kezar & Eckel, 2002; Leslie, 2003; Peterson & White, 1992). Leslie (2003) posits that faculty and administrators operate from "differing bases of authority." He proposes that both sides must find a balance in order to foster institutional productivity. A dialogue on expectations of technical college administrators provides a foundation upon which to build a functional relationship between faculty and administrators that will have institutional benefits.

The interaction between faculty and administrators around themes such as management and governance, institutional culture, and human dynamics impacts relationships and expectations and ultimately plays a part in defining the role of administrators. The theme of management and the related concept of leadership may be

viewed as two dimensions of the approach to accomplishing the mission or purpose of an organization (Leslie, 2003). Leslie proposes that leading addresses the emotional need for association and support among institutional members, while managing or governing tackles the requirement that work be completed. Considering both aspects of management and leadership as part of an administrator's responsibility points to the need for recognition of similar and yet contradictory roles. Even though both concepts impact the systems utilized by key players such as faculty and determine the institution's culture, this study has primarily taken into account the concept of management as it relates to expectations.

When considering the theme of institutional culture, Peterson and White (1992) propose that the dynamics of culture is typically embedded within an institution and provide "meaning" to life and work. Additionally, the authors agreed on the unity and purpose of institutional culture to be the least clear in two year community colleges or larger public institutions thus setting the stage for differences among stakeholders. Closely tied to management and governance and institutional culture is the concept of human dynamics as a factor in the formation of perceptions and expectations.

Levin, Kater, and Wagoner (2006) report that community college faculty members are impacted to a greater degree by the human dynamics of managerial and political-economic factors when compared to their university equivalent (p.5). The technical college scope and mission related to rapid response to specific industry needs creates the necessity for a high performing environment that also must respond rapidly to managerial and political-economic factors. Because individuals within higher education organizations bring a multitude of experiences, values and beliefs, and expectations to the setting

(Birnbaum, 1988), various perspectives must be considered when linking management and governance attributes to the culture that exists within community and technical colleges and that ultimately form the perceptions and expectations of key players. Within community and technical colleges, the themes that influence faculty expectations of administrators (see Figure 1) create the environment for interaction and produce realities and experiences specific to those institutions. Expectations emerge and evolve as do faculty and administrator interactions.

An Applied Approach

Although employment requirements are typically a prerequisite for hire within technical training systems, Bartlett (2002) reported that 45.9% of respondents who employed technical instructors indicated that no specific standards were in place for the employment of post-secondary career and technical educators. The study also indicated that administrators, therefore, had no standards to utilize in the hiring process. The author points to the fact that this lack of standards leads to a wide variety of backgrounds for post-secondary educators in technical fields. The range extends from no formal post-secondary education or degree to a terminal degree. The variety in levels of educational preparation contributes to the broad range of faculty expectations that exist within technical colleges including faculty expectations of administrators.

As a result of their training and experiences, technical college faculty members approach the educational environment in a manner similar to that found in the business world. Schuster and Finkelstein (2006) indicate that when compared to traditional four year institutions, technical college faculty members frequently show more commitment to stakeholders outside of the institution because of the specific nature of their field of study.

11

Additionally, this type of educational environment is focused on a hands-on approach that is specific in nature and is responsive to identified business and industry needs. When compared to the mission of the technical college, the liberal arts university environment is rooted in a broader approach to teaching and learning that is grounded in "higher order scholarship" and whose faculty members and administrators are charged with being responsive to wide-ranging, societal needs (Cohen & Brawer, 2003) or to the notion that the academic institution's purpose is not to "create product" but to "embody ideas" (Birnbaum, 2004).

Technical college faculty approach teaching and learning in an applied and practical manner and are likely to be more tuned in to the corporate approach to daily operations. This approach as described by Moylan (1995) is one in which "knowledge is more quantifiable and manipulatable in pieces that can be separated, packaged and sold, and used as discrete items" (p.54). Easterby-Smith (1987) describes this approach to instruction as the "normative view." Utilizing this perspective, subject matter is logically approached with precise answers and real life situations in a manner that can be quantified. Technical college faculty are less prone to adopt the theoretical constructs of the academic community such as those associated with research, teacher preparation programs, and the peer review process and are likely to adopt an outcomes approach to teaching and learning similar to that used in business and industry (Bartlett, 2002). This approach specifies mastery of workplace competencies and ultimate employment in the shortest possible time.

The cultural ramifications of the corporate approach in higher education are significant. In the corporate approach, Rhoades (2005) describes faculty as "managed

professionals" and Magner (1999) describes administrators as "overly business-oriented." The exaggerated corporate influence of business and industry in the community and technical college environment creates unique expectations between faculty and administration worthy of exploration. Institutions operating under the "lean and mean" concept of corporate America are likely to center on efficient processes, focused, effective, and timely instruction, and potentially harsh consequences for those who fall short of identified goals and objectives (Moylan, 1995). Similar expectations may exist in the university setting; however, the expectations found at the technical college level are frequently tied to economic conditions and are beyond the ability of faculty, administrators, or institutions to manipulate. An example of this situation would be that technical college performance is based on completion and placement (employment) rates. Completion at the technical level can include earning a credential along a continuum from certificate to associate degree. Production of trained employees is considered the desired result, a result similar to that found in business. University performance is based on retention, graduation rates, and time to degree. Education for a broader societal benefit and the greater good is the focus; a result less related to the concept of production as is found in business (Cohen & Brawer, 2003).

Yielder and Codling (2004) consider the corporate influence by contrasting institutional management in the traditional academic university with the "polytechnic" (vocational/technical education) training centers. The authors contend that senior management in the university setting rise to that level as a result of academic accomplishments. Administrators from the vocational/technical setting are typically recognized for managerial skills and are promoted to leadership positions by virtue of

having ascended the ranks. This critical difference in contemporary educators dictates the role expectations of persons occupying positions of institutional importance, thus faculty expectations of the role of administrators are likely to be impacted.

Yielder and Codling also propose that management rooted in academia is vested in the person while management rooted in market sector training is vested in the position. This stark contrast between the university (academia) focused on the person is markedly different from the approach to management in the vocational/technical (market sector) system focused on the position. The role or function of the technical college administrative position then assumes a posture of primary importance to faculty. The numerous studies conducted of higher education faculty do not address expectations, nor the apparent differences in administrator roles in post-secondary technical colleges or in related expectations of leaders in market sector training institutions (Ast, 1999; Birnbaum, 2004; Miller, 2003; Pfnister, 1970; Pope & Miller, 2000; Williams, Gore, Broches & Lostoski, 1987). These training institutions infuse a corporate approach into their educational operations where market criteria and revenue generation gain prominence, and employer demands and workforce preparation supersede traditional educational, social, and scholarly functions (Rhoades, 2005, p. 4).

Statement of the Problem

Technical colleges are faced with the dilemma of determining the most efficient and effective manner to accomplish the mission of workforce development. Technical college administrators are charged with providing timely workforce training that is responsive to the real-time requirements of business and industry. These administrators are responsible for the financial bottom line while balancing the educational objectives of the curriculum

and providing a holistic approach to the college experience.   As the need increases for

technical colleges to address the growing shortage of technically skilled workers, technical

college administrators must acknowledge their roles as prescribed by upper management

and explore expectations as espoused by faculty. The exploration of expectations is

particularly significant in a high performing environment. This process involves educating

faculty about administrator roles and receiving feedback from faculty on their expectations

of administrators. This study has collected feedback from actual faculty and includes an

analysis of data related to expectations.

Administrators need all stakeholders to be engaged in order to deliver on the

institution's mission. Faculty involvement is mandatory to move the workforce training

agenda forward. Unknown expectations of faculty challenge the administrator's ability to

develop an effective and efficient workforce training agenda. This problem can be

addressed by exploring and communicating faculty expectations of administrators to

stakeholders and incorporating expectations in accomplishing the institution's role, scope,

and mission.

In this study, Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) is the

conceptual framework used to categorize and describe faculty expectations. Mintzberg's

Taxonomy of Managerial Roles contains three broad categories and related subcategories

to quantify behavioral characteristics of administrators that determine expectations.

Interpersonal, informational, and decisional roles are categories broad enough to consider

the overarching systems found within institutions, while the subcategories are specific to

operational processes. The taxonomy enables the researcher to reconcile the

administrator's job description as prescribed by supervisors with the expectations of

faculty. The goal of the reconciliation process is the development of a comprehensive, efficient, and effective performance plan for accomplishing the institution's mission of meeting business and industry needs.

Research Questions

The primary research question of this study is: What are faculty expectations of the role of technical college administrators? Secondary questions include: (a) How do faculty expectations align with the roles found in the conceptual framework of Mintzberg's Taxonomy of Managerial Roles? Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) includes the spectrum of work typically performed by an individual in an administrative position. The taxonomy provides a framework for reflection by administrators on the similarities and differences between what is typical of an administrative function as prescribed by upper management versus expectations expressed by faculty. The taxonomy is broad enough to accommodate varied opinions but also provides a structure within which to categorize expectations. (b) What administrative role category do faculty expectations deem to be more crucial to institutional success and how do these compare to institutional expectations of the administrator? Job descriptions identify functions of a specific position. These functions are prescribed by upper management based upon what is considered important for institutional success. Faculty expectations of administrators may or may not parallel the role as described in the job description. Once faculty expectations were categorized into roles, a comparison of the job description and faculty expectations helped to inform administrators about the relationship between what supervisors want and what faculties expect. Information about this relationship enables administrators to balance the expectations of superiors and

16

subordinates. (c) How do faculty expectations influence the structuring of administrator

roles? These questions seek to address specific issues and challenges faced by technical

college faculty and administrators and provide information that will assist in dealing with

those issues and result in improved institutional performance.

Significance of the Study

Faculty members expect to have their opinions heard on significant institutional

matters including those that impact performance. Faculty satisfaction and motivation are

also directly linked to improved performance (House, 1996). A 2004 survey of Louisiana

Technical College (LTC) faculty indicated that changes within the community and technical

college system have prompted uncertainty and ambiguity in the institution's role, scope,

and mission as attained by faculty, staff and administrators. Additionally, the national push

surrounding increased accountability and performance in higher education further

supports the need for communication and feedback from faculty. The focus of this study

provides information about faculty expectations of administrators and enables

administrators to incorporate the feedback into institutional operations. The result

increases administrator knowledge of expectations, faculty satisfaction, and faculty and

institutional efficiency and productivity.

Since approximately 1930, technical colleges have operated in a very structured

manner; and the role, scope, and mission of the colleges and of their administrators were

clear. In 1999, forty-two Louisiana technical college campuses were transitioned from the

Board of Elementary and Secondary Education to the Louisiana Community and Technical

College System (LCTCS). Since becoming a part of the LCTCS, the role of technical

college administrators has changed dramatically. Prior to 1999, each technical college

had a director responsible for daily operations and for campuses that were operated autonomously. Since 1999, administrator roles have broadened to include partnerships with academia in higher education and a quasi-decentralized approach utilizing regional directors charged with administering multiple campuses. Additionally, many administrators have recently retired from the system and many are eligible to retire in the next five to ten years. This exodus of administrators requires sharing information with and training of various technical college system individuals who may assume future administrator roles. It is important to define faculty expectations of technical college administrators and communicate these expectations to the next generation of administrators and faculty. These future administrators will directly impact the continuously changing direction of technical college education in the state of Louisiana and shape the evolving workforce training agenda for decades.

For almost ten years, the only constant within technical colleges has been change. As a result, turmoil and unrest among and between faculty and administration have plagued the system. During the tenure of the LCTCS, five system presidents have occupied the central office. Over the ten year span, technical colleges have been organized in a decentralized and then centralized manner and have recently reverted to a quasi-decentralized mode of operation. Could these efforts be the result of unmet, unclear, or a lack of communication of expectations?

Conflicting expectations between technical college administrators and faculty provide the basis for challenges in developing a consistent, effective, and efficient workforce training agenda. For example, administrators expect faculty to function in the role of facilitators of learning; however, the role of administrators in developing policy and

practice utilized by faculty may also impact the learning process (Del Favero, 2002). As a result, faculty point to policies and practices that inhibit the development of a cohesive workforce training agenda. Ast (1999) describes nine workplace factors that put community college faculty at risk of poor performance. Some of these factors are particularly applicable to this study: (a) little voice in college decision making, (b) lack of support for professional growth, (c) lack of support for instruction, and (d) teacher evaluation process. Ast proposes that feedback from faculty is essential for productivity and output. Communication of faculty expectations as they relate to the administrator's role in decision making, professional growth, instruction, and evaluations provides essential feedback for administrators to utilize in setting institutional priorities and improving performance.

In the realm of post-secondary education, faculty and administrators share a responsibility to work collaboratively to develop the potential for students to learn and succeed. Tierney (1999) suggests that broader participation by institutional constituents leads to improved performance by focusing on results. Seeking the optimum level of collaboration, cooperation, efficiency, and effectiveness provides the impetus for this study which includes feedback concerning faculty expectations of administrators and results in successfully addressing the needs of business and industry.

Components of a pilot study conducted by this researcher in 2004 and in 2007 indicated that technical college faculty members have expectations that may contribute to the development of a comprehensive workforce training agenda. Participants in the study identified expectations of administrators and the roles deemed necessary for peak performance within the technical college structure.

Additionally, in 2004 the state's technical college faculty senate conducted a statewide survey centered on the organization of campuses and management to achieve the mission of workforce development. The statewide survey empowered faculty to provide broad comments applicable to all individuals in supervisory positions; however, an analysis of initial responses indicates that the survey enabled participants to air concerns without the opportunity to explore specific expectations. The survey provided an overview of what faculty thought were strengths and weaknesses of the LTC administrative structure but was limited in its scope to seek in-depth feedback on what faculty expected of administrators. The researcher's pilot study provided a glimpse of a greater sense of urgency to explore in-depth expectations of faculty and indicated the desire of faculty to express their expectations in an effort to improve technical training, job satisfaction, employee morale, and student success.

The pilot study also revealed that consistency between the job description as prescribed by management and the expectations as professed by faculty had not been explored. Administrator duties specified in job or position descriptions delineate specific administrator responsibilities as viewed by the organization. The content of job descriptions is frequently developed by upper management, communicated upon employment, and used in the evaluation process.

The role of an educational administrator, however, encompasses factors and situations far beyond those listed in a job description. Beatty (2000) asserts that leaders are responsible for the "emotional management" of themselves and others within the organization. Birnbaum (2000) suggests that administrators must deal with management fads that may have positive or negative impacts on the institution. Bolman and Deal

(2003) indicate that managers must be politicians in order to garner support from external stakeholders. These factors are typically not specified in a job description, yet are often as real as the requirement that the administrator manage the budget of the institution or improve enrollment and institutional growth. Technical college faculty members frequently do not have information about the role of administrators. These roles, however, as prescribed in the job description are often cited as necessary components of a profile of successful administrators (Blatt, 2002; Fiedler & Chemers, 1974; Harris, 2002; Marcy, 2008; Maxwell, 1998; Pope & Miller, 2000; Vincent, 2004). Faculty members are not afforded an opportunity to comment on duties and responsibilities that they consider important to institutional success. To date, there has been no mechanism to process or retrieve information on technical college faculty expectations of administrators.

The stability and future of technical colleges may be dependent upon exploring faculty expectations of the administration of technical college campuses and applying these expectations to campus operations in an effort to cultivate greater collegiality. This qualitative study has assimilated information from faculty that will add to the limited research on technical colleges and relates a perspective from faculty that may help ensure the efficient and effective administration of community and technical college education.

<div align="center">Overview of Methodology</div>

As stated by Creswell (2002), "qualitative research is used to study research problems requiring an exploration and understanding of a central phenomenon" (p.50). This methodology allows the researcher to talk with participants and collect views from their perspective. Expectations are personal and individual and, therefore, subjective in nature. In order to develop a spectrum of expectations from faculty, I utilized open-ended

questions that were exploratory in nature. The qualitative approach is suited to this type of investigation by allowing follow-up and/or probing inquiry.

Phenomenology is a qualitative research method that focuses on understanding the essence of experiences about a phenomenon. This research design involves viewing the person as important to the world and to one's environment and utilizes the phenomenon of faculty expectations as the unknown factor to be explored. This study incorporated the qualitative phenomenological research method in order to investigate the phenomenon of faculty expectations of technical college administrators.

Faculty members within technical colleges have had similar experiences with regard to the mission of workforce development. The process of educating individuals for the world of work has created common ground from which to study expectations. The phenomenology research design involves multiple individuals who have participated in a similar process (Schram, 2003) and, therefore, is suited to this study.

The design also facilitates the development of propositions which enhance the study and provide insight for stakeholders. Louisiana Technical College faculty senate officers have been interviewed and asked to describe their expectations of technical college administrators and their assigned roles. Individual interviews have been used to gather descriptions of expectations. The identification and grouping of themes associated with the interviews have been examined to address the questions in this study.

It is imperative that the next generation of technical college administrators consider expectations as defined by faculty and begin the process of incorporating those into viable management practices. The survival of technical education in the state of Louisiana may hinge upon the recognition of and response to expectations expressed by faculty. The

challenge is how to use the expectations identified by faculty and how administrators can manage those expectations for employee job satisfaction and institutional success.

Organization of Manuscript

Chapter One identified the primary questions addressed in this study. An evaluation of specific aspects of post-secondary education that impact expectations was considered. Specific themes operating within the community and technical college environment and impacting the institutions were defined. These themes included: governance and management, culture and climate, human interaction and dynamics, and institutional role and mission. The influence of expectancy theory and its relationship to performance and outcomes was also considered. Specific segments of the study were introduced including the problem statement and significance. The scarcity of information on technical college faculty makes this study significant particularly when considered as a means to Louisiana's economic prosperity. The conceptual framework and methodology for conducting the study were also introduced.

Chapter Two focuses on literature which contributes to the development of faculty expectations, faculty/administrator relationships, management, and governance. This chapter details Mintzberg's Taxonomy of Managerial Roles and provides a conceptual framework which utilizes interpersonal, informational, and decisional roles to inform the study.

Chapter Three describes the use of the qualitative phenomenological approach to acquire information from participants and to identify themes and sub-themes particularly as they correspond to Mintzberg's Taxonomy of Managerial Roles.

Chapter Four describes the findings of the study. Findings have been analyzed and themes have been identified. A description of how themes have been coded and categorized using the conceptual framework in order to discern patterns within participant responses is also included. Themes have been organized as per the interview questions and categorized as those related to: roles, personal and professional behavioral characteristics, and management styles. Specific examples of faculty input were used to illustrate themes.

Chapter Five presents a discussion of the research findings, implications of the findings and suggestions for additional research. This study has provided a wealth of information for me as an administrator. It has also provided the venue to open a dialog about expectations of administrators from the perspective of faculty and upper management.

Chapter 2 Literature Review

Introduction

The literature provided in this section supports the notion that faculty-administrator relationships and the link between job performance and expected outcomes influence expectations. Similarly, leadership theories and the application of these concepts to management, institutional effectiveness, and to the administrative environment provide the background for positive or negative faculty expectations. While faculty members perceive their roles differently, they all have expectations of the role of administrators. A gap in the literature exists specific to faculty expectations of the role of administrators in a technical college institutional context. Studies of administrators in higher education institutions tend to focus on the traditional university setting; a setting or system that is in many aspects distinct from the community and technical college system. This study explores faculty expectations of administrators in technical colleges and analyzes the cultural implications in a high performing environment. The results of the study provide practical information for use by leaders to assist in improving administrator performance, faculty motivation and satisfaction, and institutional success. The results include a comparison of administrator job descriptions with the expectations of faculty, who represent one group of institutional stakeholders, with the goal of improving administrator performance as evidenced by institutional efficiency and effectiveness.

For the purpose of this study, the technical college institutional context described will be referred to as an *adaptive system* and considered specific to the technical college environment. *Adaptive systems* in technical colleges are influenced by factors such as performance based management and governance, results-oriented human dynamics, a

workforce related culture and climate, and a role and mission reflected in efficient and effective institutions that foster faculty-administrator relationships and provide the basis upon which specific role expectations are founded.

Rummler and Brache (1995) propose that all organizations operate within a "systems" approach. Three types of systems are described by the authors: traditional (vertical) view of an organization; systems (horizontal) view of an organization; and an *adaptive systems* view of an organization. The adaptive system has at its core the process of adapting to its environment. Rummler and Brache indicate that the "key variable in an organization's ability to effectively and speedily adapt is its management" (p.12). In the community and technical college context, *adaptive systems* refer to the totality of factors that impact the relationship between technical college faculty and administration. In community and technical colleges, these factors change and adapt to changes in the environment that are directly linked to business and industry.

House (1996) indicates that follower characteristics are directly related to the manner in which an administrator and the corresponding environment are interpreted. Faculty expectations are borne out of particular experiences and environments. These experiences and environments vary between and among institutions and collectively impact specific role expectations. This literature review will analyze research that focuses on factors that affect technical college faculty expectations. This study examines administrators from Louisiana Technical Colleges, a division of the Louisiana Community and Technical College System (LCTCS), from the perspective of faculty. The absence of literature on technical college faculty expectations of the role of administrators causes leaders within these institutions to draw from speculation and incomplete information.

Higher Education and Workforce Training in Louisiana

Workforce training and the need for skilled workers have burgeoned in a post hurricane rebuilding environment. In addition to the flurry of construction activity created by the rebuilding effort, Louisiana is the number one producer of oil and the number two producer of natural gas in the country (Louisiana Mid-Continent Oil & Gas Association Website, 2006). Because of the downturn in economic conditions and expanded workforce needs, technically skilled workers are a necessity for the state's growth and development. The implications for faculty and administrators of Louisiana's community and technical colleges are numerous. The context of these implications has prompted this study in an attempt to critically address faculty and administrator relationships as they relate to faculty expectations of the role of administrators and indirectly to management as a means of addressing institutional efficiency and effectiveness in meeting workforce needs.

The year 2006 ushered in profound changes for community and technical colleges within the Louisiana Community and Technical College System (LCTCS). The institutions that comprise this system serve as the primary providers of customized workforce training for the state of Louisiana. In the fall of 2006, LCTCS enrolled 46,780 students in areas of training focused on its mission of workforce development (LCTCS Website, 2007). The Louisiana Technical College (LTC) constitutes one division of LCTCS, however; this division is the largest with a fall 2006 enrollment of 15,055 students and employment of 467 individuals (LCTCS Website, 2007).

Technical colleges have a distinct culture that centers on the mission of workforce development, but the specific climate has evolved in relation to its performance-based

management and governance. Peterson and White (1992) describe the differences

between faculty and administrator beliefs about their organizations related to a distinction

in culture and climate. In this study, climate is a consideration based upon the current and

immediate dimension of the institution. Culture is based on deeply embedded values,

beliefs, and assumptions (p. 181). The culture of community and technical colleges

focuses on addressing the needs of business and industry. This culture also impacts

faculty and administrator relationships and lends itself to the gap between "administrator

work" and "faculty needs" (Del Favero, 2002). Del Favero describes administrator work as

operational activities and decision making that facilitates the academic work involved in an

educational setting. Faculty needs revolve around work associated with a specific

discipline and are far removed from the managerial culture negotiated by administrators.

Faculty needs, performance, and motivation are also linked to individual factors

such as personality, knowledge, experience, skills, etc. Vroom (1964) indicates that

individuals can be motivated to peak performance if they believe that: there is a positive

relationship between effort and achievement; desired achievement will yield a reward; the

reward will address an expressed need; and the drive to fill the need is adequate to make

the effort attractive. Vroom's Expectancy Theory (1964) provides insight into motivation

and coupled with the study of faculty expectations help administrators to determine how to

improve faculty performance and ultimately institutional efficiency and effectiveness.

Prior to 1999, technical colleges were governed by the Board of Elementary and

Secondary Education (BESE) and were often considered an extension of the high school.

Recent induction of technical colleges into higher education has provided for sweeping

changes in the parameters of teaching and learning within the LCTCS. Teaching has

become more focused on advanced level skills training that includes an academic element and learning is measured by mastery of industry-based competencies as evidenced by successful completion of regional and/or national certification exams. Faculty are required to obtain national credentials in their specific occupational field, additional academic training is a requirement for many for continued employment, and curriculum has been modified to include more academic content. These and other higher education parameters have restricted the autonomy previously in place at technical college campuses and increased uncertainty for faculty. Under the auspices of the academic community, technical colleges are expected to incorporate a distinct academic component to teaching and learning while addressing the immediate needs of business and industry.

Historically, technical colleges have been able and expected to respond quickly to business and industry needs with minimal consideration of the academic implications. For example: A welding student would master specific welding competencies as prescribed by industry and not be required to enroll in related English and mathematics courses. Employment was immediate and specific to an industry. In contrast, under the auspices of higher education, students are required to possess basic academic skills in addition to mastery of industry standards. As a division of the LCTCS, technical college faculty members are now charged with providing instruction in both academic and technical skills areas. These changes in the approach to technical college teaching have modified administrator expectations of faculty. Faculty members are expected to participate in curricular development and include related academic modifications which may or may not involve formal preparation or training. The changes, however, have also had an effect on faculty expectations of administrators.

In addition to determining instructional effectiveness as it relates to business and industry needs, administrators are expected to evaluate the ability of faculty to infuse workplace skills into the curriculum and simultaneously communicate the need for increased academics to constituents. Both of these scenarios involve the utilization of managerial roles, specifically interpersonal roles as defined by Mintzberg (1973). Interpersonal roles are linked to the establishment of interpersonal relationships which frequently impact expectations of administrators and faculty. Mintzberg proposes that interpersonal roles are directly related to the administrator's status and perceived authority of administrators among faculty. This role provides a foundation upon which faculty and administrator expectations are developed (Mintzberg, 1973).

Recently, faculty members have been some of the most vocal in calling for modifications within the technical college system. The outcry for change is often centered on the perceived flaws of the environment centered on management and governance within the system. Various questions are associated with the environment and related faculty expectations of the role of administrators within the LCTCS. What expectations do faculty members have of college administrators? Is discontent among faculty a bonafide justification for dramatic changes within a college system? Is this a recent phenomenon; and if so, what has occurred to stimulate the outcry for change? These questions are interrelated and delve into various facets of the current LCTCS climate.

The increasing shortage and resulting importance of technically trained individuals call for swift action to educate administrators on the expectations of faculty in order to address issues of efficiency and effectiveness. Faculty, operating at the basic level with employers and students, must seek common ground and work collaboratively with

30

administrators to address issues related to workforce needs facing the region, the state, and the nation. Faculty knowledge of the role of administrators is also essential to increase the likelihood of successful collaboration. Informed administrators and faculty are better able to respond to the training needs of the state and to forge a collaborative workforce centered foundation. Mintzberg (1973) posits that information is crucial to the collaborative management and efficiency of an organization and proposes that informational roles are key to the development of such a level of collaboration.

LCTCS System Organization

The development of the LCTCS is considered to be in its "infancy" when compared to other higher education institutions within Louisiana. While the system currently has seven community colleges, two technical community colleges and 38 technical college campuses, it continues to strive towards the initial "charges" made by the Governor in 1999. The development of six new community colleges and the expansion of two technical colleges to technical community colleges have provided challenges and opportunities. Funding for campuses has been challenging while responsiveness to business needs has created numerous opportunities.

Perhaps the biggest change has been experienced by the state's technical colleges. These colleges have evolved from an extension of high schools in 1930 to a member of the higher education environment in 1999. The cyclical growth of campuses and the political influence exercised over the campuses has created a tumultuous evolution. Additionally, the campuses have evolved from autonomous units to one comprehensive college to eight interrelated regions. The environmental implications of institutional operations from autonomous to comprehensive to partially autonomous or

31

from decentralized to centralized and to a quasi-decentralized organization provide the backdrop for administrator and faculty relationships. The historical process culminates in experiences and environments that directly impact expectations.

Technical Training – A Historical Perspective

Post-Secondary Technical Education in Louisiana

An understanding of the evolution of post-secondary education in Louisiana is important in order to understand faculty expectations of the role of technical college administrators. Historically, education in Louisiana has been riddled with challenges when compared to the educational systems of other states. It is common to find the state's educational achievements among the lowest in the nation. Louisiana students' American College Test (ACT) composite test scores are below the national average and rank 46 of 50 when compared to other states (ACT Website, 2007). In a similar measure of poor performance, Louisiana ranks 35th in high school graduation (Manhattan Institute for Policy Research Website, 2007). Over several decades, educational system reforms have been proposed to address these and related issues. Louisiana officials pledged to increase educational options for students and fill the void for the high school dropout or the high school graduate who does not wish to attend a 4-year college or university (Louisiana Board of Regents, 2001).

The cyclical nature of the economy has fueled the instability of many Louisiana colleges. The downturn of oil production in the late 1980s, in the mid 1990s, and again in 2008 decreased funding which prompted layoffs and general cutbacks of operations in Louisiana's system of higher education. The 2005 hurricane season also prompted budget cuts. Faculties have been subjected to cycles of instability and have often borne

the brunt of their negative effects. As a result, while the role of faculty in the evolution of a college system has been volatile in various parts of the country, it has been particularly volatile in the state of Louisiana.

A historical perspective of Louisiana's technical training provides the evolutionary process through which this very specific educational entity has progressed and provides an understanding of the environment or adaptive system within which these institutions operate. The entity's adaptive system is important because it is unique in its mode of delivery, faculty preparation, industry connections, impact on workforce preparedness, and link to economic development. Technical training in Louisiana was originally conducted by institutions known as "trade schools." The first of the "trade schools" opened in Bogalusa in November of 1930. Local employers and other citizens funded the school in an attempt to expand the courses offered through the Bogalusa Public School System. Trade schools initiated "manual arts" training in the state. Initial training was offered in woodworking and automobile mechanics (Louisiana Technical College Website, 2007). A second school was opened in 1936 and five additional schools were established in 1938. Between 1950 and 1957, 17 schools were constructed for a total of 27 post-secondary vocational technical schools.

Expansion of schools increased dramatically from 1958 to1973. This significant growth was due in part to an influx of federal dollars (Manning, 2004). Act 208 of the 1973 Louisiana Legislature provided for a career education system from elementary through post-secondary education and included expansion of the number of vocational/technical schools. The legislation creating the career education system was intimately connected to the legislators involved in its passage (Manning, 2004). Manning describes the political

jockeying involved in locating schools within a specific legislative region and the "management" of the schools by legislators. While the 1970s heralded growth, the 1980s picture was quite different. Since the 1980's, there has been a decrease in the number of technical education postsecondary institutions. Some technical institutions have been closed or consolidated. Other schools became branch campuses of larger institutions and were no longer considered autonomous. However, the need for access to technical training opportunities did not diminish.

Community and Technical Colleges in Louisiana

Numerous studies were undertaken to provide recommendations for the creation and development of a unified technical and community college system. This historical milieu established the background upon which the current Louisiana Community and Technical College System is built. The development of a unified community and technical college system was far removed from the classroom of a typical technical college. Faculty in the technical college system operated under the mission of workforce development. Technical college faculties have created strong alliances with business in order to respond to economic needs. Student training has typically been provided by technically credentialed faculties who have a minimum of four years of work experience in the field prior to employment with the LTC (LTC Website, 2007). Community colleges were considered to be more academic when compared to the specific workforce training focus of technical colleges. Therefore, the necessity and purpose for a unified community and technical college system within the higher education arena were initially viewed with intense concern for loss of strategic workforce training focus especially by experienced technical college educators.

The impetus for a unified system was bolstered by the Master Plan of 2001 which ushered in the most dramatic changes to higher education to date. This plan proposed selective admissions in the state's 4-year colleges and universities via a tiered system (Louisiana Board of Regents, 2001). The document defined the role each institution would play in the system of higher education. The LCTCS role was specifically defined as one of economic and workforce development, basic literacy and career skills development, and general education development. The anticipated relationships between faculty and administrators however were not defined.

In short order, legislative bills began to surface in an effort to create a community and technical college system. In 1998, Senate Bill One (1) was approved in a special legislative session. This bill was a proposed constitutional amendment that would create the Louisiana Community and Technical College System (LCTCS) operating under the auspices of the Louisiana Board of Regents. Senate Bill Two (2) provided details on how the new system would function (Manning, 2004). The state's voters approved the amendments in November 1998.

In January 1999, the Governor officially appointed members to the Board of Supervisors of the Louisiana Community and Technical College System. The Governor charged the Board of Supervisors with establishing the management of community and technical colleges to include: statewide direction/control; statewide sense of responsibility; cooperative view of service; hiring/promotion/reward of faculty and staff; money following mission; student/employer-centered programming; focus on workforce, economic and cultural development; and campus CEO as educational leader/manager (Foster, 1999). The Louisiana Technical College became a division of the LCTCS and initially was

operated as one college with 40 campuses. Changes were on the horizon for all levels of post-secondary education.

LTC faculty involvement in the process of changing and restructuring the system was very minimal. A lack of inclusion in this major reconfiguration coupled with minimal information distributed to stakeholders contributed to a sense of faculty anxiety. The inability of faculty to identify specific roles for technical colleges in the proposed plan placed them in a quandary as to whether or not to support the legislative mandates. Thus began the era of the LTC division of the LCTCS and the formation of faculty expectations of administrators in a higher education environment.

The literature examined in this chapter focuses on higher education institutional management and how faculty perceive their role in supporting a system centered on workforce issues; leadership theories related to what constitutes effective management and administration; and the dynamics of faculty-administrator relationships. Each of these foci provides an environmental perspective of the technical college *adaptive system* necessary to inform the fundamental question in this study: What are faculty expectations of the role of technical college administrators?

<div align="center">Institutional Governance and Management</div>

Role of Faculty in Governance/Management

Faculty perceptions of the role of administrators and the administrative process have evolved differently for four-year colleges and universities than for community colleges. Community colleges have only recently been considered a force in higher education (Miller, 2003). Along with the increased influence of the community college, the notion of shared governance has evolved. Miller suggests that this issue has not

<div align="center">36</div>

previously surfaced because community college research has generally been "limited" in the area of faculty governance. In a study conducted by Miller, 61% of community college faculty indicated that topics of most interest included: faculty salary, evaluation, and workload. These issues provide insight into the finding that community college governance units use a very broad definition of the items to be considered in the arena of shared governance. The study also demonstrates the major differences in faculty governance units between two and four year colleges. The study indicates that community college faculty tends to (a) be more inclusive of all faculty members, and (b) run functions more like town hall meetings than congressional or legislative sessions.

Similarly, in a national study conducted by the Center for Higher Education Policy Analysis (CHEPA) (2003) titled Challenges for Shared Governance: Improving Decision-Making Structure and Accountability in Higher Education, participants were asked to respond to the statement "shared governance is an important part of my institution's values and identity." In this study, 69 percent of respondents in Historically Black Colleges and Universities (HBCUs) reported that they agreed or strongly agreed with the statement. In 2002, predominately White institutions participating in the survey indicated an 84 percent rate of agreement. Unlike traditional universities, the issue of shared governance within community colleges appears to focus on administrative functions such as workload and budget allocations versus institutional vision and issues of growth and development. It was interesting to note that while the definition of shared governance was varied by institutional type, the study provided five common strategies for use by campus administrators to facilitate improved governance: delineate responsibilities, articulate the

meaning of shared governance, utilize multiple decision-making venues, communicate, and create the conditions for trust.

The community college structure requires that the administrator work closely with faculty and have an understanding of their interests, desires, and ideals. De Russy (1996) further suggests that shared governance can be "advantageous", but may stall needed reforms. The result is often harmful to students and can breed "academic mediocrity." Regardless of the institution, however, faculty and administrators are often faced with challenges in determining the role of faculty in institutional operations. One such area for potential conflict is financial decision making.

The increasing responsibilities of administrators in financial decision making and the trend of escalating costs in higher education also have an impact on the differences of the roles of administrators and of faculty. In many states, funding has been reallocated from education to corrections and health care (Kissler, 1997). As these trends continue, the role of faculty involvement in financial decision making is enhanced. Kissler indicated that when questions on budget cuts arise, institutions must consider who "should" be involved and who "actually" decides. Kissler's study on faculty and administrator roles proposed the concept of "organizational dualism" where faculty members have more influence over academic matters and administrators have more budget authority. His findings indicate that faculty approval of governance was related to perceived changes in the financial situation of the institution. Faculty members located on campuses where financial context was improving were more satisfied with governance than faculty where finances were in a slump.

Faculty and administrator roles are different from one institution to another (Peterson & White, 1992). However, varied roles within institutions have also evolved along the lines of governance structures. George Mason University faculty and administrators have struggled with similar governance challenges. Faculty contend that they are no longer participants in the academic process, that the president is overly "business-oriented", and the governing board is considered conservative and controlling of governance issues (Magner, 1999). The university has adopted the corporate model of governance and there appears to be no room for shared governance in this approach to education. Faculty claim that their direction over curriculum and academic policy is in jeopardy. Administrators have questioned the authority of the faculty senate that represents tenured faculty in an institution where the majority of faculty growth is in non-tenured status.

The involvement and satisfaction of faculty in community college governance varies and is frequently connected to representation of faculty on committees (Pope & Miller, 2000). In conjunction with the National Database on Faculty Involvement in Governance (NDBFIG), a study was conducted at the University of Alabama on community college faculty governance leaders. Pope and Miller surveyed participants in two phases and garnered responses from 244 participants. On a scale of 1-5 with 1 representing slight stress and 5 representing excessive stress, respondents agreed that the tasks of faculty leaders such as good judgment (M = 4.49), though stressful, was necessary for effectively leading a faculty unit. Strong oral communication skills (M = 4.19) and good organizational ability (M = 4.10) were also considered necessary for effective management

of faculty. When ranking faculty leader stressors, obtaining program and financial

approval (M = 4.02) ranked the most likely to cause stress for faculty governance units.

Numerous obstacles may thwart the efforts of faculty and administrators to reach

consensus on issues such as governance. Keeton (1970) proposed that the feeling of

disenfranchisement in the circles of higher education was an oversimplification of the

problems typically facing administrators and faculty. The American Association for Higher

Education initiated its Campus Governance Program in 1966 to include nineteen

campuses in higher education. The findings of the program indicated that solving a

governance problem required less use of overgeneralizations and the use of actual facts.

Secondly, the program proposed that when constituents work with facts in a specific case

that recognizes the perceptions and judgments of various participants; the institution also

legitimizes the diversity of perception and judgments as relevant communication.

Tierney and Minor (2004) describe the concept of reduced communication in a

period of explosive technology as incomprehensible. The authors posit that these studies

have important implications for current administrators and organizations. While

organizational and societal norms and values appear to be fluid, faculty and administrators

must focus on specific issues and work collaboratively to address them. Expectations will

likely be distorted when participants succumb to generalizations and misconception and

underutilize the power of communication. The value of this study is applicable to all of

higher education, but has direct applicability to community and technical colleges. The

bureaucratic approach to administration often utilized in these colleges necessitates

continuous communication of the institution's role, scope, and mission (Richardson, 1973;

Birnbaum, 1988). In addition to the effect of communication, the role of faculty in the governance process also molds expectations.

Williams, Gore, Broches, and Lostoski (1987) conducted a study of higher education faculty that yields a high degree of agreement on three specific points about the role of faculty in the process of governance. The study results indicate that 89% of the faculty respondents felt that a faculty that fails to implement its responsibility to participate in governance risks surrendering its policy-making role to the administration. Additionally, 93% of respondents indicate that faculty and administration should partner in developing the parameters for institutional policy. Lastly, respondents express the idea that improving the quality of the institution is the ultimate task of faculty governance. The partnership between faculty and administration in governance provides a mechanism to address issues as they emerge. Conversely, the partnership approach to governance may also heighten a sense of conflict as issues of institutional effectiveness remain unresolved and/or compromise is not considered an alternative.

Community College Governance

A number of factors affect the variations in governance of higher education institutions. Community college governance is particularly affected by factors outside the traditional higher education administrative realm. Flanigan (1994) proposes that a 1993 survey of 107 community colleges suggests that faculty and administrators view the approach to addressing students differently. Institutions in the survey report a common "we/they" approach between faculty and administration. This "push/pull" approach is consistent with the variation in the role and scope of work for these educators. Faculty expectations are typically centered on their own resource needs and on the support

necessary to address those needs, while administrators are focused on accountability and want outcomes.

Community college faculty typically includes individuals who are employed in a profession, business, or industry related to the area in which they teach. Lucey (2002) posits that these faculty members are frequently concerned with providing the knowledge and skills necessary for students to be successful in a specific profession. Additionally, this type of faculty is frequently inexperienced in the classroom traditions commonly found on university campuses. Lucey indicates that faculty members at some community colleges are not privy to rank and merit. Kezar, Lester and Anderson (2006) indicate this tendency is particularly problematic for community colleges in that professionals in this teaching arena are often required to possess technical skills and relevant work experience which prompts the necessity for faculty to be part-time while maintaining employment in the field of study. The lack of accessibility to rank and merit and the tendency towards part-time employment is part of the *adaptive system* that sets community and technical college faculty in Louisiana apart from their higher education peers. This distinction further differentiates expectations of faculty within technical colleges from other sectors of higher education.

Richardson (1973) proposed that the faculty-administrative structure in community colleges is based on bureaucratic principles while university faculty members have used traditional approaches of student and faculty involvement to capture the attention of administration. Universities have traditionally organized forums and senates to address issues and foster successful forms of group participation. The university faculty-administrative structure has traditionally revolved around some form of the collegial model

(Birnbaum, 1988). This model rests on the notion that faculty and administrators consider themselves as equal. Birnbaum describes this type of college as egalitarian and democratic (p.88). Decision making is frequently approached by incorporating compromise and consensus. The community college structure is not rooted in the tradition typically found on the university campus. This structure is frequently identified as the bureaucratic model (Birnbaum, 1988). Institutions operating under this model typically focus on efficiency and effectiveness. Birnbaum further posits that these institutions emphasize rules and regulations and are particularly tuned in to the intricacies of job descriptions (p. 111). The community college's large base of adjunct faculty often fosters limited opportunity for the development of shared governance structures. The employment of adjunct faculty is a fluid process and by its very nature involves a continuous entry and exit of individuals. The resulting appearance of instability may lessen the climate of consistency that is thought to exist in tenure track faculty at the university level. Some tenure track faculty hypothesize that adjunct faculty may even be supportive of administration and not have a solid "faculty identity" (Kezar, Lester & Anderson, 2006).

The Structure of Governance/Management

In 1966, the American Association of University Professors (AAUP) issued a document titled: Statement on Government of Colleges and Universities (AAUP Website, 2007). This document proposed that all segments of an institution are irrevocably interdependent. While this reality exists within the higher education structure, there still exists the need to delineate specific functions and responsibilities for varied campus participants. The AAUP specifically cites faculty responsibilities as curriculum, subject

matter and methods of instruction, research, faculty status, and student life as it is linked to the course of education. In 1966, faculty expectations likely coincided with the AAUP statement. The pace and comprehensiveness of change and increase in accountability however, has altered higher education management and likely the expectations linked to administrators.

In his article, Capitalism, Academic Style, and Shared Governance, Rhoades (2005) challenges the model of institutional governance advocated by the AAUP. He indicates that accountability dictates "marketplace logic" that requires control over faculty work and increased institutional output. Rhoades proposes that academic capitalism is a corporate approach to management. The author declares that the corporate model emerging from institutions of higher education makes faculty managed professionals and is contrary to shared governance. He proclaims, "It recognizes neither the benefit of the deliberation and compromise involved in shared governance, nor the importance of the faculty's role in decisions about academic programs, quality, and institutional direction" (p.4). Rhoades proposes that democracy in higher education is not sufficient. The institution must foster a commitment to deliberation, disagreement, and a variety of opinions on efficiency, revenues, and expert management.

In a study of higher education governance, Ikenberry (1971) discovered six major themes: a decline in individual and institutional autonomy; increased regulation of processes and procedures; an honest examination of conflict; increased decentralization; increased challenge to professional values; and an end to the academic mystique. The author indicates that increasing scrutiny and accountability provides the foundation for development of the themes. In a similar study, Charles Raab (1994) describes issues

related to the "top-down" and "bottom-up" perspective of governance. Sabatier (1986) proposes that the "top-down" approach begins with a policy decision and extends to answer questions such as which and why objectives are accomplished. Conversely, the "bottom-up" perspective utilizes stakeholders as a mechanism for implementation by expanding the base of parties involved in the process. The structure of faculty and administrator groups differentiates the "responsibilities and orientations to institutional work" and creates barriers to faculty and administrative collaboration (Del Favero, 2003).

Likewise, Birnbaum (2004) differentiates governance based on the type of institution. He posits that shared governance is defined by whether the college is an "academic" or "market" institution. An academic institution gives priority to education as "an end to itself." Market institutions typically offer "vocationally-oriented credentials and offer simplified centrally-planned curriculum materials" (p. 8). Birnbaum proposes that the degree of shared governance is directly linked to the type of institution and to the rights of faculty to participate in the decision making process. This concept is directly linked to the feeling of status and importance. Trust also perpetuates support and confidence by faculty and evolves over time within an organization. Consistency and the movement toward the accomplishment of shared goals is a process that assists in the development of trust. Trust and the concept of one's right to govern directly impact institutional governance and accomplishment of goals and objectives. Similarly, this researcher proposes that the environment of trust or lack of trust also affects the roles of faculty and administrators and the role expectations of each of these groups.

While performance funding and accountability criteria rule the modern political agenda with regards to higher education, Birnbaum (2000) suggests that governance and

management approaches may be considered "fads" that are frequently not implemented

throughout the organization. As a consequence, the development of fads affects the

tension or lack of tension between administrators and faculty. This tension may be healthy

to the growth and development of institutional innovation or it may be detrimental to the

collegiality necessary for the propagation of innovation. Alexander (2000) discovered a

common thread permeating the performance-based accountability movement. He

indicated that "performance funding and budgeting policies have intensified the tension

between policymakers and higher education administrators and faculty because of

divergent objectives" (p. 426). The implications are often political in nature.

Political Influence on Governance

The roles and responsibilities of faculty and administrators may also be aligned with

the political agenda of the institution. Higher education's role, scope, and mission are

directly impacted by politics (Tierney, 2002). The discussion of higher education

management and governance is not complete without considering the political landscape.

The concept of political legitimacy is described as the idea that in order to be governed

well, institutions must be managed by those who have the right to govern (Davis, 2004).

The right to govern is often linked to trust. This trust is manifested differently by boards

who ask administrators to manage the college versus faculty who ask administrators to

direct specific programs. Both groups view the administrator as legitimate but with

differing expectations. This parallels the notion that a bureaucratic structure is typically

found in community colleges where organizational lines of responsibility and authority are

evident (Birnbaum, 1988). Political legitimacy and trust may also be considered

instrumental in affecting role expectations. Faculty and administrators utilize the political

process to advance personal or institutional agendas. Political influence and a related

trust component permeate the higher education landscape and is an integral part of the

environment.

In Louisiana, higher education governance issues are often addressed legislatively.

Commissioned by the Louisiana Board of Regents, the National Center for Higher

Education Management Systems (NCHEMS, 2005) conducted a study in response to the

2004 Louisiana Senate Resolution No. 163. The resolution requested that the Board of

Regents study the feasibility of creating two separate systems out of the Louisiana

Community and Technical College System (LCTCS); a community college system and a

technical college system. The study grouped the findings as follows: issues related to the

mission of the Louisiana Technical College System (LTC) and its relationship to the

capacity of Louisiana to provide community and technical college services in each region

of the state; the perceived mismatch between state and system policy and procedures and

the LTC mission; problems of leadership, management, implementation, and

communication at each level of the system; and resistance to change, particularly from

those who had lost power previously held in the former system. The results of this study

provided the basis for the 2006 reorganization of the LCTCS.

The political nature of higher education demands that administrators and leaders

possess the skills necessary to actualize the institution's vision and mission. Because of

the recurring conditions of scarcity of resources, diversity of issues, and conflict between

stakeholders; administrators must manage relationships between allies and adversaries.

In order to build a foundation for institutional support, administrators must utilize four

political skills: agenda setting, mapping the political terrain, networking and forming

coalitions, and bargaining and negotiating (Bolman & Deal, 2003). Building confidence and developing trusting relationships occurs during the networking and forming coalition phase. Just as trust fosters faculty confidence and support, conversely Mortimer (1971) indicates that a lack of trust is a major obstacle in developing "internal politicization" of the campus. The likelihood of increased cooperation is directly related to the perception of competence and trust of key players within an organization. However, political influences foster ambiguities and may result in questions of fairness and equality.

The topic of political influence is internal as well as external to the organization and the environment is often dictated by events outside of the institution. In an era of reduced budgets and unparalleled hurricane destruction to a number of higher education institutions, the state has been forced to evaluate the missions and offerings of a number of colleges. In March 2006, the Board of Supervisors of the LCTCS approved a reorganization plan that proposed to save $6.6 million over a three year period mostly through administrative reductions. Proposals included down-sizing of the LTC central office for a savings of $1.5 million, reduction in duplicated programs, possible closures, and consolidations. Interpretation of resulting policies by faculty has yet to occur.

The Integration of Role Expectations and Institutional Management/Governance

Faculty inexperienced in the roles and responsibilities of administrators are less likely to be empathetic or sympathetic to their challenges. Likewise administrators who are unable to partner with faculty are less likely to identify with and be responsive to their needs. The role of faculty in community college management has evolved in a manner closely related to the industries from which these faculty members have emerged. Community college faculty members are likely to utilize the team approach to governance

48

that parallels industry teams. The approach utilized in industry also requires immediate

response to the economic concept of supply and demand. This economic concept

requires instant decision making. The immediacy of this environment fosters a "corporate"

approach to governance; a situation that may foster negative administrator and faculty

relationships (Steck, 2003).

An Educational or Business Approach to Management

The management structure of community and technical colleges also parallels the

cyclical nature of industry. Closely tied to these business cycles is the concept that faculty

are frequently more approving of and supportive of administrators when finances are good

(Kissler, 1997). The tough decisions associated with budget cuts and the approach utilized

by business to address efficiency and effectiveness may be considered by traditional

higher education faculty to be misplaced in the education sector. However, the corporate

approach to institutional management coined as "business-oriented" (Magner, 1999),

"managed professionals" (Rhoades, 2005), "top-down" (Raab, 1994), or "market

institution" (Birnbaum, 2004) permeate the literature as a dominant factor in governance.

These concepts impact role expectations and create the environment of collaboration

and/or non-collaboration between faculty and administrators.

Community and technical colleges are particularly susceptible to the effects of

corporate approaches. The very nature of the training and experiences of the college's

faculty and administrators will influence the lens through which situations are viewed and

resolved. The faculty's commitment to the discipline fosters a "narrow" perspective on the

role of education and training. The administrator's commitment to the institution fosters a

"broad" perspective on accomplishing the mission of the institution. Del Favero and Bray

(2005) studied the contrasting dispositions of faculty and administrators in a post-secondary environment. In this study, the authors propose that differences between faculty and administrators are "cultural and structural." That cultural or structural lens serves as the filter through which perceptions and expectations are assimilated.

Organizational Disposition of Faculty and Administrators

Kezar and Eckel (2002) describe a collegial culture that is embedded in the role of faculty. This culture embraces discipline specific interaction and promotes the concept of "shared governance." The authors also describe the managerial culture as one that encompasses the entire institution. This culture fosters efficiency and effectiveness, is goal oriented, and advocates fiscal responsibility. The culture also commonly permeates institutional administrative levels.   The distinction between faculty and administrator cultures is most important to this study. Koslowski (2006) proposes diverse opinions between these groups are due primarily to the idea that faculty and administrators function independently and both groups operate within unique boundaries. Each group's focus is based primarily upon their role within the organization.

The focus of faculty and administrator groups is characterized by "self-interest" for faculty and by "efficiency" for administrators (Del Favero & Bray, 2005). Furthermore, the authors posit that the characterization of faculty and administrator cultures is illustrated by holistic descriptions that depict the differences in faculty/administrative culture. While faculty and administrators are co-housed within institutions, holistic descriptors portray faculty as autonomous with minimal concern for the issues impacting the institution as a whole. Administrators are portrayed as "collective" minded who are concerned about the "entire institution" (p. 62).

The same study also describes the concept of participant perceptions. These perceptions hinge on the concept of faculty and administrator participation in decision making. Del Favero and Bray (2005) indicate that positive perceptions facilitate the process of collaboration in institutional interactions. Participant behaviors are those described as "specific behaviors engaged in by faculty and administrators" (p. 63). These behaviors are observable and can be manifested by actions such as condescending actions by administrators toward faculty or by actions such as faculty covertly undermining administrator policy. The distinct responsibilities of faculty and administrators require that each group adhere to specific roles and are accountable for assigned tasks. This distinction however, also creates the chasm between faculty and administrator collaboration and directly impacts the perceptions of each group.

Administrators' perspectives of faculty need and institutional outcomes are linked to the role of faculty in governance, organizational disposition of the college to management and governance structure, and the political nature of management and governance. Each of these factors has been considered in a manner to determine its impact on role expectations. The management structure and the role of faculty in governance create an environment either conducive or not conducive to participation and collaboration. This environment contributes to the life experiences that determine expectations. In a similar manner, the specific nature of community college governance fosters the inclusion or exclusion of faculty in institutional operations. External forces found in the political arena can also impact the educational environment. These forces cultivate and promote the culture of accountability and performance; two powerful concepts with a direct relationship to the development of faculty expectations of the role of administrators.

51

The Effect of Management and Leadership on Expectations

Introduction

Management and leadership are relevant to the study of faculty expectations because of the bearing of these concepts on the culture of an institution and the relationships that exist between faculty and administrators. Harris (2002) proposes that leadership sets the tone for the vision and values communicated by the institution. The vision and values espoused by the contingency of the institution determine daily interactions and the resulting work environment.

Faculty members have varied interpretations for what constitutes effective management and leadership. Additionally, practitioners in the field of higher education administration have a concept of what constitutes effective management and leadership (Birnbaum, 1988). Management and leadership studies assist in providing historical insight into the relationships between faculty and administrators and how expectations have evolved for each group.

Components of the theories of leadership are utilized in the management of existing business environments (Horner, 1997). The environments span the spectrum from the "great man" theory of leadership of the 1900's, to group theories of the 1930's, to trait theories of the 1940's and 1950's, to contingency theories of the 1960's and 1970's, to a focus on excellence in the 1980's, to concepts of leadership and change in 1990's, to theories of leaders as facilitators in the 21st century (Collins, 2001). Kezar (2000) suggests the development of historical leadership models to be flawed by pointing to the fact that definitions of leadership have been based on individuals in power positions. Kezar's research identifies these individuals as traditionally mostly white, male, upper

middle-class, and heterosexual. She further questions the applicability of previous models to current administrators and current institutional cultures. Community and technical colleges often have an adjunct base of faculty and an administrative and instructional staff rooted in business and industry processes. The community and technical college culture is typically diverse and spans the spectrum in areas of ethnicity, gender, views on leadership and management, etc. Research is also bound by situations that were not present in earlier environments. The concepts of revenue and expenditure containment (Mumper, 2001), student outcomes as an accountability measure (Magner, 1999), and increased need for participation in decision making (Gunter, 2003) call into question the applicability of previous models to address current institutional effectiveness issues.

Related to effectiveness are the concepts of leadership and management within a specific institutional setting. Consensus on the relationship between management and leadership is not solidified. Fiedler and Chemers (1974) indicate that "all managers are leaders" (p. 5). Lick (2002) proposes that management is concerned with "doing things right" while leadership centers around "doing the right thing" (p. 32). Maxwell (1998) considers any position of authority as one who has influence and one who could be either a leader or a manager. Parallel to Maxwell's concept of a leader, this researcher proposes that management or administration is the application of leadership skills exercised in an approach specific to an organization. Technical college administrators interchange leadership and management roles in daily operations. Lean operational staffs require the use of managerial skills, while cyclical economic factors related to workforce development training necessitate the use of visionary leadership qualities. The application of management skills collectively often result in a person referred to as a leader. Though

53

leadership theory has influenced the evolution of management theory, this study will focus on management of technical colleges as manifested through the actions and relationships of faculty and administrators and on related implications that create the setting for assessing administrator effectiveness and ultimately managing for institutional effectiveness.

Management, Administration, and Institutional Effectiveness

The skills or competencies of administrators within any institution set the tone for perception and expectations (Marshall & Spencer, 1999). Perceptions of stakeholders can include multiple participants in the educational arena. An Alabama study by Marshall and Spencer (1999) involves the perception of teachers, parents, practitioners, and education professors. The study yields standards of ethics considered overall most important by participants. Teachers rank school culture as most important followed respectively by ethics, vision, management, collaboration, and political context. These perceptions can be readily apparent or obscure within the daily operations of the institution.

Similar implications related to management permeate all levels of education. A study by Beatty (2000) indicates secondary teachers viewed the "non-apparent" emotions of administrators as relevant particularly in the areas of morale, stress and burnout, motivation, empowerment, and change. The author also indicates that there is an increased appreciation of the emotional aspect involved in educational administration during times of severe fiscal restraint and aggressive educational reform. The implications of educational administration and management during challenging times spill over into the realm of higher education. The rapid pace of change in higher education has complicated

54

the environment and has compounded the challenges in administrator and faculty relationships and in determining institutional effectiveness.

In a study involving institutional effectiveness, Welsh and Metcalf (2003) propose that faculty support is essential for the implementation and integration of activities into the institution's mainstream. Their study centers on the accreditation process as a measure of performance and the collaboration of faculty and administrators in the institutional effectiveness process. A response rate of 54% resulted from the pool of administrators and faculty surveyed. It is important to note that both administrators and faculty indicate that institutional effectiveness is important. However, administrators consider accountability and institutional effectiveness more important than do faculty. The concepts of perceived motivation and individual degree of involvement in institutional effectiveness activities differ but are significant for both faculty and administrators. As with many functions within institutions, faculty contribution and support are necessary for success. Administrators are wise to consider the apparent need for faculty buy-in versus the likelihood of institutional effectiveness becoming a "short-term management fad" (Birnbaum, 2000).

Issues related to accountability and effectiveness include centralization and decentralization of school administration as described by McInerney (2003). The author proposes that under the guise of increased autonomy is the reality of centralization via accountability. He proposes that local, state, and national accountability measures dictate a narrow venue in which to practice autonomy. Though the setting for McInerney's study is secondary education, the implications for all levels of education are significant. This study is particularly relevant to the Louisiana technical college system. The 1999 technical

college organizational restructuring resulted in movement from a totally decentralized system to a centralized system. The 2005 technical college restructuring altered the organization into a quasi-decentralized one. The shifting of responsibility and authority in restructuring has impacted a number of college operations as well as faculty and administrator relationships.

McInerney (2003) reports a surprising and an unfortunate outcome of the decentralization approach has been "a separation of administration from the staff" (p.65). This results in fear and mistrust between administration and faculty and is described as a deviation from the goals of educational institutions. In McInerney's study, a participant indicated, "Our business is about relationships… the focus appears to have shifted to a more managerial approach and simultaneously a less inclusive one" (p.67).   In analyzing the types of administrative structures utilized in institutions, literature supports the notion that schools facing challenges tend to be lead by administrators who have a direct approach. All approaches used within institutions are directly related to the current climate or environmental conditions. Though management relationships appear to provide a connection to faculty expectations of the role of administrators, additional investigation is warranted of technical college faculty to determine what expectations result from faculty/administrator relationships. Governance and management as manifested through activities involving accountability and effectiveness form an institutional culture (Birnbaum,1988). The resulting culture creates the setting within which expectations are formed.

Faculty-Administrator Relationships

Faculty and administrator relationships are frequently in a state of flux. As a result, expectations are frequently verbalized by administrators who are charged with assessing faculty. Faculty experiences bounded by control and bureaucracy will foster a mind-set vastly different from those that are flexible and democratic. The experiences and meaning of those experiences to faculty will differ, but they all contribute to the phenomena of expectations. However, it is challenging for faculty to verbalize expectations of administrators because faculty roles frequently do not include a process of evaluating administrator effectiveness. The importance of faculty expectations however, is not to be diminished and provides valuable insight into the potential for administrator and institutional effectiveness.

Faculty members perceive their roles directly linked to the management and/or governance environments of the institution. Therefore, role expectations of administrators are intimately tied to faculty role expectations. Environments that foster open communication and invite collaboration nurture faculty participation in institutional culture (Blatt, 2002; Magner, 1999; Miller, 2003; Tierney & Minor, 2004) and create a situation whereby thoughts on expectations are exchanged. This exchange provides valuable insight into issues related to institutional success. Faculty involvement in academic, fiscal, and governance affairs varies between institutions but relationships which link them to administrators have an impact on what faculty expect of their professional academic journey.

Active faculty participation in governance and management often reveals intricacies not evident to non-participative faculty. For example: Faculty members involved in

prioritizing budgets have a better understanding of the concept of utilizing limited resources to address unlimited needs. Non-participatory faculty members continue to have a narrow view of specific program or discipline needs. Views on administration and management may be affected by the degree of participation in administrative functions and resulting interpretation of policies as they relate to the specific functions (Williams, Gore, Broches & Lostoski, 1987). For example: Faculty involved in the development of a transfer policy will have a better understanding of the parameters imposed on transferring students by governing boards and agencies. Those faculty members not involved are more likely to be critical of policies that prohibit the transfer of students and may have an inaccurate interpretation of their impact.

Stone (1988) proposes a policy paradox as follows: equality may mean inequality; equal treatment may require unequal treatment; and the same distribution may be seen as equal or unequal, depending on one's point of view. This paradox may be applied to various situations in administration. Higher education administration and management are often a matter of balancing resources to attain the maximum outcome for administrators and "desired" outcomes for faculty. Faculty members may view this balancing as equal or unequal depending on their perspective.

Pfnister (1970) proposes that "disagreements" between faculty and administration are often referred to as "poor communication." He also suggests that communication might actually be appropriate but interpretation of such misaligned. Because of the changing nature of colleges, the key to building an effective governance structure is to develop procedures that reduce the differences in perception and help to resolve the resulting conflict. Accountability is marked by measures such as fiscal efficiency,

enrollment maximization, and cost reduction. These measures are frequently non-responsive to the individual needs of the learner and the individual needs of the faculty.

Gumport's (1993) study involving two public research institutions provides the background for an examination of faculty-administrator relations and the implications of those relationships in decisions concerning academic program reduction. As reported by Gumport, an area related to resource allocation, such as academic program reduction, is a common response to economic decline. The study reveals that faculty members often view these types of decisions as academic policy and administrators view the decision from an economic perspective in their struggle to adapt to shrinking resources. The universities in question reacted to proposed cuts in different ways. In the study, Western University (a pseudonym) approached the situation with shock, dismay and minimal action to the proposed plight. The other, Eastern University (a pseudonym), however blocked administrative plans to the cuts via the faculty senate and union. These faculty members were vocal and visible on the campus espousing their protests of academic reductions and the negative impact on students. This illustrates the power of faculty in affecting the post-secondary environment. This power is also related to corresponding experiences and expectations borne out of those experiences.

Research by Keeton (1970), Gumport (1993) and Flanigan (1994) provide the rationale for the changing environments of postsecondary educational governance and the corresponding change in relationships between faculty and administration. Keeton posits that disenfranchisement of faculty leads to generalizations and misconceptions. Gumport reports on the implications of academic program cuts and proposes that administrators act as *"de facto"* decision makers to the chagrin of faculty. Flanigan provides insight on the

59

"we/they" approach used in California community colleges and the perception of reduced voice in governance issues by faculty.

Del Favero (2003) indicates that administrators are bound by the needs of the organization. In contrast, faculty members operate in a decentralized, academic environment that is often self-governing. Faculty are not as concerned with deadlines and/or making a quick decision while administrative positions require some distancing from the academic milieu. Del Favero indicates that bridging the cultural gap between administrators and faculty requires leadership and the ability of the administrator to foster the notion between and among constituents that everyone is "in this together." Additionally, Del Favero posits that administrators should educate faculty on the role, scope, and mission of the institution and of administrative personnel. She proposes that faculty and administrators move beyond the barriers inherent in the concept of shared governance and look toward parameters available within the social context to develop and study relationships in decision making.

The parameters within social exchange, social capital, and network forms of organization are specifically delineated as frameworks around which the study of shared governance may be conducted. Del Favero indicates that the thrust for accountability and related efficiency and effectiveness assessments of higher education prompts the faculty to take an active role in determining their course of work and prompts administrators to invite faculty to join in the development of collegiality. The extent to which this approach appears to be applied in community and technical colleges is limited.

The achievement of the institution's role, scope, and mission is embedded in faculty expectations of the role of administrators. Therefore, a clear understanding of role

expectations is linked to administrator and institutional success. The role of faculty in management at the community and technical college level tends to be more inclusive (Miller, 2003) which allows for broader participation by diverse groups of faculty. The fact that adjunct faculty are numerous in this setting does not appear as a detriment to participation. The numerous issues facing higher education such as, escalating costs (Kissler, 1997); the degree of shared governance and faculty participation (Pope & Miller, 2000; Gunter, 2003; Keeton, 1970); the "we/they" or corporate model of education (Flanigan, 1994; Rhoades, 2005; Raab, 1994; Sabatier, 1986); faculty/administrator relationships (DelFavero, 2003; DelFavero & Bray, 2005; Kezar & Eckel, 2002; McInerney, 2003) are components of governance structures and therefore cannot be separate from faculty expectations of the roles of administrators. In this study, the challenge is to provide a mechanism to identify faculty expectations of the role of administrators within the *adaptive system* specific to the technical college environment. The historical and current climate however must be a consideration during the study process in order to fully comprehend the depth of faculty/administrator relationships.

A Taxonomy of Managerial Roles

This study utilizes Mintzberg's (1973) Taxonomy of Managerial Roles as a conceptual framework. Mintzberg suggested that a role is an "organized set of behaviors belonging to an identifiable office or position." He further acknowledges that the individual's personality may affect the manner in which the role is performed. Another factor affecting the role of managers is the environment in which he is operating.

According to Mintzberg, managerial activities can be divided into three groups: interpersonal roles, informational roles, and decisional roles. Each group is subdivided

into specific roles and corresponding functions. It should be noted that each role is observable, but often cannot be separated from multiple behaviors exhibited in a situation.

The interpersonal roles are directly related to the manager's status and authority. As indicated by the grouping, each role is linked to the establishment of interpersonal relationships. Faculty expectations may be reflected in interpersonal roles by the behavior of administrators in varied institutional environments. The interpersonal role exhibited by the administrator in a community based setting may be that of a figurehead professionally representing the organization. At the institution, the leader role may be manifested by the administrator during an exchange between a faculty member and a student. Expectations of each of these interpersonal roles may vary by faculty member and by institution.

Informational roles revolve around sending and receiving information. The manager sets organizational priorities by the manner in which he handles various types of information. Informational roles impact expectations by serving as the conduit for communication between stakeholders. Faculty and administrators communicate internally and externally to the organization. The type of communication may impact the relationship between the faculty member and administration and thus have a bearing on expectations. For example: The faculty member may expect the administrator to disseminate information about budget cutbacks and pending layoffs in a private manner while the administrator may think that communication about overall cuts and their potential impact is better communicated to all affected parties in order for everyone to share in the discussion and collectively address potential questions.

The decisional role is the most important in legitimizing the administrator's use of power and authority. In this role, the manager engages in developing and implementing

strategy. The manager will make decisions that will result in growth and is often aimed at

addressing crisis. Each decision will be based on established relationships and access to

information. Faculty expectations of administrative decisions are often related to the type

of manager within the institution. For example: Faculty would expect autocratic

administrators to make decisions and announce them. The question to be addressed

however is what do faculty members expect of administrative decisions in order to achieve

institutional effectiveness and efficiency regardless of the management style. The

conceptual framework serves as the basis upon which the methodology for this study is

predicated. Figure 2 is a pictorial depiction of the Taxonomy of Managerial Roles and the

link of faculty expectations associated with those roles. The figure illustrates

administrators engaged in the interpersonal, informational, and decisional roles as they

relate to faculty. Faculty assimilates these roles and forms expectations of administrators.

While faculty expectations are present, a mechanism is not available to communicate

expectations to administrators. This study proposes to create the opportunity for feedback

from faculty to administrators to inform administrators of faculty expectations of the role of
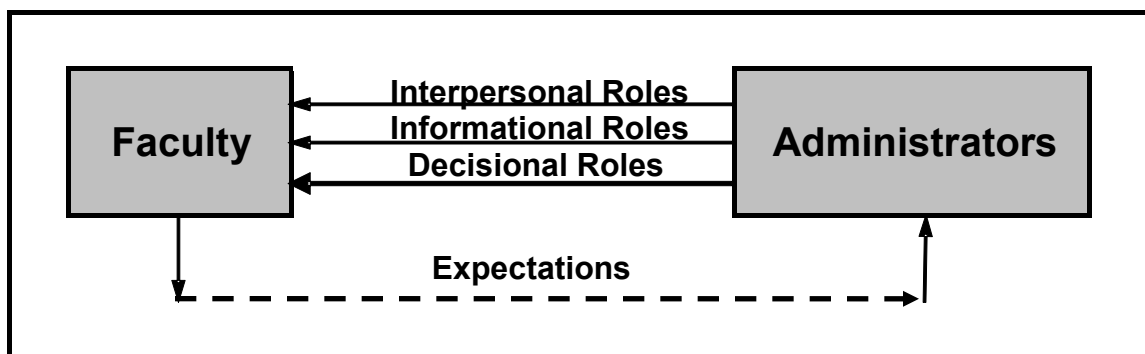
administrators.

Figure 2. Administrator/Faculty Interaction and Communicating Expectations

Mintzberg indicates that much has been written about a manager's job, but many continue to know very little about what a manager/administrator actually does. Whether one aspires to the concept of an administrator as a generalist or as a specialist, Mintzberg's timeless qualitative study of managerial roles included the work of five chief executive officers. Though the manner in which administrators perform various functions continuously changes, the roles of these managers are part of the classic approach to understanding the individual who occupies the position between the ultimate authority in an organization and the persons responsible for performing the duties required for organizational success. Mintzberg denotes that many studies provide generalizations concerning the administrator's work, but few provide the empirical data on the effectiveness of managers as measured by specific guidelines. Mintzberg proposes ten specific managerial roles within which administrators operate. The roles are divided into three groups.

Interpersonal Roles

In the technical college setting, these roles are illustrated by administrator interaction with stakeholders. This role includes representing the institution at various functions including those at the local, state, and national level. The functions frequently involve presentations to local chambers or economic development organizations; employers; and/or partner agencies. The figurehead role exists by virtue of the position. The administrator represents the organization and is therefore bound to complete specified tasks often symbolic in nature. Faculty expectations of the figurehead role may exist in a number of settings from representing the faculty and staff at internal functions such as graduation to representing the organization at crucial state level negotiations

involving budgets. While both exercises are important, a study of expectations will enable faculty to weigh in on the symbolism of each and the importance of each function to institutional success.

The leader role provides guidance and motivation to the organization. Mintzberg indicates this role is perhaps the most significant. The technical college leader or administrator maps the direction of the organization via strategic planning and defines the environment in which it operates. This interaction involves daily activities with faculty and staff in the form of routine meetings, professional development activities, and interpretation of policy and procedure. This form of leadership crosses all boundaries and affects all activities within the organization.   The administrator's job description describes specific functions required of the position. Faculty expectations of the role of administrators may or may not parallel job description functions. However, the process of comparison between superior and subordinate expectations will likely provide a comprehensive picture of stakeholder expectations for administrators.

The liaison role often deals with horizontal relationships. These relationships exist external to the organization. This role centers on connecting the organization to external environments. Relationships external to the organization are important in order for it to function successfully within its defined community. This system of relationships is also important to the reputation and status of the organization as viewed by external entities.

Informational Roles

As the primary spokesman for the institution, the technical college administrator must be totally involved in the informational role. There are three components included in the informational role: monitor, disseminator, and spokesman. When serving as a

monitor, the manager observes activities internal and external to the organization. These observations occur within and outside of the formal organizational lines of authority. The administrator attempts to monitor the pulse of internal activities and the organization's impact on external activities. Rapid response to the needs of business and industry requires continuous monitoring by the administrator to ensure timely action. The mission of workforce development dictates timely response as needs change. It is important that faculty, utilizing their direct link to business and industry, communicate expectations that may describe specific administrator action necessary to address business and industry needs.

The role of disseminator revolves primarily around distributing external information to internal stakeholders and processing internal information to subordinates. This information may be described as "factual" or of "value." Factual information can be corroborated with figures and objective data. Value information is subjective and based on one's set of beliefs. This role is particularly difficult to adequately describe without considering a potential paradox. The manager possesses paramount organizational information. However, he cannot perform all required functions. He must determine whether to delegate an activity to a less informed subordinate or spend inordinate hours completing too many tasks himself. In this context, the role of disseminator increases in importance for organizational efficiency.

The spokesman role revolves around the broadcast of information outside the organization. In this role, the manager must keep key stakeholders informed as well as the public that it serves. As a spokesperson, the manager presents current information to constituents. He is viewed as the expert and must have timely information and knowledge

about his organization and the industry. Technical college administrators must function as the source of information for the institution as well as the state of the economy for a particular region. Current and projected industry needs and unemployment and wage information are typical types of data expected from administrators.

Decisional Roles

The entrepreneur role centers on change. This role utilizes current information to implement systematic change. Many systematic changes take the form of improvement plans. These changes progress from initiation to completion at various intervals, while the manager monitors multiple projects to completion. Continuous updating of equipment and industry standards necessitates that the technical college administrator support the efforts of faculty to remain current with regard to business and industry practices. Efforts to create change sometime meet with resistance from faculty, but are crucial to the mission of technical institutions. Communication of faculty expectations assists the administrator to develop processes to implement change that include faculty input and thus to increase the chances of buy-in.

The administrator as disturbance handler focuses on unplanned events. The administrator typically addresses disturbances of three types: (a) conflicts between subordinates, (b) conflicts between one organization and another, or (c) resource losses. Mintzberg's (1973) study revealed that managers often allow disturbance handling to take priority over most kinds of other activities. The severity of the disturbance often dictates the speed of the response. In some instances, a short-term response is sufficient to address the situation. When the disturbance continues to surface, long-term organization changes may sometimes be necessary.

Resource allocator involves the distribution of money, time, materials, equipment, manpower, etc. In determining resource allocation, the administrator determines organizational priorities. In order to efficiently allocate resources, the administrator is typically called upon to consider interrelated factors. Implicit in this role is the manager's ability to juggle multiple priorities. He must ensure the greatest benefit for the resource expended. Technical college administrators must balance the need for rapid response to training priorities while living within a budget determined by student fulltime equivalents earned in a prior year. This makes timing an important factor to consider. Premature decisions may be made based on inadequate information. Delayed decision making may send a mixed signal to subordinates diluting the administrator's decision making capability and causing anxiety in the interim.

The administrator as negotiator is a role that involves consultation with organizations or individuals that are frequently outside of the organization's core structure. As a negotiator, the manager often deals with organizational resources. He has the ability to commit resources and to do so quickly. The purpose of negotiation is to improve the organization's situation. The administrator has access to the tools necessary to commit resources for organizational improvement. Historically, technical colleges within the state of Louisiana have had minimal access to funding for improvement and expansion. This situation necessitates that the administrator negotiate with outside entities to acquire resources necessary to accomplish the institution's role and mission.

The managerial roles enumerated by Mintzberg can be applied to various organizational structures. College administrators utilize managerial roles as a mechanism to foster success and growth of their organizations. Administrators however, also view

68

these roles as necessary for the organization's survival.   Faculty may or may not have an appreciation for these roles as their culture is defined by focusing on a specific discipline. Issues revolving around budgets, autonomy, communication, effectiveness, etc., foster environments plagued with uncertainty and insecurity. These environments directly impact expectations particularly as they relate to roles within the organization.

Technical college faculty members are often immersed in educational functions while administrators are engaged in managerial roles that often parallel a typical business structure. For example: An educational administrator must decide how to distribute limited resources based on a quantifiable factor such as enrollment. This decision may be counter to the concept that training within certain technical fields such as welding requires a low student/teacher ratio. The decision to allocate resources based on enrollment is a business decision; the consideration of student/teacher ratio for maximum training proficiency is an educational one. This approach may disturb the faculty/administrator equilibrium within a post-secondary educational system. The structure may deviate from the concept of a traditional "educational" structure. Are faculty role expectations in line with defined managerial roles? Do faculty role expectations affect college administration and the corresponding managerial structure?

In order to align with the college's mission, college administrators should consider the use of identified managerial roles. Do faculty expectations of the role of administrators align with the technical college mission of workforce development? A study by Dennis Blatt (2002) proposed to investigate the relationship between the leadership and management styles of Ohio career-technical directors and school climate as perceived by teachers. In this study, Blatt sampled 345 career- technical teachers employed in

vocational school districts in Ohio. The findings of this study supported previous research that transformational leaders often found in vocational technical schools build supportive climates. Transformational leaders were considered change agents. The data from this study indicate these administrators have a vision of how the organization should look in the future and that transformational leaders are known to: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. The recommendation is for administrators at secondary and post-secondary levels to consider management and leadership style and the need for supportive climates to maintain favorable conditions of work.

In addition to management or leadership style, personal and professional characteristics have a bearing on the development of working climates. In 2003, the Kellogg Foundation funded a grant entitled Leading Forward that commissioned the American Association of Community Colleges (AACC) to pursue a national study focusing on determining effective qualities of community college administrators. Ninety-five of the 125 participants (76%) responded to the survey in which six competencies were identified as either very or extremely essential to an effective community college administrator. The characteristics identified in this study include: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (Vincent, 2004).

Gunter et al. (2003) proposes a framework for management roles to include: the negotiator role that facilitates the brokering function, the empowerment role that fosters a team approach and the accomplishment of agreed upon goals, and the leading professional role that is supportive of teaching and learning. Both Gunter's framework and

the Kellogg Foundation study support the roles previously prescribed by Mintzberg as a means to frame administrator roles. The functions of managers and leaders are intimately intertwined. Leaders provide the map for institutional development; managers provide the vehicle to reach the destination. The combination of managerial roles may enable the administrator to practice leadership activities. This study will primarily focus on technical college campus administrators, many of whom are performing managerial roles while charged with leadership responsibilities.

<center>A Summary of the Literature</center>

This chapter has provided an overview of pertinent literature related to factors that impact faculty expectations of the role of college administrators. Perceptions with regards to the role of faculty within institutions point to challenges in a setting of escalating costs, dwindling resources, and evolving governance perspectives. Perceptions dealing with effective management particularly related to increased efficiency and accountability are also described. Literature by Keeton (1970) focusing on perceived barriers to success such as organizational values and norms are considered, while Ast (1999) describes barriers based on a "we/they" approach.

Literature on theories of leadership and institutional effectiveness provide the parameters around which managerial functions are measured. A framework centered on Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) is used to provide specific information on the roles of administrators in an educational setting.

The literature provides information related to community college and university faculty expectations in varied settings. However, literature specific to technical college faculty and their expectations of the role of administrators is critically limited. Unlike most

<center>71</center>

other states, community and technical colleges in the state of Louisiana are separate entities within higher education. Community colleges perform the technical training functions for most other states. Only since 1999 has a community and technical college system existed in this state. Prior to 1999, a community college system was non-existent. Since its initiation, the LCTCS has evolved to include seven community colleges that partner with their sister institutions consisting of thirty-eight technical colleges, to provide technical education and training. Nationally, community colleges have been a recognized entity since 1900 and have provided technical training and transfer opportunities to four year universities. However, Louisiana's training structure is unique and primarily utilizes technical colleges for specific, customized workforce preparation. Literature on technical colleges and management within technical colleges is practically non-existent because of this unique structure.

Studies centered on management styles and characteristics abound with commonalities as to what is considered an effective administrator. Who is judging the effectiveness of administrators? The methodology used in this study as described in the next chapter will provide a faculty perspective on expectations of administrators. A survey of faculty precipitates thoughts on ideology related to expectations and the value faculty place on these expectations. This study will utilize a methodology that will include an analysis of faculty expectations of the role of administrators within an adaptive system specific to Louisiana's technical colleges.

Chapter 3 Methodology

Author Jim Collins was asked, What motivates you to undertake huge   research projects? He responded, Curiosity. There is nothing more   exciting than picking a question that I don't know the answer to and   embarking   on a quest for answers. It's deeply satisfying to climb into the boat, like Lewis   and Clark, and head west, saying, "We don't know what we'll find when we get   there, but we'll be sure to let you know when we get back" (Collins, 2001).

Purpose

The purpose of this study is to explore a phenomenon that exists in the relationship between faculty and administrators in the technical college system–faculty expectations of technical college administrators as an important factor in a high performing environment. House (1996) proposes that effective managers practice behavior that matches subordinate's environments in a way that makes up for potential weaknesses. This approach increases satisfaction and employee and work group performance. Faculty expectations of technical college administrators will provide insight into the environment necessary for efficient and effective performance. This chapter describes the qualitative research design process that will be used to inform the study. A specific description of phenomenology is presented followed by the research plan, data collection, and data analysis techniques. An analysis of researcher bias and methods to mediate bias are also summarized.

As an employee and advocate of technical training for thirty years, I have focused my professional life on searching for ways to expand the scope and mission of technical college campuses. Early in my career as a new instructor, I was invited to participate in leadership development training sponsored by a grant awarded to the regional university. From that moment, I have been intrigued by the nuances imbedded in the management

and leadership process. I had studied management and leadership theory as an undergraduate and was teaching some of those concepts as part of my instructional load, but application of the concepts proved far more exciting. I was afforded the opportunity to serve as an assistant administrator and simultaneously enrolled in management and supervisory courses sponsored by the Division of Administration for the state of Louisiana. This program sparked even greater interest in this field. The program included role playing opportunities and required the development and implementation of management practices to actual work situations. I thrived on the ability to use different management approaches in the applications of new concepts or programs within the school. It soon became apparent, however, that there appeared to be a disconnect between what my superior expected and what the faculty expected of me. As the front line supervisor, I found it difficult to reconcile what "I had been hired to do" per the job description and what people I worked with each day, such as faculty, expected me to do. Some faculty members were willing to share their thoughts and/or expectations. However, many times it was not until some activity or process had dramatically failed or even succeeded before I was able to get much needed feedback from faculty on their expectations.

Once again, I enrolled in management/leadership training developed by LCTCS. During this training, I was exposed to national leaders in the field of post-secondary education and management/leadership. It was during this time that I decided to explore ways to further my study of the phenomenon around expectations that exist between administrators and faculty. Upon enrolling in an advanced studies program, I was also promoted to the position of administrator of a technical college campus. It quickly became apparent that this position included new and broader challenges. Some of the challenges

I had anticipated, but I did not anticipate the disconnect that quickly appeared between me and the faculty. Practically overnight, our relationship became formalized. Faculty appeared to choose their words carefully when communicating and only shared information when necessary. The people I worked with every day were the ones least likely to provide feedback. Though not an easy task to solicit input from faculty; administrator effectiveness, institutional success, and faculty satisfaction are linked to this type of communication. I too began to look upon faculty with a different perspective. Suddenly, I had to "judge" their performance and my superiors would judge me based on their performance. Upon receiving the promotion, my superiors informed me of their expectations, discussed my job description, had me to enroll in system workshops, and clearly communicated their expectations. However, the communication I had enjoyed with faculty for so many years slowed to a trickle. Discussions with other administrators yielded the information that similar experiences were common throughout the state's technical colleges. These experiences provided the substance for reflection and motivation to explore faculty expectations of technical college administrators.

Pilot Study

In my pilot study, the initial information discovered about the phenomenon of faculty expectations appeared to describe expectations in terms of managerial functions. Managerial functions focus on "maintenance and control", while the related concept of leadership functions focuses on "creation and inspiration" (Beatty, 2000). The pilot study included eight technical college faculty senate members. Of the participants, seven (87.5%) were female, two (25%) were African American, and all (100%) were employed in instructional positions. The pilot study was conducted in June and July 2004 and again in

June 2007 and included a total of three individual interviews and one focus group interview with eight participants. The pilot study questions included: (a) How do you view the role of a technical college campus administrator? (b) What preparation do you think is necessary to be a technical college campus dean? (c) What specific characteristics of campus administrators do you find necessary/productive? (d) What specific characteristics of campus administrators do you find unnecessary/counterproductive? (e) What specific management techniques lead to teacher satisfaction?

All interviews were conducted utilizing a predetermined interview protocol in order to increase reliability of responses. The focus group interview, conducted at a neutral site, engaged participants in a discussion of interview questions and included opportunities to elaborate on responses. Individual interviews were conducted at technical college campuses in a secure, quiet area in which free and open dialog was fostered. Information from interviews was recorded, transcribed, and analyzed. The pilot study provided an examination of faculty expectations that was closely aligned with the "maintenance and control" function of management while describing those functioning in administrative positions. The administrators' roles were frequently described in a manner closely related to the interpersonal, informational, and decisional roles as described by Mintzberg (1973). In the pilot study, participants actually used Mintzberg's terms to explain administrator roles. However, the limited number of participants restricted my ability to draw conclusions or elaborate on expectations. The pilot study provided a foundation upon which to conduct in-depth research on faculty expectations of technical college administrators.

The pilot study assisted in the search for the conceptual framework that was best suited to this research. It was at that time that I searched for a framework that incorporated managerial functions which appeared to be most appropriate for the study. The initial interview questions posed to participants and the ensuing analysis did not include Mintzberg's Taxonomy of Managerial Roles. However, responses received during the pilot study were very focused and specific to managerial functions. Specific references to management styles supported the inclusion of a research question dealing with management styles of administrators. Many of the terms used by participants were descriptive of traits or characteristics and thus evolved a question within the study for information on administrator personal and professional characteristics. Mintzberg's Taxonomy of Managerial Roles was eventually selected as a framework for this study because it provided a method to specifically categorize the management functions of administrators and a basis from which to identify expectations.

In the pilot study, I also did not utilize Mintzberg's Taxonomy of Managerial Roles in initial coding and analysis. However, the coding and analysis process utilized in the actual study focused on the three major categories of interpersonal, informational, and decisional roles as presented by Mintzberg (1973). These major roles have been further subdivided to include ten specific managerial roles of figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneur, disturbance handler, resource allocator, and negotiator. A wall chart containing the three major categories and specific managerial roles has been created to facilitate the analysis process. Responses from interviewees have been categorized into one of the groupings and placed on the chart below the appropriate category. Common themes or patterns have been noted for use in a

discussion of the phenomenon of faculty expectations of the role of technical college administrators.

<div align="center">The Research Study</div>

Technical College Settings

All eleven participants of this study were technical college faculty members who also served as faculty senate officers for their respective campuses. The faculty members were from a variety of technical colleges grouped into districts. Five technical college faculty members were from Rockytop Technical College District and six were from Marshland Technical College District.

Rockytop Technical College District consists of 5 campuses as follows: Peak Technical College, Valley Technical College, Ravine Technical College, Hill Technical College, and Summit Technical College. Of these campuses, one is considered urban, three are rural and one is considered suburban. These college campuses offer similar technical college training programs and range in student population from 130 students to 1100 students. The area served by the Rockytop Technical College district has a population of approximately 500,000. Predominate industries in this area include: management, professional, and related occupations; sales and office occupations; service occupations; production, transportation, and material moving occupations; construction, extraction, and maintenance occupations.

Marshland Technical College District consists of 6 campuses as follows: Scenic Technical College, Refuge Technical College, Camp Technical College, Mossy Technical College, Landing Technical College, and Cypress Technical College. Of these campuses, one is considered urban, four are rural and one is considered suburban. Student

enrollment ranges from 141 to 608. All of the campuses within this district offer similar technical training programs. The district serves a population of approximately 300,000. Major industries include: office and administrative support; sales and related occupations; and transportation and material moving.

Conceptual Framework

Mintzberg's Taxonomy of Managerial Roles (1973) has been used as the conceptual framework from which to consider the study's research questions. Mintzberg's study of management and managerial approaches includes information on relationships that are part of a manager's environment and draws from management and leadership theory. This foundation provides a springboard from which to consider management attributes as expressed by faculty during the study. The broad categories and subcategories of informational roles, interpersonal roles, and decisional roles provide the parameters within which to categorize responses. Mintzberg's categories will also be used as a template to compare faculty expectations against the administrator's job description. A comparison of the administrator job description and this study's results utilizing the taxonomy has yielded information for use by faculty, administration, and system staff. These results provide direction for faculty professional development opportunities, administrative leadership training needs, and/or system staff reconciliation of job description based on stakeholder input.

Research Questions

The research questions to be answered in this study include:

1. What are faculty expectations of the role of technical college administrators?

2. Additional questions include: (1) How do faculty expectations align with the roles found in the conceptual framework of Mintzberg's Taxonomy of Managerial Roles? (2) What administrative role category do faculty expectations deem to be more crucial to institutional success and how do these compare to institutional expectations of the administrator? (3) How do faculty expectations influence the structuring of administrator roles?

Freebody (2003) posits that educational research is predicated on "qualities." Qualities may include test scores, student success attributes, student/instructor interaction, faculty social interactions, faculty expectations, etc. These qualities typically exist along a range grounded in social, cultural, or organizational phenomena. Because education is a complex, constantly changing field; Freebody theorizes that educational research is complementary to the use of qualitative methodology. The research questions provide the parameters to discover what is going on with regard to the phenomenon of faculty expectations. This research study utilizes a qualitative research design. The expectations that are explored are derived from "lived experiences" of technical college faculty. These experiences are a product of the social world or technical college *adaptive system* from which the participant evolves. Therefore the questions used in this study adequately reflect participant/faculty thoughts.

Study findings inform the technical college system in the following ways:

1. Contribute to the training/development of technical and community college administrators.
2. Provide a summary of faculty expectations of the role of college administrators.
3. Identify professional development opportunities to assist faculty with clarification of administrator roles.

4.   Provide insight into the behaviors necessary for campus administrators to be successful when compared to faculty expectations of the role of administrators.
5.   Provide insight to current and future leadership development programs and processes.

Qualitative Research Design

Rationale

Qualitative research enables participants to freely describe experiences and the way that the experience has affected the individual's life. Expectations are difficult to measure via a rubric corresponding to numerical degrees of importance. Expectations are borne out of experiences and thus create the reality from which an individual operates. Qualitative research fosters the process of capturing experiences and documenting them through an in-depth analysis. Additionally, the topic of faculty expectations of the role of administrators lends itself to qualitative study because it enables the researcher to explore the range and meaning of the phenomenon of expectations.

Schram (2003) proposes that qualitative research involves the social world. He indicates that within the realm of this proposition rests the following assumptions about qualitative inquiry: (a) we gain understanding of the social world through direct personal experiences in natural settings; (b) the nature of our engagement with others filters and affects what counts as meaningful knowledge for our inquiry; (c) inquiry into the social world calls for sensitivity to context; (d) inquiry into the social world calls for attentiveness to particulars, (e) qualitative inquiry is fundamentally interpretive; and (f) qualitative research is an inherently selective process (p.8). The purpose and goals of this study parallel the methodology utilized in the qualitative research design.

Type of Approach– Phenomenology

The qualitative approach of phenomenology will be used for this research study. Phenomenology focuses on the meaning of "lived experiences" for a specific group of individuals (Schram, 2003). This research will center on the meaning of technical college faculty experiences. Faculty members face a myriad of challenges while in the course of their educational charge. Faculty expectations of the role of administrators generate a phenomenon specific to the environment from which they were created. Technical college faculty members emerge from an *adaptive system* specific to an educational environment immersed in workforce development.

Bogdan and Biklen (2007) posit that the phenomenological approach strives to uncover the underlying meaning of "events and interactions" as interpreted by those involved in the situation. The process of phenomenological research rests upon the concept that individuals may interpret situations differently. As a result, I have attempted to explore the phenomenon of expectations from the participant's point of view. Examining technical college faculty experiences with administrators provides insight into the study's research questions and provides meaning as viewed by the participant. Through the interview process, personal interaction with technical college faculty has revealed overt and covert messages about expectations of administrators that may or may not have been readily verbalized but are critical to an understanding of the phenomenon in this study.

Phenomenological Researcher's Role

The role of the researcher is to record or collect data from participants (Schram, 2003). As a member of the technical college community, it is incumbent upon me to serve as a medium for reflection for participants of this study. Because of my affiliation with the

system, I have had to distance myself from the research participants and critically view responses in search of identifiable themes and meanings (Bogdan & Biklen, 2007). I conducted in-depth individual interviews of faculty senate officers from two of the most distant regions within the technical college system. My role also includes that of communicator. Sharing results of this study with faculty and administrators will help to foster a greater understanding of the roles of both groups and to increase and improve communication which will ultimately improve the efficiency and effectiveness of technical colleges at preparing the state's citizenry.

<div align="center">Limitations of the Study</div>

In this study, I may be limited by the candidness of information presented by participants. The questions focus on information about administrators that is linked to effectiveness and efficiency. Participants may be hesitant to share that type of information about their administrators. In an effort to minimize reluctance toward candor, I followed the same interview protocol for each participant and utilized exact terms used by the interviewee in the transcription process. My commitment to confidentiality has also been stressed and is included in the participant consent process.

Another potential limitation is the use of faculty senate officers as study participants. These individuals may possess certain biases that may or may not be present in the general population. However, these individuals have been chosen by the faculty to represent them and their institutions. They have also been charged with the responsibility of communicating a consensus of faculty issues. I have included information in the interview protocol reminding participants of that responsibility and requested that they responded to the questions as they felt faculty would.

Ethical Considerations and Researcher Bias

Schram (2003) poses the ethical question, "How do I balance my research with my desire to engage authentically those who are participating in the study?" (p.137) I have been employed in the technical college system for approximately thirty years and as a result possess certain biases. I entered the technical college system immediately upon college graduation as a teacher and work-based learning coordinator. As the years have progressed, I have participated in a number of formal leadership activities and programs. These programs have created a passion for defining the illusive qualities of a successful leader/administrator.

During leadership training, a number of leadership theories, characteristics, truths, and myths surrounding that which constitutes a successful leader were introduced and explored. However, the fluidity of what constitutes a successful leader based on a number of environmental influences has also created additional questions about what others expect of those in leadership positions. My current position as an administrator has verified the adage "it's lonely at the top." A resulting bias is that a successful administrator can actually be defined. This study will assist in defining expectations of what constitute a successful administrator from the perspective of a specific group of technical college faculty.

I have seen how actions and reactions of administrators appear to be frequently misdirected because of the gap that exists in knowledge concerning what faculty members expect of the role of administrators. This has created a bias linked to my experiences. As an administrator, I have pre-conceived notions of what I believe faculty expect of administrators. However, I have diligently worked to acknowledge my bias and

concentrate on actual accounts from faculty. Superiors prescribe expectations via published job descriptions however, expectations from faculty remain undeclared. Expectations and related roles are a facet of the communication process deserving of exploration.

As an administrator, a big challenge will be to remain vigilant when considering ethics during the course of this study. During the interview process, I provided full disclosure of the study's intent and processes. Contributors were informed of what questions would be asked and encouraged to consider any perceived or real consequences that may be involved in participation. Participants were also informed that their participation was voluntary and they were able to opt out of the interview process at any time.

Qualitative research is subjective by nature. In order to minimize the subjectivity of the process, I plan to recognize biases and take specific measures to reduce or eliminate their affect. As a Regional Director, I am also acutely aware of the participant bias that may be created because of my position within the LTC system. In order to address the potential bias of faculty, I have conducted interviews in Region 7 (Shreveport) and Region 8 (Monroe). I have not had direct contact with the faculty in this part of the state in a formal capacity and they would be less likely to be affected by bias related to my position within the college system. I also made a concerted effort to avoid faculty in these regions with whom I had previous dealings and have screened potential participants accordingly.

Research Plan

Gaining Entry into a Research Relationship and Participant Selection

I have interviewed eleven participants who are serving as officers of the faculty senate from two regions within the LTC. I contacted the state's faculty senate president and requested a listing of the technical college faculty senate groups within Louisiana. I requested and obtained permission from this initial gatekeeper to utilize the list for interview purposes (See Appendix C for Sample Gatekeeper Letter). From this list, I contacted the gatekeepers (Regional Directors) of each of the two regional organizations and requested permission to conduct interviews with senate members. I also contacted the individual campus administrators and with the approval of the regional director requested and was granted permission to conduct interviews with faculty senate members. Specifics on the date, time, and location of the interview were determined with the individual faculty senate member via e-mail and telephone calls.

Gaining Access

I checked with the faculty member about his/her willingness to participate as well as discussed a convenient time and place for the actual interview. I provided an explanation of the purpose of the research and the goals to be accomplished during the interview (See Appendix A for Informed Consent form). I stressed a commitment to keep all information in the interview confidential. Interviews lasted approximately 40 minutes to 1.5 hours and were recorded via audio tape and written field notes. Both a digital recorder and micro-cassette recorder were available on site to record interviews. Field notes were also edited immediately after the interview to maximize the possibility of accurate anecdotal accounts.

Sampling Procedures and Securing Participants

Members of the faculty senate were interviewed because of their position of knowledge within the region. The senate is a group of individuals chosen to represent the faculty of each campus on faculty related issues. Normally, each campus has one faculty senate officer. Therefore, each campus within a region will have membership on the regional faculty senate committee. Faculty senate officers represent campus faculty members and typically serve as the depository of information from faculty within the region they serve. Miller (2003) indicates that community college senate members represent a more diverse group of faculty members than do their university counterparts and that these senates often play a role in college operations. Membership in a faculty senate provides the knowledge base and exposure to regional faculty concepts necessary to establish and increase the credibility of this study.

I conducted a total of eleven interviews with faculty senate officers from Region 7 and from Region 8. Region 7 consists of five campuses and Region 8 consists of six campuses. One faculty senate officer from each campus was used in the study. Creswell (2002) indicates that sampling in a qualitative study must be purposeful and must include individuals who can assist in understanding the phenomenon. Creswell indicates that a purposeful sampling represents those who may be "typical" to the situation. As defined by Creswell (2002), the individuals surveyed at the technical colleges are "typical" of faculty found within the college culture and have been chosen to represent faculty on common issues.

Collection of Data

In the process of collecting data, I attempted to develop rapport and listen attentively to participants in order to identify all possible meanings in a situation (Creswell, 2002). Interviews were conducted on December 15, 2008, January 5, and January 6, 2009 and included information from eleven technical college participants.

Interview Protocol

In developing the interview protocol used in the data collection process, I identified interview questions that would yield the most information in an attempt to address the research questions (See Appendix D for Interview Protocol). My goal was to start with an easy question that would place the participant at ease and not call for detailed information. As I posed additional questions, the intent was to inquire about specific thoughts and feelings. The culminating open-ended question was aimed at summarizing the discussion with the purpose of providing direction on how to identify faculty expectations of administrators. The questions also provided insight as to what leads to expectations that may be necessary for instructor satisfaction and administrator success. I followed the interview guide which had been prepared in advance. In planning for the interview, I made sure that the interview protocol, introductory letter (See Appendix B for Participant Introductory Letter), and consent form were available during the entire process. Even though I had sent the introductory letter to the participant in advance, I also brought a copy to the interview to discuss the contents and ensure a complete understanding of the purpose of the interview.

The Setting

After mailing the introductory letter, I emailed each individual to determine his/her willingness to participate. After initial contact with each participant, I conducted an orientation and fact finding interview over the telephone. At this time, we finalized subsequent interview details including time and place. During the fact finding meeting, I provided an overview of the interview process and requested feedback from the participant concerning a location that would maximize the quality of the interview. Participants indicated that on the dates of the scheduled interviews, students would not have reported for the semester. They also indicated that interviews held on the college campus would be most convenient and due to the timing, the interviews could be conducted in a quiet location without disruption. A reminder e-mail was sent to participants approximately one week prior to the scheduled interview date.

Establishing a Research Relationship and Participant Profile

Subsequent to the fact finding, demographic data gathering communication, I met with the participant to conduct the actual face to face interview. The interviews were held in a private room at the technical college campuses. The interview guide was used as the basis to initiate the interview process and orient interviewees. I verified the demographic data obtained from the participant and attempted to put the interviewee at ease with respect to confidentiality issues. A discussion of a commitment to confidentiality was emphasized and the consent form was signed by each participant. Each faculty senate officer was interviewed individually and privately. Participants from LTC Region 7 were interviewed on December 15, 2008 and participants from LTC Region 8 were interviewed on January 5 and January 6, 2009.

I reiterated information previously sent to the participant via the letter of introduction. The participants were informed of the purpose of the research and asked to respond to questions revolving around the phenomenon of faculty expectations of technical college administrators, related roles, and the relationship between faculty and administrators. I included a definition of administrator prior to beginning questioning. I advised the participant that the interview was to be audio taped and that the potential for risk was minimal.

Institutional Expectations

In addition to conducting interviews, I examined the institutional job description for technical college administrators. I categorized the institutional requirements for the position using Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973). A comparison of institutional requirements and faculty expectations was facilitated by categorizing both sets of data into the taxonomy. Similarities and differences between job requirements and faculty expectations were also analyzed and reported.

Data Analysis

After all interviews were completed, I listened to the individual interviews numerous times and transcribed the accounts using the exact words of the participant. I looked for common words or ideas that appeared to flow through the dialogue as prescribed by Creswell (2002). Through the process of reading the transcripts, I was able to identify links or chunks of data. I coded those chunks with colored highlighters and categorized the information. Themes were examined to inform the question posed in this study: What are faculty expectations of the role of technical college administrators?

Coding Procedures

Initial themes discovered in the pre-dissertation pilot study phase of this research revolved around the following: interaction with faculty, representing the institution, earning the position, values, and management style. Each of the themes appeared to impact some phase of the faculty and administrator relationship.   Opinions on management style were varied. Participants were divided on the style they considered the most effective in a technical college setting.

Field Reflections

Throughout the interview process I attempted to journal descriptive and analytical notes. Descriptive notes included documentation of the classrooms and/or general environments in which the interviews took place. These notes were also specific when documenting demographic data about interviewees. The analytical notes included my impressions of participants and/or their comments. During this process, I also attempted to begin the process to categorize participant comments into themes by comparing and contrasting ideas between participants. Additionally, I used the job description as a basis from which to consider what administrators thought was expected from them as prescribed by the only concrete tool available to them - the job description.

During the research study, I completed a contact summary form (Miles & Huberman, 1994) for each interview. This summary form included salient points covered during the interview and provided a mechanism to link the point with an identified theme. This form allowed me to document specific points, important information, or general field notes immediately after the interview. The summary form was used as the initial tool to

develop a coding process. I also kept a log book containing field notes documented during each interview.

Upon completion of the interviews, I transcribed the audio tapes and used descriptive codes to categorize themes identified in the transcripts. The contact summary sheets were utilized to determine an initial list of codes that were placed on a wall chart. Marginal notes were incorporated into the transcribed document as themes and patterns emerged. Transcribed information was re-examined and themes placed into the applicable descriptive code category. This process occurred numerous times as I attempted to identify all possible themes. As the transcripts were analyzed, additional codes were added to the code listing or deleted from the initial list.

The reading, coding, and analyzing process continued until I was able to identify emerging patterns. Themes emerged that both paralleled and contradicted the pilot study and the literature presented in Chapter 2. I assimilated information provided during the interview process and through induction and deduction produced information that will inform this study and inform constituents of the technical college system.

Document Analysis

Glesne (1999) posits that to fully appreciate a phenomenon, the researcher has to have some historical knowledge. In this study, analysis of the campus dean job description provided clear expectations of campus administrators as proposed by superiors. An analysis of the components of the job description also serves as the foundation from which technical college administrators are expected to operate and as the foundation for evaluation of performance. This study focuses on faculty expectations which are compared to the expectations of superiors. This comparison assists in

developing an understanding by faculty of the role of administrators based on information communicated by superiors. Information provided by an analysis of the job description coupled with the information about faculty expectations results in the opportunity for increased communication between stakeholders as to their expectations of administrators. The anticipated result of this dialogue is increased efficiency and effectiveness of administrators at achieving institutional goals.

Consideration of the campus dean job description is essential to this study because it provides a reference for expectations of superiors. The campus dean job description was analyzed using themes identified in the study and Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973). Each component of the job description was categorized based on Mintzberg's analysis of the functions performed by individuals serving in these roles and by roles identified by study participants.

Trustworthiness

Lincoln and Guba (1985) have suggested four types of criteria to judge the trustworthiness of inquiry used in a qualitative approach: credibility, confirmability, transferability, and dependability. Conclusions drawn from the results of the qualitative methodology utilized in this study may be subject to interpretation by the researcher and may contain unclear messages provided by the participant. Therefore, steps will be taken to reduce the possibility of interpretation and enhance the trustworthiness of data.

Credibility

In qualitative research, analysis of data is a continuous process. Determining data validity and conducting verification activities are also continuous (Miles & Huberman, 1994). Credibility is one component of the overarching concept of trustworthiness of

qualitative data. In the context of qualitative study, credibility refers to the confidence that there is "truth" in the findings. In order to increase the credibility of this qualitative study, I taped individual interviews. I transcribed responses using participant terminology and coded based on the pre-determined criteria/roles described in Mintzberg's taxonomy. Verification was conducted by providing a transcript to participants to determine accuracy and assess intentions of participants.

An attempt to ensure credibility was made by establishing a structured interview guide that yielded rich, descriptive responses from participants (Flick, 2002). Simple thematic coding to analyze participant responses was conducted. Once the transcripts were coded and analyzed, I attempted to triangulate findings by requesting that participants read the transcript to verify the accuracy of information and corroborate information presented in the transcript.

Confirmability

The confirmability component of trustworthiness refers to the quality of the results. This is a process of determining how well the results are supported by participants of the study and by materials independent of the researcher. I have engaged in a peer debriefing activity with doctoral classmates to ensure confirmability. Flick (2002) indicates that "peer debriefing" may be necessary to increase credibility. This process includes meeting with people not involved in the study to assist in identifying "blind spots" and identifying an audit trail to determine if results are supported by the study. At the conclusion of the study, I periodically engaged in a "data audit" to increase confirmability. In this process, I reviewed the data collection and analysis procedure; examined the steps

used to assimilate data; and corroborated the accuracy of the analysis approach by consulting with an educational research methodologist.

Transferability

Technical college faculty members are employed in varied educational settings. In addition to the traditional urban, suburban, or rural locations common to higher education institutions, these colleges may be co-housed on a high school, community college or university campus. The organizational structure may also vary from a bureaucratic to collegial to political to an anarchical approach (Birnbaum, 1988). These varied settings may impact the transferability of information from this study. However, I have attempted to increase transferability by conducting interviews in similar settings, strictly adhering to the interview protocol to duplicate the interview experience, and utilized the terminology of technical college faculty in describing their expectations. Transferability refers to the extent to which the results of the study can be applied to other contexts or with other participants.

Historically, technical colleges have evolved as a "unit." The degree of autonomy possessed by institutions has moved along a continuum from highly autonomous to minimally autonomous and then to some point midway along the continuum. However, all campuses moved along the continuum simultaneously as one unit. As a result, transferability of study results may be enhanced due to the similarities of LTC campus experiences.

Dependability

Uniformity of technical college experiences is closely linked to the dependability of data generated by this study. Dependability is the extent to which the results of the study

would be comparable if replicated with similar participants in the same or similar settings. The context of technical college experiences is continuously evolving. As described, since 1999 technical colleges existed as one unit in policy and practice until the legislated reorganization in 2005. The 2006 transition year moved the system to regional units with increased autonomy. Recognition and inclusion of the college climate and culture into the study has increased the dependability of data. Participants were questioned within the current context and with the historical perspective in mind. Replication of this study would yield dependable data if a similar culture and climate could be duplicated. However, to the extent that the current context is descriptively accurate; this data can be considered dependable.

A study by Peterson and White (1992) revealed that faculty and administrators in community colleges disagreed more than other participants in private liberal arts colleges and comprehensive universities. The cultural and operational implications of this finding support the need for research on faculty expectations of technical college administrators. The current economic challenges for Louisiana create an urgency to explore this phenomenon. Technical colleges may hold the key to economic and social recovery for impacted areas of the state. Administration and management of these institutions must be efficient, effective, and focused on accomplishing the greatest good for the greatest number. This involves improving collaboration between faculty and administrators thereby improving the teaching and workforce development process within technical colleges. This study has attempted to produce information necessary to foster that objective.

Chapter 4 Findings

The principal purpose of this study was to explore faculty expectations of technical college administrators. This chapter contains information about and perspectives gathered from eleven participants through one-on-one interviews and an analysis of emergent themes as described by technical college faculty.

Technical colleges within the state of Louisiana are new to the higher education arena. Dwindling educational dollars and pending funding cuts thrust higher education institutions and their outcomes into the limelight. Additionally, the LCTCS has been criticized by its higher education partners as "protected" by the state's highest levels of administration, thus increasing the scrutiny of these institutions by external stakeholders (Blum, 2009). Community and technical college administrators are under increasing pressure to improve efficiency and effectiveness and contribute to enhanced economic outcomes related to workforce development. An understanding of faculty expectations provided as a result of this study is aimed at assisting technical college administrators respond to that charge.

The primary research question guiding this study was: What are faculty expectations of the role of technical college administrators? Secondary questions included: (a) How do faculty expectations align with the roles found in the conceptual framework of Mintzberg's Taxonomy of Managerial Roles? (b) What administrative role category do faculty expectations deem to be more crucial to institutional success and how do these compare to institutional expectations of the administrator? (c) How do faculty expectations influence the structuring of administrator roles? Findings have been identified and coded and will be presented in the concluding sections of this chapter. The

findings will be discussed within the context of the interview questions and will be analyzed to address the research questions.

Technical College Faculty Participants

Louisiana's technical college faculty and administrators have recently been inducted into the sphere of higher education. Prior to this study, technical college faculty expectations of the role of administrators have not been explored or documented. This study examines actual accounts of faculty related to expectations of technical college administrators. Of the 11 study participants, five (45%) were male and six (55%) were female; eight (73%) participants were Caucasian and three (27%) were African American. Five (45%) of the participants had over twenty years of teaching experience in technical colleges, two ((18%) had 15 to 20 years, and four (36%) had less than fifteen years experience. As an officer of the campus faculty senate, each participant was asked to respond to the interview questions as they believed faculty from their respective campus would respond. Study participants varied in educational background and work experience. A summary of demographic data relative to study participants is illustrated in Table 1.

The day before the interviews were to begin, I traveled to the Rockytop Technical College District and checked into a hotel to prepare for the next day's activities. I spent most of the evening reading over the interview protocol with the goal of developing strategies to put participants at ease during the interview process. I checked the consent forms to ensure they were grouped by participant and organized by appointment time. Though each participant had received a copy of the consent form to peruse, I planned to review the form and obtain signatures just prior to each interview.

Table 1

Demographic Data on Study Participants

Participant	Sex	Age	Race	Years of Technical Experience	Education	Teaching Discipline
Adam	M	40/50	Black	21	Associate	Outdoor Power Equipment
Bob	M	50/60	White	15	Associate	Industrial Instrumen-tation
Claire	F	50/60	White	18	Master's	Business
Dawn	F	50/60	White	22	Master's	Business
Erin	F	40/50	White	12	Specialist	Business
Fred	M	50/60	Black	27	Master's +30	Develop-mental Education
Ginger	F	50/60	White	27	Bachelor's	Practical Nursing
Howard	M	60/70	White	35	Master's	Business
Ian	M	60/70	White	11	Master's	A/C Refrigeration
Jane	F	50/60	White	7	Associate	Practical Nursing

(table cont.)

Kerri	F	40/50	Black	6.5	Bachelor's	Practical Nursing

Participant 1: Adam

Early the on the first day of the interviews, on a cold winter morning I left the hotel to travel to the Peak Technical College. The timing was between semesters; therefore, no students were present at the Peak Technical College Campus. I announced my arrival at the front office, indicated my scheduled meeting time to staff, and asked to see Adam. Office staff phoned Adam to announce my arrival. He asked that I be directed to his classroom.

I proceeded down a corridor to the shop area where I found Adam in his classroom. Adam, an African American male between the ages of 40 and 50, seemed eager to participate in the interview and we proceeded to his office. Adam works as an instructor in the outdoor power equipment technology department. His office was a medium sized room located within a mechanical shop. The top half of the office walls were surrounded by glass so that he could view students working on projects while in the office, though none were present this day. Adam indicated he has an associate degree and has been a teacher within the technical college system for 21 years. The interview began with the signing of the consent form, defining the term administrator and concluded about 1 hour and 15 minutes later. He spoke about his experiences on various committees and his experience as a member of the LCTCS Leadership Development Institute. Adam also spoke about an activity he recently completed that focused on his personality profile. He

100

talked about his personal thoughts on how different personality profiles support or hamper institutional success.   He spoke passionately about the importance of technical training and was also empathetic toward the requirements of the job of administrator. Adam had some definite expectations of administrators but also spoke about his expectations of co-workers while working with administration in achieving goals. Adam appeared relaxed and spoke freely about his expectations and experiences with administrators and fellow faculty members.

Participant 2: Bob

Bob, from nearby Valley Technical College, offered to drive to Peak Technical College since they were between semesters and students were not in classes. After completing the interview with Adam, I proceeded to the front office to wait for Bob. As I approached the office, a Caucasian male between 50 and 60 years of age entered the front door. I approached him and asked if he was Bob and if he was here for an interview. He said he was. Bob had reserved a classroom prior to the day of the interview; therefore, we were escorted by someone from the office staff to a room right off of the main hallway near the entrance. Bob and I sat at a long table in leather swivel chairs and settled down for the interview. I went through the consent form and obtained Bob's signature. Bob, an industrial instrumentation instructor, has approximately 15 years of teaching experience, has an associate degree, and loves what he does. I then defined the term administrator and proceeded to ask the interview questions. During the interview, Bob was friendly and soft spoken. He was proud of teaching in an industrial program and spoke passionately of the program and students. Bob appeared relaxed and willing to talk about various topics as they were presented in the interview. After the interview concluded, Bob was also

curious about the interview process and asked questions about the entire procedure. Bob was decisive in his responses and prefaced several answers with, "I would certainly think…" His responses indicated to me that he had specific opinions and communicated his opinions in a precise manner.

Participant 3: Claire

The next destination was about 45 minutes west to Ravine Technical College. It had begun to rain and the day was still cold and grey. The campus was small and rural. I entered the front door and proceeded to the reception area. I announced my presence on the campus and asked if Claire was available. The campus dean emerged from a small room adjacent to the front office and we spoke briefly. The dean indicated that I should tour the campus and that she would be happy to conduct a tour prior to my leaving. She walked with me down a short hallway to the teacher's lounge where Claire was finishing lunch with co-workers. I introduced myself and indicated that she should take her time and complete her lunch while I settled in. She showed me to her classroom where I unpacked the paperwork for the interview. Claire joined me shortly thereafter. Claire, a Caucasian female between the ages of 50 and 60, told me that she has been a business instructor, has a master's degree, and has worked in the technical college system for eighteen years. Her classroom was warm and it actually felt good to be out of the cold and the wet. Claire was also warm and cordial and made sure that I was comfortable. We sat at student workstations where computers and writing areas were available. I went over the consent form and indicated that I would be asking questions about her expectations of administrators. I defined administrator for her as it related to this study and proceeded with the interview questions. Claire's responses were very specific and she was not one

to talk excessively. I tried to provide several opportunities for her to expand on responses, but she provided explicit answers and was satisfied that her responses represented her thoughts on the topic. The interview, though thorough, was completed in about 40 minutes. After the interview was over, Claire took me on a brief tour of the campus and walked with me to the front area of the building. Prior to leaving, Claire confided that she was very proud to be a part of the study and was proud that someone from the technical college system ranks was pursuing a terminal degree. I was touched by her sentiments and told her how much I appreciated her assistance in reaching my goal by consenting to the interview.

Participant 4: Dawn

Just prior to leaving Ravine Technical College, I received a call from the next participant, Erin, indicating that she would not be able to make the interview due to an unexpected faculty meeting. I thanked the participant for the call and asked if I could call her back to reschedule. She indicated she was disappointed and would love to reschedule. I called the next participant, Dawn, and asked if I could conduct her interview a little earlier than expected. She indicated that since she did not have students that week, I was welcome to come to her campus. I proceeded to Summit Technical College which was about one hour drive time in a southwesterly direction. I arrived at Summit Technical College in a light misty rain that was threatening to turn to sleet. The campus was located in a suburban area just off the main highway. I entered the front office but no one was present. I waited a few minutes and a young lady entered and asked if she could be of assistance. I indicated I was there to speak with Dawn and told her of my appointment and earlier conversation with Dawn. She provided directions to Dawn's

103

classroom which was down a long hallway and past two right turns. Dawn's classroom was large and had tables and chairs and computers all around the periphery of the room.

Dawn, a female Caucasian, was at her desk at the front of the room. I went to her desk, introduced myself and we shook hands. We spoke briefly about the inclement weather and I placed my things on a nearby table. I asked if this location would be good for the interview and she indicated it would. We sat across from each other in rolling chairs with high backs and cushioned seats. The demographic data gathering portion of the interview provided information that Dawn is between the ages of 50 and 60 and that she has a master's degree with twenty-two years of experience in the technical college system. I reviewed the consent form, obtained her signature and proceeded with the interview. I defined administrator and indicated that I was requesting that Dawn answer the interview questions as she thought the majority of the faculty would respond. We continued with the interview questions. Dawn indicated she is a teacher in the Business department and has been a part of the faculty senate for some time. She appeared to have thought of similar topics prior to the interview because she had specific responses and answered each question decisively and with conviction. The interview lasted approximately one hour. Dawn also indicated that she had been part of a 2004 system-wide survey asking for faculty input on similar topics and was interested in this type of information. She was eager to share her thoughts on this and related topics. Dawn was particularly interested in the image of technical colleges and activities that would result in improving that image.

Participant 5: Erin

      Before leaving the area, I decided to call Erin to determine when we could reschedule her interview. She answered the phone promptly. She again apologized for not being able to participate but asked where I was and when I would be returning home. It was late afternoon but I told her I was going to make the four hour trip home upon concluding the interviews. She indicated that her faculty meeting was over and if I wanted to wait at the Summit campus, she didn't mind driving over to meet me and conduct the interview. I was thrilled with her suggestion and asked how far the Hill campus was from the Summit campus. She indicated she was about 20-30 minutes away and could leave immediately to meet with me. I professed my gratitude and asked if she would allow me to pay her mileage since she was so willing to come to my location. She said she appreciated the gesture and would accept. Approximately 30 minutes later, Erin, dark haired female Caucasian approximately 40 to 50 years of age, entered the Summit campus. She extended her hands and we introduced ourselves. By this time the temperature had dropped again and we moved away from the front door. While waiting for Erin, I had asked for a classroom area to conduct the interview. The campus administrator opened the door and allowed us to settle into the room. We sat at a student workstation near a bank of computers. We took off our coats and made ourselves comfortable for the interview. Erin indicated she has a specialist degree in instructional leadership and has taught in the technical college system as a business instructor for twelve years. We completed the consent form and I began the interview process with the definition of administrator. Erin was very articulate in the discussion of her expectations. She answered the interview questions completely and was totally at ease with broaching a

variety of related topics. The interview lasted approximately 1 hour and 30 minutes. We emerged from the classroom after nightfall. I asked if I could buy her dinner and she indicated she needed to get on the road. I again thanked Erin for her willingness to be a part of the study and for her offer to meet me at the Summit campus. We parted ways with a brief embrace. I began my journey home in mildly sleeting conditions and was exhausted but happy at the day's events.

The second set of interviews was to be conducted several weeks later but still a few days before the beginning of the next semester. Once again, I set out the day before the scheduled interviews and checked into a hotel to prepare for the following day. This set of interviews would be conducted in the Marshland Technical College District. The district was spread out over a large geographical area and would require that I spend two days on the road conducting interviews. On the evening before the interviews, I prepared the consent forms, interview protocol form, and contact summary form, and arranged them the same as the next day's agenda.

Participant 6: Fred

On the morning of the sixth interview, I left the hotel by 7:00 A.M. and drove to the first interview location. The first interview was scheduled for 8:00 A.M. and the school was 20 minutes from the hotel. I knew the campus administrator and decided to say hello prior to beginning the interview. I arrived at the campus at 7:25 A.M. and entered the reception area. I told the receptionist who I was and asked if the administrator was in. He was in the teacher's lounge. She escorted me to the lounge where I met the administrator. We spoke briefly and I thanked him for allowing me to conduct the interview on his campus. He then showed me to Fred's classroom. The administrator introduced me to Fred, an

African American male about 50 to 60 years of age. We shook hands and sat at a table located in the center of the classroom. The room had computers along the walls and work tables in the center. I pulled the interview paperwork from my satchel and began the process of gathering demographic data. Fred said he has been in technical education for thirty-seven years. He has a master's degree plus 30 hours and teaches developmental studies for the college. He indicated his wife has her PhD and he was familiar with the process that I was working through. I went over the consent form and obtained his signature. After a brief discussion of my definition of an administrator, we began the interview. Fred spoke in a deliberate manner and seemed to think through his thoughts and words. He provided examples that included technical college applications but also incorporated other educational scenarios to illustrate his points. Fred was particularly tuned in to student needs and talked about the importance of the administrator helping to support faculty in order for students to meet their goals. Fred's interview lasted about one hour.

Participant 7: Ginger

Approximately 55 minutes later and 46 miles west/southwest, I arrived at Camp Technical College. This college was a small rural campus that was impeccably clean. Students from Ginger's practical nursing program had returned early from the semester break and were in class. A co-worker however, was conducting class at this time. After being announced by the receptionist, Ginger, a female Caucasian approximately 50 to 60 years of age, met me at the front office. We went to her office next to the classroom area where we could conduct the interview undisturbed. Ginger told me she has a bachelor's degree with twenty-seven years of teaching experience. Her office and appearance were

meticulous. During the interview, she was soft spoken, cordial, and professional. Ginger

asked several questions during the interview process to ensure her understanding. Once

she was clear on the intent of the question, however, she appeared to think through her

answers and respond accordingly. Ginger and I spoke at length about administrators and

specifically about their role in the success of health occupations programs. The interview

lasted approximately 50 minutes.

Participant 8: Howard

A sixty mile journey in a northwest direction led to the Mossy Technical College

where I met with Howard. Mossy Technical College was located in the center of a small

rural town. The campus was old but brightly colored and very clean. Upon arriving, I

inquired about where I could find Howard and the receptionist indicated he was at a

neighboring location. She called him and told him I had arrived for my interview. As I

spoke with the receptionist, I volunteered to meet him at his location a few blocks away but

he said he would come to the Mossy campus. Howard, a male Caucasian between the

ages of 60 and 70, arrived 15 minutes later. He knew of a classroom near the front area

and we proceeded to that room. He asked a co-worker if there was a problem with using

the room and she indicated that since students were not present, he could pick his spot.

During the demographic portion of the interview, he indicated he has thirty-five years of

industry experience, eight years of experience teaching in the business department, and

has a master's degree. He appeared very business minded and asked if he could also

record the interview. I indicated I had no problem with the request. Howard, a civic

minded individual, frequently cited his involvement in the community as part of the

interview responses. He was also thorough with his answers and considered each

response carefully before speaking. Though he was not overly talkative, Howard's interview lasted about 1 hour and 10 minutes.

Participant 9: Ian

I was beginning to think I was destined to be wet during my entire doctoral study. It began to rain as I traveled 38 miles southwest to Scenic Technical College. Scenic Technical College was located in an urban area of the state. I knew the administrator and stopped by the office to let her know I was on the campus. We spoke briefly and the rain started coming down in buckets. The secretary called Ian to announce that I had arrived for our interview. Ian was located in a building separated from the main campus building. I was given directions, got into the car and drove to the building. Upon entering the building I saw an instructor and asked if he was Ian. He indicated he was not, but he provided directions to Ian's classroom around the corner. While walking to the classroom, I noticed how the building was well kept. The floor had recently been painted with heavy duty grey paint and the walls were clean and without fingerprints. That struck me as unusual for a technical training area because technical training frequently involves the accumulation of dust and dirt. Ian greeted me at the classroom door. The room was a combination shop and classroom; and mechanical trainers were strewn among the desks and chairs. Specialized equipment was located in several areas in the room where it was evident lessons were held that focused on very specific concepts. Ian invited me to sit at one of the tables. He sat in the chair next to me. Ian, a male Caucasian 60 to 70 years of age, was neatly clad in a technician's uniform and sat with his hands folded while I prepared for the interview. He told me of his master's degree and military background. He indicated he has taught air conditioning and refrigeration for eleven years at the

109

technical college. Ian was very calm throughout the interview and made me feel that I had his undivided attention. It was very late in the afternoon when I completed this interview and I headed to a hotel for the night. During the evening, I listened to the audio tapes of several of the interviews conducted throughout the day and pondered some of the concepts presented.

Participant 10: Jane

Early the next morning, Jane was walking down the hall at the Landing Technical College when I entered the building. I asked the receptionist to see her and a female Caucasian stopped in her tracks and said, "That's me." I introduced myself and shook her hand. She led me to her office area which was located in a closet. Nursing students were present in the classroom. It appeared that some students were returning from the semester break earlier than others. Jane and I sat at her desk and began the interview. Jane, a woman between the ages of 50 to 60, looked much younger than her age. She told me she has an associate's degree and has been teaching practical nursing for seven years. During the interview, she also indicated that she really liked what she did and that this job allowed her some flexibility to see about her family when needed. This was something that appeared to be very important to her as she indicated she was not afforded that opportunity in her previous job. Jane appeared to have a very practical approach to teaching and to her expectations of the job of administrator. She provided some insight into what she thought were the most effective strategies to be an efficient administrator. Jane was not particularly talkative but got to the point quickly and was ready to move to the next topic. The interview lasted approximately 45 minutes.

Participant 11: Kerri

After two days of driving in the rain and cold, I pulled up to the location for the final interview. Cypress Technical College was a small rural college tucked behind a high school campus. Upon entering the building, I asked the young man at the reception desk to speak to Kerri. He indicated that I should go to the office immediately to my left and that I could find her there. Upon entering the office, the area was buzzing with activity. Several individuals were helping prospective students with schedules, the phones were ringing, and people were scurrying here and there. I asked a young lady who came by if she could tell me where to find Kerri. I told her who I was and she hesitated momentarily. She said, "Oh I'm so sorry, I was supposed to remind her of your visit and I completely forgot." I thought this was not a good sign. The young lady disappeared for a few minutes and returned with another woman in tow. It was Kerri. She looked very busy with a set of papers in hand and said that she had not been reminded by her assistant about the interview but would try to spare a few minutes anyway. Kerri and I sat in a side hallway. She asked if this location would be adequate. I responded that it was alright with me as long as we could talk freely without disruption. She said no one should bother us there. Kerri, an African American female between the ages of 40 and 50, indicated that she has a bachelor's degree and has been teaching practical nursing for six and one-half years. She had a stethoscope around her neck and said her students had returned to school earlier than the rest and she had class in an hour. Kerri appeared to be very businesslike and was in a hurry to get to the interview. I proceeded with the interview and kept the dialogue focused on the topics covered in the interview questions. Kerri seemed to appreciate that and soon relaxed and appeared to answer all questions sincerely. The

111

interview with Kerri lasted approximately 40 minutes. She indicated that I could give her a call if I needed clarification or additional information on the points covered during the interview.

After two days of interviews, I began the three and one-half hour trip home. Though it rained most of the way home, I was able to ponder several of the points brought up by faculty from the Marshland Technical College District. Having experienced a barrage of ideas from the faculty of both college districts, I realized I had a lot of information to sort through for the study. I was also excited about the idea of exploring the similarities and differences in the expectations I had heard over the entire interview process.

<div align="center">Identifying Themes</div>

Identifying administrator roles, personal and professional characteristics, and management styles are three approaches to discover faculty expectations. Interview questions based on these approaches were used as a means to gather information from participants. This section includes a discussion of themes identified as a result of an analysis of responses to the interview questions. The initial question posed to faculty members focused on the role of technical college administrators. After careful analyses of participant responses, I determined that themes centered on broad administrator roles which I have labeled as: student-oriented, community-oriented, faculty-oriented, and administrative-oriented roles. Table 2 provides a summary of information on faculty's diverse role expectations of administrators resulting from an analysis of responses by participants and represents responses to the interview question, "How do you view the role of a technical college campus administrator"?

<div align="center">112</div>

Roles of Administrators

The purpose of this study was to explore faculty expectations of the role of technical college administrators. As a part of the study process, administrator is defined as the supervisor performing daily operations at the campus level. This person could be titled differently at different campuses, but should be the individual who oversees operations. Interviews focused on the role of individuals who are responsible for campus operations. As proposed by Gunter et al. (2003), roles provide a mechanism to frame administrator functions. The roles described by participants in this study are a means to facilitate the process of identifying and categorizing expectations. These roles identify the areas that faculty indicated were important for successful administrators and successful institutions.

The overarching themes of student-, community-, faculty-, and administrative-oriented roles will be used to analyze faculty expectations of administrators. Unlike expectations of faculty, administrators are privy to expectations of upper management and to the structure of their positions as prescribed by them. Knowledge of faculty expectations will assist administrators to have a better understanding of their position and related functions.

In high performing environments, stakeholders hold the administrator responsible for operating the institution efficiently and effectively (Birnbaum, 1988). Mintzberg (1973) indicated that senior level management, such as that of technical college administrators, is the least programmed or systematic in nature; however, he also proposed that categorizing the behavior of managers or administrators enables the functions of these positions to be examined and understood.

Table 2

Themes Expressed as Roles of Administrators

Student-Oriented	Community-Oriented	Faculty-Oriented	Administrative-Oriented
Recruits	Identifies	Networks	Oversees
Disciplines	Workforce,	Reinforces	Operations
Identifiable	Instructional, and	and	Balances
by	Academic Needs	Supports	Priorities
Students	Is Spokesperson	Is Open to	Is Instructional
	Interacts with	Ideas	Leader
	Community	Develops Team	Communicates
	Performs	Approaches	Clearly
	Public Relations	Considers	
	Functions	Faculty Job	
		Satisfaction	

Student-oriented role. Faculty indicated that administrators are responsible to students and for students. Kerri indicated administrators need to be student friendly; Howard held to the notion that administrators have a role in recruiting students and informing them of the benefits of attending technical colleges; Ginger described the role of an administrator as someone whom students can identify with and are comfortable with; Adam proposed that administrators function in a parental role, providing support when needed but not afraid to discipline when needed. Howard indicated, "He (administrator)

should be recruiting for us at all times." Ginger explained, "On a small campus, I think the campus dean should be visible and for students to know who they are; for students to feel that they know the dean is important." Administrators have to be willing to use tough love as proposed by Adam to assist students and faculty members of the institution to achieve at maximum potential. Several other participants expressed the same idea that centered on responsibility and accountability for students.

Community-oriented role. Numerous participants identified community-oriented activities as crucial to the success of technical education. Even though workforce development is the mission of technical training, the workforce itself is made up of stakeholders within communities. Thus participants indicated community-oriented activities are a necessary component of a technical training institution. A specific administrator function was identified as the public relations agent for the campus and the system. Howard stated administrators should function in a public relations role by suggesting that administrators and instructors "need to get out and do things in the community." Dawn elaborated on the image of technical colleges. She indicated that it is difficult to attract students when competing with more prestigious and more attractive institutions:

> Image is a lot. If we (faculty) can get people here to see our training, then that is
> one thing. But to entice kids in the door to go directly to work is hard. We need
> administrators to be our biggest cheerleaders to attract people to our school.

Faculty members are charged with ensuring that students are instructed in current subject matter; however, participants indicated assistance is needed in identifying the workforce, instructional, and academic needs of the community. A community-oriented function for

identifying these needs was described by participants as one in which the administrator was significantly a part of community interaction in order to provide the link between faculty and community stakeholders. Bob described the link with community organizations and business and industry, "Any interaction in the community, he (administrator) would be in charge of it. We (institution) partner with the community and the Chamber of Commerce. He (administrator) serves to connect us and them."

Claire also described the importance of the connection between the school and the community:

> I feel like we (faculty and administrators) need to be connected with the community; to have the respect of the community and to make them aware of the opportunity here. The administrator should make the community aware and make those contacts. Include the Chamber of Commerce, and Mayor, the school system. Make them aware of what's sitting right here for them.

In order to meet the demand identified by community members, Dawn suggested:

> Make sure they (administrators) are working with and have a relationship with industry in the community. Make sure we (faculty) are doing what we can do; what we're supposed to do. They (administrators) should actively work with the chamber; be close enough to industry that if you have to, if you have a need, you could go and ask. The administrator has to be very tuned in to his community; have good relationships; networking.

Another role for connecting the institution to the community is that of spokesman. The role of spokesman centers on providing information outside of the organization. Erin and Fred described how this role places the administrator as the primary source of

116

information for the institution. Erin proposed that, "With workforce, you (administrator) go in there and do a nice presentation about what this campus offers and how can we (faculty and administrators) work together. What can you (stakeholders) bring to the table that we can all use. Include everyone in the commitment." Fred detailed the role of spokesperson as, "The administrator has to inform the people, to the press; be the spokesman; to be the leader for the school…" As a nurse, Jane indicated she is used to speaking for or representing others who are not able to speak for themselves. She says that the administrator has to act as a spokesperson as well, "I see the administrator promoting the school to others – promoting or educating others about the different programs on the campus."

Faculty-oriented role. Faculty expectations revolve around all roles related to student-oriented, community-oriented, faculty-oriented, and administrative-oriented issues. In this study, faculty-oriented issues were more frequently cited than others and revolved around the concepts of networking, supporting and reinforcing, being open to ideas, developing team approaches, and fostering faculty job satisfaction. Faculty members proposed that networking is important in order to foster the success of any other activity. Dawn and Erin believed that involving every staff member is important to move a common agenda forward. Dawn said:

> Maybe we (faculty and administrators) could get some of the people who have some ideas on recruiting together, set some goals and involve everybody in accomplishing them…Everybody has ideas…Like in the area of budget cuts; ask what can you think to do to raise money or where can we make cuts. Try to get everybody involved…

117

Erin described the concept similarly, "The central system has to trickle down to the regional level, which has to trickle down to the local administrative level which has to trickle down to us the faculty. We are all in this together."

A concern of faculty members revolved around faculty support and reinforcement. Faculty members in the study contend that in order to provide support and reinforcement, administrators should clearly communicate expectations including priorities linked to visions, goals, and direction for the institution. The concept of communicating educational priorities is closely tied to the concept of being an instructional leader. The administrator of a college must be knowledgeable of teaching methodologies, technology breakthroughs, rules and regulations guiding instruction in higher education, and guidelines imposed by accrediting agencies (Davis, 2004; DelFavero, 2002; Levin, Kater & Wagner, 2006; Smart, Kuh & Tierney, 1997). According to the technical college faculty in this study, support can also be manifested by helping faculty to remain current, provide access to technology, and reduce unnecessary paperwork. Additionally, Fred believes administrators should "support faculty members when students don't achieve required standards." He indicated that administrators may not fully understand everything that goes on inside the classroom. Fred suggested that administrators should stand behind the faculty member when students do not achieve required standards and challenge the faculty member's assessment of achievement. He posits that administrators should support faculty conducted student academic assessments. He indicated a process for student academic appeal exists within the institution and should be utilized. Kerri specifically cautioned that though administrators should be student friendly, they should not undermine faculty, "You need to let the students know that you want them to succeed,

but not to the point where you hurt faculty. Students need to know they have to go to faculty and not circumvent them for problem resolution." Jane shared insight into the notion that supporting faculty includes providing tools for training and other instructional resources to be successful at educating students. Jane used the example that "administrators need to find innovative ways to get people (faculty) trained in the latest techniques so we can get students ready to go out into the workforce." Ian echoed the sentiment, "Support your troops and they support you. Are we (administrators) supporting our faculty? Sometimes administrators are inundated with upper echelon business that they lose track of what is really going on in the classroom."

During the process of describing their thoughts on faculty support, participants indicated that administrators should be open to ideas from faculty. Bob suggested that faculty members "like to be a part of the process." Claire declared that when administrators listen to faculty ideas, it helps to ensure the institution is headed in the right direction. This is particularly important when making campus decisions. Claire said, "I think several heads are better than one when making a decision."

Because of the nature of technical training, faculties are frequently from extremely varied backgrounds. The variation in faculty backgrounds is evident in this research study as indicated by the educational and work backgrounds of the participants. Participants range from associate degreed individuals to individuals with a specialist's degree. Work backgrounds also vary from technical backgrounds in outdoor power equipment and industrial instrumentation to healthcare backgrounds in nursing. Regardless of the backgrounds of individuals employed at the institution, the administration is charged with

119

developing a unified approach to institutional issues. Howard described the process of unifying faculty as:

> You (administrators) have to deal with people from different backgrounds. Our instructors have different educational backgrounds…They have to have experience before they can teach. They are used to people of their own peer group…It's just hard, you've got to be able to bring together people from all different walks of life.

Adam described the team approach by referring to information resulting from a personality profile:

> We learned about Emergenetics and how everyone has a different profile. The administrator has to put this all together and find some common ground. I (administrator) have to understand that you are blue and you are yellow, but we have to pull together to make this work regardless of their personality.

> Taken collectively, faculty-oriented expectations can lead to employee job

satisfaction as suggested by Ginger's comment, "Of course there's the responsibility to your employees, to be familiar with them and their needs and make sure that the faculty are happy. We're more productive that way." Jane spoke of the administrator's physical presence and the reassurance it provided, "It's nice to see administration and feel they have our best interest at heart."

Administrative-oriented role. The administrative-oriented role is one that involves functions such as: overseeing operations, balancing priorities, and providing clear communications. Though administrative duties are more frequently cited as the routine "job of the administrator," they should not be underestimated in importance. Participants

suggested that these functions provide the stability of operations that contribute to an efficient organization. Ian referred to administrative-oriented tasks as "deck plate management" and described the tasks as: "These people (administrators/managers) keep things together day to day; materials, maintenance, physical facility, supplies, logistics, budgets, personnel, reporting. If they don't do this everything falls apart." In addition to overseeing operations, the administrator is responsible for balancing institutional priorities. Ian and Dawn proposed that balancing priorities does not just involve balancing the budget. Ian explained the balancing process as one used to determine program mix, "Let's focus on what we (institution) need. We (institution) don't need a machine shop. We (community) don't have the industry here. We (administrators) have to be willing to let go of programs that are not working." Dawn described the balancing process as one that has to be handled from a wider perspective:

> Administrators have to look overall. See if we (institution) don't need a specific program anymore and decide where we need that money…I think a good administrator has got to look at the whole school and figure out when it's time to say goodbye to something. Just because the program has always been there is no excuse to keep it. Business and industry should dictate that.

Communication is an important administrative function that permeates all administrative roles and cannot be overemphasized. This function is frequently cited as a need by faculty and is just as frequently cited as inadequate in a number of settings. Participants in this study provided examples of instances where communication could be improved and described the negative consequences of inadequate communication. Adam described his thoughts as:

121

Everybody thinks they know where they are headed, but we are all missing

the mark. We have to be able to communicate to know we are all on the same

page and we are all going in the same direction or there will be some

disconnect.

Faculty members were adamant that communicating job expectations to them was

particularly important. Kerri requested that administrators be direct, "Tell me what you

want me to do and then let me do it." Ian echoed Kerri's sentiment, "If someone gives me

something to do, I'll do it." Howard requested some input as part of the communication

process, "Let people be on their own and make some decisions. You can direct and

coordinate with them. It means giving up some power, but you are dealing with people

who are experts in their jobs."

Attributes-oriented role. Participants discussed expectations that existed across

multiple roles. These expectations were often both student and community-oriented or

were both faculty and administrative-oriented. They did not fit clearly into one role but

existed in multiple roles simultaneously. For the purposes of this study, these roles shall

be categorized as attributes-oriented roles. Examples of roles related to these

expectations included situations where the administrator served as the liaison or

intermediary between faculty and internal and external institutional stakeholders. In some

cases, this meant a liaison between faculty and students, faculty and faculty, and/or faculty

and members of the community. This was illustrated when Fred referred to administrator's

supporting faculty during disputes involving the student academic assessment process.

Additionally, Adam provided an example of the importance of the liaison role when

referring to personality differences resulting from varied educational and employment

backgrounds of faculty and the need to unite individuals for institutional purposes. External stakeholders included groups such as: civic and community organizations, business and industry representatives, governmental agencies, etc. Jane summarized the ideal process, "You (faculty) need someone who looks at the whole picture and brings it together. I think I would like him (administrator) to interact with us in the process."

In this study, faculty members described their expectations of the roles of technical college administrators. Analysis of responses indicated that expectations can be categorized into four broad themes: student-oriented roles, community-oriented roles, faculty-oriented roles and administrative-oriented roles. Discussions with study participants included expectations that supported the themes indentified in the study, but were applicable in multiple roles or, though supportive, were indirectly related to identified themes. Additional information comprising the fifth broad theme of the attributes-oriented role is provided in the following section.

Preparation

The qualifications listed on the LTC job description for campus administrator/dean is as follows: "Master's degree in education, administration or related field and three years of experience at a senior level in management, administration, and supervision." A comparison of institutional and faculty expectations of administrator qualifications provides insight into what faculty value in the preparation of administrators. Insight into faculty thoughts on this issue will help the administrator to capitalize on what is deemed by faculty to be strengths and minimize those areas regarded as weaknesses. Participants were consistent in their responses when asked the question, "What preparation or training do you think is necessary to be a technical college campus administrator?" Overwhelmingly,

123

faculty members indicated that administrators should have ascended through the ranks, received on-the-job training at any technical college campus, and have classroom teaching and business/industry experience. Ian referred to the daily operations of technical colleges as "nuts and bolts" and indicated that he felt experience in this area was needed by administrators.

In the area of academic preparation, faculty vacillated on whether administrators should be required to have a master's degree. Several indicated a master's degree would be desirable but felt as though technical training and specific management and leadership training were of greater importance. Participants were quick to indicate that continuous training was a must due to the changing nature of technical education. Communication skills training was also listed as an asset to the administrator's repertoire of abilities.

Personal and Professional Behavioral Characteristics

A number of personal and professional characteristics were identified as attributes of the administrator that have a bearing on the environment within which the institution operates and on faculty expectations. Birnbaum (1988) describes a community college operating under an adaptive system that focuses on efficiency and effectiveness as a bureaucratic model. Administrator characteristics are especially significant in high performing environments and may contribute to institutional efficiency and effectiveness. Responses to questions dealing with personal and professional behavioral characteristics are summarized in Table 3 and represents specific responses to the interview question, "What specific personal and professional behavioral characteristics of campus administrators do you find necessary/productive and unnecessary/counterproductive"?

124

Table 3

Themes – Personal & Professional Behavioral Characteristics of

Administrators

	Personal		Professional
Productive	Approachable	Leader	Provides resources &
	Honest	Listens	supports professional
	Fair	Open	development
	Confident	Trustworthy	Motivates faculty
	Consistent	Organized	Stands up for/represents
	Deals with	**Visible**	region/campus
	stress	Visionary	Professional
	Enthusiastic	Positive &	Unites diverse groups
	Firm	caring	Tries new ideas &
	Faculty	attitude	welcomes challenge
	interaction/		Allows faculty to do their
	good		jobs with guidelines
	rapport		Student centered but not
			to detriment of faculty
Counter-Productive	**Shows favoritism**		**Micromanages**
	Lacks respect for faculty		Autocratic/Dominant
	"Yells"		Too focused on numbers
	Paranoid		Does not seek faculty
	Negative		input in subject matter

(table cont.)

Promotes personal agenda	Does not encourage staff
Lacks personal involvement	to remain current
with faculty	Uses fear tactics
	Doesn't take responsibility

Note. Bold terms represent most frequently cited responses.

For the purposes of this study, behavioral characteristics are defined as qualities that are present in the actions or reactions of individuals in a specific environment or setting. Personal characteristics referred to intimate aspects of an individual as manifested in attributes such as interests, affairs, activities, values, etc. Professional characteristics referred to attributes related to or considered suitable for a specific profession, occupation, or vocation.

Personal productive characteristics consisted of a variety of adjectives describing administrators such as: fair, trustworthy, and confident. Professional productive characteristics consisted of expressions such as: has a professional attitude, unites diverse groups, and provides resources by supporting professional development. In this study, the most frequently cited characteristics of a "productive" administrator were consistent, firm, and visible. Participants were quick to point out that consistency was an extremely important characteristic of an administrator. When Adam was asked what he thought was an important characteristic, he replied:

Consistency, consistency, consistency. Everyone is looking to you to see if you

will be consistent…As soon as they see things are not, they are quick to say, I

knew he/she didn't care for what we are doing. That strains the entire

relationship.

Ian referred to consistency in a basic application of the term, "Be consistent. If you're going to be mean, be mean all of the time."

In addition to consistency, faculty indicated that administrators had to be firm in their approach to campus management and leadership. Though difficult at times, it was suggested that in order to be effective, administrators had to be firm with faculty and students as needed. Jane described a situation where administrators may have to make unpopular decisions:

Sometimes when you're at the top you (administrator) can't make everybody

happy…at any given day or any given time, you're going to have somebody mad at

you because you're not seeing their way…sometimes you have to say, I hear

what you're saying but that is my decision and I'm sticking to it.

Ginger indicated the administrator must be willing to address individuals with regard to specific issues, "…somebody who cares about you (faculty) but at the same time is able to discipline when necessary and, for instance, can call somebody in who needs to correct something." Ian's illustration of a firm approach involved the application of policies and procedures, "Apply all of the policies, rules, and regulations and do so across the board."

Faculty described an administrator who was visible as someone who was in the classrooms, visited faculty periodically, and was frequently in the community. Ginger explained a visible administrator from a student's perspective as, "For students to know who they (administrators) are. I think that's important." Howard had a similar description with an emphasis on community visibility, "I think the administrator should be highly visible.

I think they should know people by their first names in the community." Claire summarized her views, "Make the community aware, be out there, make those contacts." Jane framed her response from a faculty needs perspective slightly differently, "You need to have someone who is from higher up who is around to give you guidance…a person who is available to help you find out what you need to do." Kerri's thoughts were conveyed as, "You need to have someone who will go out there and fight for the faculty."

In addition to productive characteristics, participants were also asked about unnecessary or counterproductive characteristics. Participants almost unanimously indicated that micromanaging was the single most counterproductive characteristic of an administrator. Adam pointed to the limitations of administrators who attempt to micromanage, "Micromanaging only hurts the person who tries to do it because you don't know everything there is to know about all of these occupations, you may think you do…but you couldn't come in here and teach this program." Fred illustrated the negative impact of micromanaging on faculty with the following scenario:

> That is the main purpose of the administrator to work with faculty…I've seen
> whereby administrators put so much pressure on teachers until nobody wants to
> be a teacher anymore…but if I've never been in the classroom and I'm telling you
> the method it's going to take in the classroom…but you are down there in the
> trenches…the administrator may not know what's in place.

Ian indicated responsibility and accountability should be assigned to reduce micromanagement, "Don't micromanage. Put the responsibility at the lowest level and allow them to do it…He (administrator) puts the work at the lowest level, puts the responsibility at the lowest level and still allows them to be productive." Kerri also

128

proposed that faculty members should be given the authority to do their job, "You

(administrators) give them (faculty) guidelines to follow and what needs to be

accomplished but then let them use their own talents…let them do what they do best."

Closely behind micromanaging in frequency of response was administrator

favoritism. Participants expressed concern about the ill will caused by administrators who

show favoritism during the course of campus operations. Adam warned of the

consequences of favoritism:

Some people will call it cliques. They are niches or groups/subgroups. That will

hurt more than anything else if you (administrator) have this little group you cater

to. Whether you are doing it because they need it more or they need more

attention…always seems to be counterproductive when you see that…You only

tolerate us because you have to.

Howard saw avoiding favoritism as a basic management concept, " They (administrators)

can't put one group over another. You can't be friendly to one person, it's just really basic

management is the way I see it." Ian related favoritism to politics, "Don't play favorites. I

realize that all this politics goes on…The farther away I am from the flagpole the better I

like it."

Personal and professional behavioral characteristics of administrators provide an

overview of qualities exhibited by individuals that faculty consider productive or

counterproductive. Management styles are an outgrowth of these characteristics in that

they represent the application or culmination of personal and professional traits exhibited

by individuals.

129

Management Styles

Management impacts experiences which are directly related to faculty member expectations. In a technical college setting, an administrator's style or approach to management may be characterized by "marketplace logic" (Rhoades, 2005), "top-down" approach (Sabatier, 1986) or "bottom-up" approach (Raab, 1994), or the goal of the college as a "market or academic institution" (Birnbaum, 2004). A discussion of management styles helps to explain faculty expectations of administrator roles and is an additional means to corroborate what faculty deem crucial to accomplishing the mission of workforce development. Administrator roles, characteristics, and management styles were prominent approaches to identifying themes in the pilot study and emerged as major categories for classifying participant responses in this study. Approaching expectations from varied angles such as personal and professional characteristics and management styles increases the credibility of data by revealing consistency in responses. In Table 4, management styles described by participants in the study have been categorized using the five broad themes identified in the study. Table 4 represents participant responses to the question, "What specific management skills do you feel lead to effective governance/leadership in a technical college"?

Table 4

Themes – Expectations of Administrator Management Styles/Skills

Categorized by Study Themes

Themes	Expectations	
Student-Oriented Roles	**Visible –**	Structured & Flexible

(table cont.)

	Personally oversees some projects	
Community-Oriented Roles	Serves as ambassador	Communicates with stakeholders
	Negotiates	Accepts relationships inherent in position
Faculty-Oriented Roles	Is inclusive	Participates
	Mentors	Communicates expectations clearly: vision, goals & direction
	Is open-minded	
	Uses praise & recognition	Uses Laissez-Faire approach
	Supportive of faculty	Leads toward common mission/goal
	Delegates as needed	Leads by example
Administrative-Oriented Roles	Listens	Prioritizes
	Is detailed	Has good moral and work ethic
	Establishes timelines	Takes Ownership &

(table cont.)

	Organizes	accepts responsibility
	Plans	
Attributes-Oriented Roles[a]	Interested	Strong (has backbone)
	Firm	**Consistent**
	Stable	Fair
	Respectful	

[a]Attributes-oriented roles refer to expectations that include multiple roles or are indirectly related to a specific role(s).

Table 4 illustrates the relationships of administrators inherent in each role. These relationships may vary with the environment. Faculty-oriented roles were described most frequently by study participants. Examples of the necessity for good communication were abundant. Ian proposed that leading a group of followers is facilitated by communication, "I would personally follow someone who sets an example…Somebody who communicates this is what we're going to do and why." Kerri also wanted to know what she needed to do in her job, "Just tell me. Be very clear in what needs to be done…" Howard considered the need for communication from the institution itself, "I think it is one of the administrator's jobs to get the people to share the information they have…I think that the administrator's job is to get this shared knowledge to everybody." Fred used the ideas: assist the faculty, use reinforcement, and don't use power to put fear into the faculty. He stated that when administrators use fear, "They (faculty) tend to pull back. They come into meetings with a negative attitude…so they in turn really won't be truthful with you (administrator)."

Ginger was concerned about administrators being more inclusive and involving faculty in campus operations and/or decision making. She proposed that the administrator should include faculty in goal setting thereby increasing the chances of accomplishing goals. Erin also considered the need for including faculty in decision making. She remarked, " …sometimes administrators just forget to think of us (faculty) or forget to realize we are professional…so we can see a lot of things, respect our opinions, include us and I can help you make this better." Jane and Bob honed in on attributes that transcend multiple roles. Jane proposed that the administrator had to be firm and have a "backbone" when administering campuses. She illustrated her thoughts with the following comments, "They (administrators) need to have a backbone…sometimes when you (administrators) are at the top…you can't be their buddy or their friend." Bob described his opinion about respect and its importance in faculty/administrator relationships as follows, "I don't like to be treated as though I'm stupid. You know that my opinion doesn't mean anything." When asked what characteristics of administrators were counterproductive, Claire elaborated on the concept by expressing her ideas as, "Not listening to your instructor's suggestions or how they feel things would work better. Not getting input." Adam related the negative impact on faculty members resulting from a lack of communication with administrators:

That is where the disconnect is. Everybody thinks they know where we are headed but we are missing the mark…Being able to communicate that and let them know we are all on the same page and we are all going in the same direction.

Several participants indicated that those administrators who better utilized relationships and the art of communication were likely to have an easier time managing

the institution. Bob provided a description of this concept as, "It doesn't actually look like they are managing. These are the ones that continuously manage. They put everything together and are natural managers. In just a conversation they are managing." Fred illustrated the concept of using relationships and communication in administration by citing the importance of the informational role in resource allocation with the following statement:

> Sometimes you need resources. You know you may have everything you need in your room but you still ain't getting results…Let's see what does work. If the administrator is communicating he knows what you need. Everyone has a role to play; the administrator has to be responsible. They decide what resources you're gonna get.

Ginger's example centers on the importance of informational roles in decision making and the decision making process. Ginger stated, "If you see a trend then you need to make everyone aware that this is not acceptable behavior…This makes it easier to discipline when necessary." Dawn echoed a similar sentiment, "Maybe appoint some committees and have goals for each department …maybe we could get some of the people who have ideas on recruiting together and set some goals and involve everyone in accomplishing them." Participants indicated that administrators who manage in this way are inclusive, strong, visible, openly communicative, etc. Taken collectively, these roles enable the administrator to lead others toward a common mission/goal (Howard); to lead by example (Ian); and to take ownership and accept responsibility (Jane).

A Comparison of Institutional and Faculty Expectations

Upon hire, LCTCS provides administrative personnel with the institutional requirements of the job via a job description. Table 5 compares the components of the LCTCS administrator's job description (institutional expectations) with faculty expectations identified in this study. The expectations are categorized by themes identified in the study and labeled by title corresponding to Mintzberg's Taxonomy. The themes of student-, community-, faculty-, administrative-, and attributes-oriented roles are used to categorize specific faculty responses and specific components of the job description. Mintzberg's Taxonomy of Managerial Roles (1973) is used to label responses to facilitate a comparison of concepts between faculty and institutional expectations.

Table 5

Institutional Expectations Compared to Faculty Expectations of Technical College Administrators Categorized by Themes and Mintzberg's Taxonomy of Managerial Roles

Institutional Expectations	Faculty Expectations
Student-Oriented Roles	Student-Oriented Roles
Leader - Oversees student services functions	Figurehead – Identified by students
Disseminator - Develops schedule of courses and related student reports/data	Leader - Structured and flexible
	Spokesman - Visible (personally oversees some projects)
	Liaison – Recruits
	Disturbance Handler – Disciplines
Community-Oriented Roles	Community-Oriented Roles
Liaison – Responsible for work with local school districts	Figurehead – Accepts relationships inherent in position
Liaison – Responsible for articulation/cross enrollment efforts with other postsecondary institutions	Liaison – Identifies workforce needs
	Spokesman – Public relations
Spokesman – Represents region at statewide leadership team meetings	Spokesman – Interacts with community
	Spokesman – Is spokesperson for the college

(table cont.)

Spokesman – Initiates and coordinates regional/campus community relations and economic development	Spokesman – Acts as ambassador
	Spokesman –Communicates openly with stakeholders
Negotiator – Responsible for negotiation and administration of contracts	Negotiator – Negotiates internally and externally

Faculty-Oriented Roles	Faculty-Oriented Roles
Entrepreneur – Oversees quality assurance of instructional programs	Leader – Considers employee job satisfaction
	Leader – Is inclusive
	Leader – Mentors, supports faculty, uses praise and recognition
	Leader – Is open minded
	Liaison – Develops team approaches
	Liaison – Networks
	Liaison – Identifies instructional and academic needs
	Monitor – Participative
	Disseminator – Communicates expectations clearly:

vision, goals & directions

Entrepreneur – Acts as instructional leader

Entrepreneur – Is open to ideas

Entrepreneur – Delegates as needed

Entrepreneur – Leads toward common mission/goal

Entrepreneur – Leads by example

Entrepreneur – Laissez-Faire

Disturbance Handler – Disciplines

Resource Allocator – Supports and reinforces

Administrative – Oriented Roles	Administrative – Oriented Roles
Leader – Prepares business plan including goals	Leader – Practices good moral and work ethics
Leader – Uses hiring procedures and performance evaluations for campus personnel and to recommend employment	Leader – Oversees operations
	Monitor – Listens, detailed, establishes timelines
	Disseminator – Communicates clearly
Leader – Implements personnel policies	Disturbance Handler – Takes ownership and accepts

(table cont.)

Leader – Responsible for facility maintenance

Monitor – Maintains compliance with accrediting

   agency policies and procedures

Disseminator – Responsible for accurate communication,

   dissemination and interpretation of information

Disseminator – Responsible for timely submission of

   reports

Disseminator – Responsible for working with regional

   Institutional Research personnel to submit accurate

   and timely reports

Disturbance Handler – Responsible for security

Disturbance Handler – Responsible for resolving

   faculty and student complaints, grievances and

   disciplinary actions

Resources Allocator – Develops, manages, and

                  responsibility

Resource Allocator – Balances priorities

Resource Allocator – Prioritizes, organizes

Negotiator – Plans

(table cont.)

monitors budgets and fiscal affairs

Resources Allocator – Coordinates campus space/room

utilization and maintains inventory

Attributes – Oriented Roles

Leader – Interested

Leader – Stable, firm

Leader – Respectful

Leader – Consistent

Leader – Fair

Liaison – Strong (has backbone)

As illustrated in Table 5, institutional expectations most frequently cited are in the area of administrative-oriented roles, while faculty expectations are weighted in the area of faculty-oriented roles. The roles identified in the job description provide an overview of expectations of administrators from the perspective of supervisors or upper management. These roles are used by superiors to hire personnel and evaluate individuals on their effectiveness as a technical college administrator. Though upper management and faculty members consider administrative-oriented roles necessary, faculty expectations reflect a humanistic approach to administrative duties whereas the job description appears to be based heavily on outcomes and are operational, almost clerical in nature. When compared to the job description and expectations of upper management, faculty members have an overall broader application of expectations of administrators. For example, faculty expect the administrator to act as the intermediary between a number of stakeholders and the college. The job description cites only local school districts as a function of this role. The same can be documented in the spokesman role. Faculty members indicate the administrator's role as spokesperson is broad and encompasses diverse groups. The job description refers only to narrowly focused leadership meetings.

Though communication is listed in the administrative-oriented role, the job description focuses on reporting upward: timely submission of reports, schedule of courses and related student reports/data, and working with institutional research personnel to submit accurate and timely reports. Faculty expectations indicate that the administrative-oriented role should also include downward, participative communication such as listens, organizes, plans, and establishes timelines.

141

Decisional roles such as entrepreneur, disturbance handler, resource allocator, and negotiator are minimal in the administrator's job description. Mintzberg (1973) indicates that these roles legitimize the use of power and authority by the administrator. Faculty members expect administrators to exhibit the characteristics inherent in decision making roles such as eliminating programs that are no longer viable or reallocating resources to programs that are in need. The minimal attention to these roles on the job description raises the question of importance of these roles from the perspective of upper management when compared to the perspective of faculty.

This study has provided a mechanism to identify faculty expectations of administrators. A comparison of institutional and faculty expectations reveals a conflict for administrators. The differences in expectations create dissonance for the administrator in determining how to balance the expectations of supervisors with those of faculty. Additionally, the challenge for the administrator is to reconcile the differences in expectations while producing outcomes required in high performing environments. Communication of faculty expectations enables the administrator to have a better understanding of the job, to be more aware of the needs of the institution, and to better perform the functions related to the position. Birnbaum (1987) provides support for the importance of communication of faculty expectations in his claim that leaders who espouse goals not aligned with those of the group may forfeit their claim to leadership (p.10). Therefore, a clear understanding of expectations is important for administrators and can come from analyzing the results of this research study.

Summary

This study's findings were examined based on research questions that revolved around concepts dealing with: the roles of administrators, personal and professional behavioral characteristics, and management styles. Administrator roles as described by faculty emerged based on their orientation toward themes related to students, community, faculty, or administrative roles. Productive behavioral characteristics, consistent, fair, and visible, were most frequently cited by faculty as important for technical college administrators to possess. These characteristics were categorized as attributes-oriented roles and grouped as an additional theme identified by faculty members. Counterproductive characteristics were identified by study participants as micromanaging and showing favoritism. As with other responses, when management styles were categorized by themes, faculty-oriented roles were found to be most important to participants based on frequency of response. What bearing do these findings have on the job of administrators and the effectiveness and efficiency with which they are able to accomplish the institution's mission? The next chapter will provide a discussion of the findings, implications for stakeholders, and suggestions for further study.

Chapter 5 Discussion, Conclusions, and Recommendations

This exploratory study included individual interviews with 11 technical college faculty members and involved faculty in a discussion that was often passionate. The phenomenological research design was used to probe into participants' expectations of the role of technical college administrators. This chapter focuses on a discussion of the themes that emerged from the study. The themes were centered on responses to interview questions and included actual accounts from faculty. As was mentioned by faculty members numerous times during the interviews, technical colleges are different from other members of the post-secondary community and these differences will also be considered as a part of the discussion. Ian explained, "We're not here to try to philosophize or ponder this or that theory. You've got so many hours a day and so little time and you've got to learn this trade…and then you can go to work and make money." This approach to teaching and learning creates an environment or adaptive system that is difficult to describe utilizing traditional methods of higher education management and/or leadership.

Themes identified in the study and corresponding roles based on Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) will be used to describe faculty expectations. The discussion includes a description and comparison of faculty expectations of technical college administrators and institutional expectations as illustrated by the job description for administrators. The categorization process utilizing themes and Mintzberg's roles to enable the higher education community to understand and apply the study's findings within the unique technical college setting.

Following a discussion of the findings, I will present information on the implications

for policy and practice within the community and technical college system including

suggestions/contributions directed to the training of administrators, identifying professional

development opportunities for faculty, detailing information that assists administrators to

be successful, and providing insight into strategies that may enhance the technical college

mission of workforce development.

<center>Overview of the Study</center>

This study began as the need for accountability and increased performance of

Louisiana's technical colleges grew resulting from the 1999 reorganization of the

community and technical college system, the 2005 impact of hurricanes that exacerbated

the need for skilled workers, and the 2008 economic crisis that continues to challenge the

need for skilled labor while simultaneously reducing the number of individuals employed in

the workforce. Technical colleges have been charged with addressing Louisiana's

workforce development issues. Technical college administrators have been charged with

leading that initiative. Administrators know what upper management expects as

communicated through the job description. Rarely are faculty expectations of

administrators communicated. This absence of communication of faculty expectations is

regrettable because faculty members determine institutional success. In a high performing

environment where outcomes are directly linked to funding and the perpetuation of the

system, all avenues for improving performance must be explored. In order for educational

administrators to increase levels of performance, they must relate desired outcomes to

desired performance and communicate the connection to faculty. Unknown faculty

expectations challenge the administrator's ability to develop an effective and efficient

<center>145</center>

workforce training agenda. This study will inform administrators of the expectations of faculty and result in the potential for improved institutional performance.

The primary research question addressed by this study was: What are faculty expectations of the role of technical college administrators? Additional questions included: (a) How do faculty expectations align with the roles found in the conceptual framework of Mintzberg's Taxonomy of Managerial Roles? (b) What administrative role category do faculty expectations deem to be more crucial to institutional success and how do these compare to institutional expectations of the administrator? (c) How do faculty expectations influence the structuring of administrator roles?

Considering the input from 11 participants in different technical college settings, I have compared and analyzed responses to identify common faculty expectations of the role of technical college administrators and gained a holistic overview of emerging patterns and themes that will be presented in the context of the research questions addressed during the study. By conducting faculty interviews and analyzing responses, I have developed a cross-case analysis and charted themes across the spectrum of the study. I have identified five major themes categorized as student-oriented, community-oriented, faculty-oriented, administrative-oriented, and attributes-oriented roles. These themes will be used to describe and discuss role expectations of administrators as identified by faculty.

Themes Related to Faculty Expectations of Administrator Roles

Faculty-Oriented

When identifying expectations, reference to faculty-oriented roles in the job description was minimal while the theme of faculty-oriented roles was cited most

146

frequently by study participants. Prominence of these roles in faculty expectations is supported by DelFavero and Bray (2005) as characterized by "self-interest" for faculty and "efficiency" for administrators. Faculty self-interest is illustrated by expectations in the faculty-oriented role that revolves around facilitating employee job satisfaction, networking, being inclusive, developing team approaches, supporting faculty, using praise, being open to ideas, etc. Dawn's illustration conveyed the idea that faculty should be encouraged to work together to address issues that involve everyone at the institution. Adam described the necessity for administrators to network with faculty to facilitate the learning process. His final comment brought together the purpose for networking at every level, "that's why we're all here for those students." Technical college faculty members also cited concepts related to Mintzberg's interpersonal and decisional roles with equal frequency in prioritizing what is considered necessary for administrator and institutional success. The interpersonal and faculty-oriented roles cited by faculty members aligned with the concepts of networking, developing team approaches, and being inclusive. Faculty member responses to this study were consistent in identifying the importance of relationships and relationship building by specifying and connecting faculty-oriented and interpersonal roles.

The results, concerning decisional roles voiced by study participants, parallel research by Harris (2002) that supports the notion that faculty members expect an administrator to lead toward a common mission and goal. These expectations determine faculty and administrator interaction and the work environment. The prominence of faculty-oriented, interpersonal and decisional roles in this study supports the concept that interpersonal relationships (Del Favero & Bray, 2005; Del Favero, 2003; Kezar & Eckel,

147

2002), particularly between faculty and administrators are of paramount importance to employee satisfaction and institutional success. The role of the administrator leading the group toward a common goal may include student-, faculty-, and community-oriented concepts. Adam and Jane described a scenario in which faculty and administrators interact with each other and work in unison toward institutional goals. One of the ways that this occurs is by sharing the big picture with faculty and staff as illustrated by Adam's comments:

> (As an administrator) You have to share your vision…You have to share your plan or mission as to where you are looking for the school to develop. That means that somebody or everybody is going to have to grow to make that happen.

Administrative-Oriented

Participants' analyses of administrative-oriented roles supported the influence of the corporate approach in technical colleges by emphasizing efficiency-related concepts. Though study participants acknowledge the importance of administrative-oriented roles, institutional expectations were far more concentrated in this area. Institutional expectations included specific tasks involving facilities, personnel actions, reporting, and fiscal affairs. These expectations were oriented toward the position of administrator. Faculty member expectations included administrative-oriented roles that were focused on individual characteristics such as listening, communicating clearly, accepting responsibility, etc. Rhoades (2005) described a "marketplace logic" considered necessary for institutional efficiency. Research findings within this study parallel the corporate approach with similar concepts found in the job description. As described by Rhoades (2005), priorities shift in environments that focus on performance and accountability. In

the corporate environment, as in the technical college environment, administrators work to "bring in" revenue and must be responsive to employer demands. This view, as proposed by Rhoades and supported by upper management's job description aligns with the idea that administrative characteristics should be more specific to the achievement of goals and objectives in high performing institutions.

Student-Oriented

In this study, faculty identified expectations related to specific roles for administrators that are necessary in order to result in increased services to students with the ultimate objective of greater institutional success. As prescribed by faculty, the theme of student-oriented roles encompasses a wide range of expectations. These expectations suggest that administrators should be visible, structured yet flexible, and willing to include the use of discipline. Adam described, "Sometimes we (administrators and faculty) have to be firm. This will help us (institution) to get to the level we are trying to reach." Adam's comment illustrates his expectation that both faculty and administrators, though thrust into a pseudo-parental role, have to be willing to work together to expect the best from students. Though the approach to students may be different in some instances, faculty members in this study propose the need for a united approach to student issues as a means to institutional success. Institutional expectations related to the student-oriented role were structured functions found in the area of student services as well as student reporting and data gathering functions.

Community-Oriented

Collaboration between the community and members of the institution is necessary to identify and communicate business and industry needs. The figurehead and

spokesman roles are cited by faculty members as necessary for administrators when dealing with community stakeholders. Similarly, the theme of community-oriented roles is expressed in the job description as representative in nature. Rhoades (2005) considers the corporate approach to have a major impact on administrators who are representing educational institutions. This approach requires increased institutional output that is specifically focused on the needs of business and industry.

Attributes-Oriented

Attributes-oriented roles encompass the personal and professional characteristics of administrators. Faculty members were adamant about the characteristic of consistency and cited it frequently as necessary for administrator and institutional success. The consistent application of rules and processes is also a component of a bureaucratic institution (Birnbaum,1988). Additionally, Birnbaum (2004) proposes that the development of trust between administrators and faculty is linked to a feeling that faculty members know what to expect. Consistency in management and leadership promotes trust between superiors and subordinates (Collins, 2001). Fred described the importance of consistency in reducing mistakes and building trust:

> I think you have to be consistent. That way there won't be any mistakes as to what you (administrator) are doing…If everyone understands the play because that administrator treats everyone on one accord, they (faculty) are more likely to trust you (administrator), then I think it's going to run smoothly.

Aligning Faculty Expectations with Mintzberg's Taxonomy of Managerial Roles

Mintzberg's Taxonomy follows the notion of structure and organization in the achievement of goals. This structure and organization also parallel the concepts related to

150

productivity utilized by high performing institutions. Tierney (1999) indicates that institutional performance is a measure of student, faculty, and organizational productivity. This study supports the suggestion that faculty expectations of technical college administrators do align with Mintzberg's Taxonomy of Managerial Roles and that the taxonomy provides a logical, nationally recognized system to categorize responses and interpret results. Considering faculty expectations centered on the concepts of Mintzberg's (1973) interpersonal roles, which involve relationship building, and decisional roles, which involve developing and implementing strategy; Mintzberg's Taxonomy provides a means by which to evaluate the technical college governance structure and can prove valuable in examining and understanding administrator roles.

During this study, Mintzberg's interpersonal and decisional roles were prominent in describing administrators. Based on the number of responses from faculty, interpersonal roles appear to be the most crucial to institutional success. When compared to the narrow focus of institutional expectations found in the job description, faculty members expect a more diverse application of roles from administrators in addressing college scenarios. This finding is in line with the concept proposed by DeRussy (1996) that the structure of two year institutions such as technical colleges requires a relationship between faculty and administrators that includes interpersonal skills such as understanding interests, desires, and ideals. Per the frequency of institutional expectations listed in the job description, upper management also rated interpersonal roles as the most significant but these roles appear more clerical in nature than "personal." Faculty members indicated they wanted the relationship portion of "interpersonal" to be a part of the administrator's function. Ian

described this concept as, "Don't ask someone to do something that you are not willing to do yourself."

The prominence of decisional roles in this study is aligned with the high performing environment that includes accountability and related efficiency and effectiveness as discussed by Del Favero (2003). In this environment, Del Favero indicates faculty take an active role in determining their work and, as described by Miller (2003), they expect administrators to take an active role in decision making. Technical college faculty expressed the expectation that administrators have a "hands-on" approach to managing the college.

<center>Expectations in a High Performing Environment</center>

Examination of the LTC Campus Dean job description yielded the discovery that institutional expectations were focused on the theme of administrative-oriented roles and differed from faculty expectations that focused on the theme of faculty-oriented roles. As part of the administrative-oriented role, upper management expects administrators to perform very specific administrative functions, many related to reporting and compliance. These functions parallel duties specified in high performing environments focused on key goals and results (Tierney, 1999). Similarly, Mintzberg's (1973) description of the leader role encompasses daily operational activities within the organization. Examination of the job description revealed several functions that describe daily operations such as: hiring, performing evaluations, implementing policy, performing student services functions, etc. These activities determine institutional outcomes and are the mainstay of technical college operations that involve interaction with internal stakeholders such as faculty and students.

Faculty expectations differ from institutional expectations in that faculty expect the leader to be open to ideas and to be inclusive. The disconnect, apparent when comparing faculty expectations with institutional expectations, appears to parallel research by Flanigan (1994). Flanigan proposes that faculty members are centered on their own needs. This concept supports the faculty expectation that administrators be inclusive and be open to ideas; thus enabling faculty members to communicate needs and administrators to consider them. It is noteworthy that Flanigan described administrators as focused on accountability. Analysis of the job description explains the reason for this tendency on the part of administrators. Upper management also focuses on accountability illustrated by the emphasis on reporting; a method, frequently, by which administrative accomplishments are measured.

Specific themes located under the broad category of faculty-oriented roles have been identified in this study as an important component of what faculty expect of administrators. The importance of the factors within faculty-oriented roles such as providing support and reinforcement and developing team approaches are cited by faculty members and supported by the literature (Del Favero, 2003; Del Favero & Bray, 2005; Gunter et al, 2003; Levin, Kater & Wagoner, 2006). Gunter et al. (2003) also supports the notion that roles are a means to frame administrator functions and faculty collaboration in those roles increases the opportunity for a team approach and the accomplishment of agreed upon goals.

An analysis of study responses reveals that faculty members thought administrators who possess productive personal and professional characteristics such as consistent, unites diverse groups, professional, etc. also possess administrator prowess at addressing

faculty and institutional needs. These characteristics were cited by participants as instrumental in accomplishing the goals of high performing institutions. In order for administrators to provide support and reinforcement to faculty, they must know what faculty needs are. This is partially accomplished through networking and being open to faculty ideas. The process of linking administrative support with faculty needs is facilitated by developing or fostering a team approach between faculty and administrators. When administrators work alongside faculty, the path to institutional success and faculty goal attainment often becomes more apparent (House, 1996). These activities can ultimately lead to improved faculty job satisfaction because the administrator is providing direction and support which reduces the ambiguity for faculty about what is expected of them. Knowledge of faculty expectations may help administrators to increase employee satisfaction and thus help administrators achieve greater institutional effectiveness and efficiency.

Participants declared that an understanding of the unique culture of technical colleges is necessary to comprehend what faculty members consider important preparation for administrators. This finding aligns with the proposition by Yielder and Codling (2004) who indicated that administrators from vocational/technical settings are frequently promoted to leadership positions having ascended the ranks. Technical college faculty members echoed the sentiment that administrators should have technical college experience. Administrators promoted from within the technical college system possess knowledge and experience suited to the specific operations of the institution. The emphasis, however, between faculty and institutional expectations differs in that faculty viewed the administrator's role as a leader, using terms like "mentor" and "supportive",

154

while institutions viewed the role of leader using concepts like "prepares business plan" and "follows hiring procedures."

Technical college faculty members also indicate that administrators are responsible for daily operational tasks that include communication and reinforcement of rules and regulations as they apply to instruction and campus operations. The only mention of instruction in the job description centered around overseeing quality assurance. In an environment where instruction must be directly linked to business and industry needs, the job requirements only minimally and vaguely reflect the need for evaluating the alignment of curriculum with business practices. Faculty expectations were much broader and included the concept that administrators directly function in aligning curriculum and instruction with business and industry needs.

Traditional higher education and community and technical college faculty share common ground in the educational process. Both faculties contribute to community development, assess and evaluate progress to improve learning, and engage in teaching and learning (Hotchkiss, 2002). However, because of open admission policies, community and technical college faculty members frequently work with a majority of underprepared students to provide specific technical certificates, customized learning directly linked to local workforce needs, and/or to assist older students from diverse backgrounds who are often first generation college attendees (Hotchkiss, 2002).

In addition to these differences, community and technical college faculty members have broader work and educational backgrounds that contribute to the differences of expectations of faculty members and to their expectations of administrators. Four year higher education faculty members typically have similar educational backgrounds and/or

academic preparation (Birnbaum, 1988); while technical college faculty members as illustrated in the study have a wide variety of backgrounds and educational preparation. The diversity of academic and work backgrounds within the ranks of technical college faculty members provides a challenge for administrators within these institutions to unite the faculty members toward a common mission. Traditional higher education faculty members are recognized for the educational process and for a wide range of outcomes; technical college faculty members are recognized for strict industry-based outcomes. As expectations are borne of experiences, this diversity of backgrounds and experiences impacts faculty expectations of administrators and presents a challenge to create unity among members of the technical college faculty. This finding is important to administrators in a high performing environment and indicates the need to provide for common experiences and activities for faculty members in order to create unity and a common vision toward improved institutional accomplishments.

A strong sentiment for the need for consistency was expressed by participants of this study. Peterson and White (1992) posit that the difference between faculty members and administrators is embedded in institutional culture and climate. The culture of technical colleges is immersed in workforce development. This workforce-oriented culture supports the characteristics most frequently cited by participants as necessary for administrators to possess in order to achieve institutional success such as: consistency, firmness, and visibility. The technical college climate is also consistent with the bureaucratic approach (Birnbaum, 1988), a model that focuses on efficiency and effectiveness. Though the basic concepts of consistency, firmness, and visibility are not viewed as negative administrator traits within the higher education culture, the

characteristics of flexibility, empowerment, and openness to change appeared more frequently as desired attributes within these cultures (Allen, 2003; Beatty, 2000; Birnbaum, 2004; Easterby-Smith, 1987). As expressed by Kerri, a participant of this study, technical college faculty members are more tolerant of the "top-down" (Sabatier, 1986) approach to administration, while traditional higher education four year institution faculty members prefer the "bottom-up" (Raab, 1994) approach to administration.

The Influence of Faculty Expectations on the Structure of Administrator Roles

Examination of the job description and findings of this study has resulted in the realization that faculty are not involved in the structuring of administrator's job description but are intimately involved in the day to day, real time application of administrator roles. Since technical college faculty are likely to work more closely with, spend more time with, and solve more problems with administrators; should they have some involvement in the structuring of official roles by which administrators are evaluated? The absence of a mechanism to convey expectations has relegated faculty to bystanders in the process of determining administrator roles and influencing institutional success through administrator effectiveness. This study would indicate involvement of faculty in the structuring of administrative roles may have far reaching positive benefits for technical education and training. Faculty are key to the education and training of students, have business and industry expertise that is necessary to address workforce needs, and link administrators to students and community. Faculty input in structuring administrator roles in high performing institutions is a logical means to improving performance. The process of seeking faculty input would provide a specific mechanism to further identify, address, and solve issues of efficiency and effectiveness in the technical college system.

157

The faculty participants in this study indicated that the tendency toward favoritism and the limited approach that it fosters is detrimental to the collaboration needed to achieve institutional success. Specific administrative behaviors impact faculty perceptions and determine the degree of collaboration within institutions. Del Favero and Bray (2005) indicated that positive perceptions between faculty members and administrators foster collaboration within institutions. Administrators, however, must be collective minded and be concerned about all aspects of the institution.

The concept of micromanaging was also mentioned frequently by study participants as a counterproductive characteristic of administrators. Micromanaging is behavior that parallels the concept of control described by Rhoades (2005) as marketplace logic, a concept that incorporates the notion that control over faculty increases outcomes. Steck (2003) echoes the idea that immediacy, as required in the corporate approach, has a negative impact on faculty and administrator relationships; however, this study appeared to identify conflicting expectations around this issue. Technical college faculty members indicated that they wanted more direction and involvement from upper management than is typically considered acceptable in the higher education arena (Welsh & Metcalf, 2003). Upper management, via the job description, appears to be focused on direction and control. Technical college faculty members also indicated that once they have received direction, they should be left to do their jobs. This seeming contradiction places the administrator in a difficult position where he must work to find an acceptable balance. The balance is dependent on what administrators in high performing environments need in order to produce desired outcomes and what faculty members want in order to feel as though the administrator is involved and yet not engaged in micromanaging.

158

Tierney and Minor (2004) describe the concept that expectations are often distorted when communication is underutilized. Participants in this study were vocal in their concerns about communication or the lack of communication and its impact on measuring faculty and institutional efficiency and effectiveness. Communication was considered particularly important in high performing environments where outcomes are specific and must be measurable. Study participants indicated the importance of administrators communicating expectations clearly including vision, goals, and direction. Harris (2002) supports the concept that vision and values expressed by administrators actually determine daily interactions and the work environment.

Faculty Expectations of the Role of Technical College Administrators

What are faculty expectations of the role of technical college administrators? Faculty expectations are focused on faculty-oriented roles and point to consistency, firmness, and visibility as a means to accomplish the mission of workforce development within technical colleges. Expectations and administrative management functions are described by Mintzberg (1973) as interpersonal, informational, and decisional roles. Faculty consider Mintzberg's interpersonal roles most important. The subcategories of Mintzberg's figurehead, leader, and liaison roles are highlighted in both faculty and institutional expectations. Technical college faculties expect clear, concise, and frequent communication. "It's more than just a paycheck; it's having a vision for technical education" (Ginger). They look to administrators to represent them since they are judged by the product that they produce, and they welcome direction.

As indicated in this study, administrators are expected to function in the capacity of student-, community-, faculty-, administrative-, and attributes-oriented roles. Technical

159

college instructional staff also understands the culture of efficiency present within the technical college environment and are open to direction and management necessary to accomplish institutional goals. The diverse backgrounds of individuals within the technical college also necessitate management techniques found in the corporate approach and utilized in high performing institutions. In order to reach the goals set in an outcomes-oriented environment, educators within the technical college expect administrators to create a work setting that is faculty-oriented and supportive in nature. When compared to institutional expectations, technical college instructors appear to have a broader perspective on all of the components necessary for institutional success. Faculty members consider stakeholders including students and community as important partners in meeting institutional objectives. The narrow approach described in institutional expectations is less focused on stakeholders and considers outcomes related to planning, reporting, and evaluating. Though these management concepts are relevant to corporate operations (Mintzberg, 1973), faculty also recognize the need for consideration of the educational component of the college. Technical college faculty members propose that building relationships, fostering growth, teaming, and communicating in support of students and faculty will enable the institution to reach and report positive institutional outcomes. Technical college faculty members are tolerant of bureaucratic approaches to administration but are also cognizant of the need for leadership qualities within administrators that bring stakeholders together for everyone's benefit. Administrator roles must be balanced between that of manager assumed by administrators and that of leader both desired of and by administrators.

Conclusions

Faculty expectations of the role of technical college administrators focus on faculty-oriented roles that are broad and all encompassing. These roles include various stakeholders such as students and community. Faculty members indicate that the concepts presented in Mintzberg's (1973) interpersonal roles are important and should include the development of relationships between faculty and other stakeholders. Application of these concepts in the development and structuring of administrator functions can result in enhanced faculty/administrator relationships, as well as improved institutional outcomes; both positive results for stakeholders. Technical college faculty member expectations appear to be more aligned with Mintzberg's Taxonomy of Managerial Roles (Mintzberg, 1973) than are upper management expectations as evidenced by details found in the job description when compared to faculty responses. This alignment is consistent with the idea that technical college faculty are aware of and willing to work with administrators in high performing settings.

Themes as described by participants centered on faculty, students, and community support relationships and the resulting collaboration needed by stakeholders for positive performance. These findings conflict with institutional expectations as described in the administrator's job description. Institutional expectations and/or those of upper management are administrative-oriented and very specific in nature. Institutional expectations reflect the importance of interpersonal skills. However, the skills proposed by upper management are clerical in nature and specifically outcomes based as evidenced in the job description. Functions related to gathering and reporting of data are numerous, as is the communication and implementation of procedures. Additionally, communication is

161

listed as both expectations of faculty and institutions. Institutional expectations focus on upward communication in the form of reporting. Faculty members indicate downward and participative communication is of equal importance. The contradiction between what faculty expects and upper management expects of administrators provides a basis for discussion between institutional stakeholders to examine and define institutional priorities. Administrators must work with upper management to reconcile the differences in expectations. Without clear direction, the ability of the administrator to efficiently manage the institution is greatly reduced.

Expectations of traditional higher education faculty members must be challenged when considering technical college faculty. There is a need to consider technical college faculty expectations as unique when based on their work environment and as dictated by their role, scope, and mission; which is tied to business and industry needs. Higher education institutions may be collegial, bureaucratic, political, or anarchical (Birnbaum, 1988). In this study, management concepts associated with the administrative-oriented terms used by participants are more bureaucratic versus collegial in nature as described by Birnbaum (1988). This finding parallels the concept that bureaucratic institutions are concerned with effective and efficient operations that are not left to "chance or goodwill" (p.112).

Traditional higher education's focus of "higher order scholarship" and wide ranging societal needs (Cohen & Brawer, 2003) are broader in nature and include broader societal issues. Conversely, technical college faculty members focus on specific business and industry needs. Higher education faculty members traditionally like to be autonomous in their approach to work, to interaction with administrators, and to discipline specific

162

decision-making capabilities (Birnbaum, 1988). Study participants from technical college settings did not express a great need for autonomy and viewed faculty-oriented roles as a means to seek networking opportunities with, to work alongside with, and to gather direction from administrators. In a similar vein, traditional higher education faculty members in four year colleges and universities typically consider the classroom and instructional delivery methods to be totally within the purview of the individual providing the instruction (Williams, Gore, Broches, & Lostoski, 1987). These faculty members do not encourage nor invite administrative evaluation of the teaching process. Unlike traditional higher education faculty, technical college faculty members consider it the responsibility of the administrator to oversee methodology and evaluation of instruction.

Technical college faculty members expressed a desire for administrators to support staff development opportunities directly related to workforce development as a means to sustain faculty professional growth. These opportunities centered on current business processes and techniques. Traditional higher education faculty members, however, rely on a different staff development structure whereby individual research opportunities allow faculty to explore new concepts and/or issues that create new knowledge that may be used by stakeholders including business and industry (Birnbaum, 1988). Additionally, the higher education structure encourages exploration and innovation; a process that supports individual initiative and promotes professional autonomy under the concept of academic freedom (Ikenberry, 1971). This process differs from that found in technical colleges where structured practice directly related to industry standards is considered appropriate and necessary. A typical technical college administrator's job description makes no mention of supporting faculty through staff development. Study participants indicated

support by means of staff development was important to provide relevant instruction,

obtain current industry certifications, and assist faculty to address business and industry

needs.

In summary, by utilizing themes identified by participants as a means of

comparison, the results of this study indicate faculty expectations differ from institutional

expectations. The theme of faculty-oriented roles is the focus of faculty expectations,

while the theme of administrative-oriented roles is the focus of institutional expectations.

Differences in expectations of technical college faculty are also apparent when compared

to traditional higher education faculty. The approach of technical college faculty members

to each of the roles identified in the study, however, is supportive of attributes necessary in

high performing environments. Institutional expectations prescribe administrative-oriented

roles as a means to direct output. The results of this approach may or may not achieve

the desired result based on the degree of buy-in from stakeholders. Knowledge of faculty

expectations of administrators may increase collaboration, increase buy-in, and increase

performance; a goal of all high performing institutions.

Recommendations for Further Study

Though faculty members were eager to share their ideas on expectations of

administrators, some faculty also indicated they would like to see the concept of

expectations explored in other areas. A study of what administrators expect of faculty was

cited as a topic of interest. Participants indicated that faculty job descriptions handed

down from the system level were often vague and difficult to interpret. A template or shell

may serve as the core requirements, but collaboration between faculty and administrators

may result in a job description with areas of focus that would serve to motivate faculty and instill a sense of direction and purpose specific to the person or position.

Participants also talked about the possibility of exploring what students expect of faculty. Though many educators consider that education and training have provided the answers to what students expect, it is probable that technical college students have not been asked to share their expectations.

Though technical education is unique among its higher education partners, it may also be noteworthy to further explore current faculty expectations of university administrators. Greater accountability and performance, decreased availability of resources, and the ever increasing diversity of student populations provide an evolving backdrop for exploration and research.

Implications of the Study

As a means to increase collaboration and institutional outcomes, LCTCS may consider the development of faculty and administrator groups to study policy concerning administrator roles and functions. Faculty input may include recommendations for revision and structuring of administrator job descriptions and may result in productive communication between stakeholders. Periodic evaluation of the components of the administrator's job description will help to keep it current with the needs of the institution and of internal and external stakeholders. LCTCS currently offers leadership training via the Leadership Development Institute (LDI). Findings of this study may be added to leadership training in order to foster the expansion of professional development activities for administrators and faculty.

This study points to the necessity for feedback from faculty to meet workforce needs. Regional and local opportunities for leadership development also exist as a means of providing a continuous feedback loop to evaluate effectiveness and efficiency of administrator roles at accomplishing institutional missions.

Information is power (Rummler & Brache, 1995). The more information that administrators and faculty share about expectations, the more powerful the organization becomes. When administrators are better able to reconcile expectations of upper management and faculty, they can adjust the process of daily operations to optimally address both sets of expectations. Workshops focusing on evaluative process and policy during faculty orientation may include a component on administrative responsibility. These workshops may include role-playing by administrators and faculty on conflicts concerning expectations; an overview of the administrator's job description and a discussion of its merits; and/or fact finding activities that bring job descriptions from various higher education institutions together for discussion, comparison, and evaluation. This will enhance the understanding of faculty and reinforce the understanding of administrators concerning the job to be performed by the administrator. When upper management, campus administrators, and faculty members align expectations, the movement toward accomplishing a common role, scope, and mission is greatly enhanced. The possibility of addressing the challenge associated with workforce development issues is also greatly enhanced.

Technical education has assumed a position of increased prominence in addressing numerous workforce issues in the state of Louisiana. System level personnel, administrators, faculty, and students must be of one accord to have any hope of positively

influencing the economy of the state. Ian, one of the 11 participants in this study, summed up the impact of a technical college's role in the following statement: "To me, a technical college is serious business." To all of us, it may be the answer to future stability and growth in the state and nation's workforce.

.

References

ACT Website. (2007). Retrieved May 10, 2007 from http://www.act.org

Alexander, F.K. (2000). The changing face of accountability. *The Journal of Higher Education, 71*(4), 411-431.

Allen, D. K. (2003). Organisational climate and strategic change in higher education: organisational insecurity. *Higher Education, 46*(1), 61-92.

American Heritage Dictionary. (1982). Boston, MA: Houghton Mifflin Company.

American Association of University Professors Website. (2007). Retrieved February 25, 2007 from http://www.aaup.org.

Ast, J.V. (1999). Community college faculty: making the paradigm shift. *Community College Journal of Research and Practice, 23(6)*, 559-580.

Bartlett, JE. (2002, February). *Preparing, licensing, and certifying postsecondary career and technical educators.* Paper presented at the meeting of the National Career and Technical Teacher Education Institute, Scottsdale, AZ.

Beatty, B. R. (2000). The emotions of educational leadership: Breaking the silence. [Electronic version]. *International Journal of Leadership in Education, 3(4)*, 331-357.

Birnbaum, R. (2004). Restructuring shared governance in higher education. *New Directions for Higher Education, 2004(127)*, 5-52. Retrieved April 30, 2007 from http://www3.interscience.wiley.com.

Birnbaum, R. (2000). The life cycle of academic management fads. *The Journal of Higher Education, 71*(1), 1-16.

Birnbaum, R. (1988). *How colleges work.* San Francisco: Jossey-Bass & Sons, Inc.

Birnbaum, R. (1987, November). *Individual preferences and organizational goals: Consistency and diversity in the futures desired by campus leaders.* Paper presented at the annual meeting of the Association in the Study of Higher Education, Baltimore, MD.

Blatt, D.A. (2002). A study to determine the relationship between the leadership styles   of career technical directors and school climate as perceived by teachers (Doctoral dissertation, West Virginia University, 2002). Retrieved July 8, 2007 from http://etd.wvu.edu/templates/showETD.cfm?

Blum, J. (2009, March 19). LSU faculty denounces furlough plan. *The Advocate,* p. 11A.

Bogdan, R. & Biklen, S.K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston, MA: Pearson.

Bolman, L.G. & Deal, T. E. (2003). *Reframing Organizations* (3rd ed.). San Francisco: Jossey-Bass & Sons, Inc.

Center for Higher Education Policy Analysis (CHEPA). (2003). *Challenges for shared governance: Improving decision-making structure and accountability in higher education. A national report.* Los Angeles: Author.

Cohen, A.M., & Brawer, F.B. (2003). *The American community college.* San Francisco, CA: John Wiley & Sons, Inc.

Collins, J. (2001). *Good to great.* New York: HarperColllins Publishers.

Collins, L. (2002). *Shared governance in the California community colleges.* American Association of University Professors. Retrieved March 30, 2007 from http://www.aaup.org/publications/Academe.

Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Pearson Education, Inc.

Davis, G. (2004). *Issues in community college governance*. American Association of Community Colleges. Retrieved May 2, 2007 from http://www.aaccarchives.org.

De Russy, C. (1996). Public universities need rigorous oversight by trustees. *Chronicle of Higher Education*. Retrieved May 2, 2007 from http://www.chronicle.com.

Del Favero, M. (2003). Faculty-administrator relationships as integral to high-performing governance systems. *American Behavioral Scientist, 46*(7), 902-922.

Del Favero, M. (2002, June). *Faculty-administrator relationships and responsive decisionmaking systems: New frameworks for study.* Paper presented at the Research Forum on Higher Education Governance, Sante Fe, New Mexico.

Del Favero, M. (2002). Linking administrative behavior and student learning: The learning centered academic unit. *Peabody Journal of Education, 77*(3), 60-84.

Del Favero, M. & Bray, N. (2005). The faculty-administrator relationship: Partners in prospective governance? *Scholar-Practitioner Quarterly, 3*(1), 53-72.

Easterby-Smith, M. (1987). Change and innovation in higher education: A role for corporate strategy? *Higher Education, 16*(1), 37-52.

Fiedler, F.E., & Chemers, M.M. (1974). *Leadership and effective management.* Glenview, IL: Scott, Foresman and Company.

Flanigan, P.K. (1994). California community college system faculty role in shared governance (ERIC ED 373816).

Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Foster, M.J. (1999, January). *Charge to the Board of Supervisors of the Louisiana Community and Technical College System.* Document presented at the meeting of the Board of Supervisors of the Louisiana Community and Technical College System, Baton Rouge, LA.

Freebody, P. (2003). *Qualitative research in education.* Thousand Oaks, CA: Sage Publications.

Getzels, J.W. & Guba, E.G. (1955). Role conflict and personality. *Journal of Higher Education*, *24(3)*, 74-85.

Glesne, C. (1999). *Becoming qualitative researchers (2nd ed.).* New York: Addison Wesley Longman, Inc.

Gumport, P.J. (1993). The contested terrain of academic program reduction. *Journal of Higher Education, 64(3)*, 283-311.

Gunter, H. (2003). Introduction – the challenge of distributed leadership. *School Leadership and Management, 23*(3), 261-265.

Gunter, H., Brodie, D., Carter, D., Close, T., Farrar, M., Haynes, S., et al. (2003). Talking leadership. *School Leadership & Management, 23*(3), 291-312.

Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership and Management, 22*(1), 15-26.

Horner, M. (1997). Leadership theory: past, present and future. *Team Performance Management, 3*(4), 270-287.

Hotchkiss, E. (2002). Transforming the small college: A challenge for presidential leadership. In R.M. Diamond (Ed.), *Field guide to academic leadership* (pp. 401-412). San Francisco, CA: John Wiley & Sons, Inc.

House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly, 7*(3), 323-352.

Ikenberry, S.O. (1971). Restructuring college and university organization and governance: An introduction. *The Journal of Higher Education, 42*(6), 421-429.

Keeton, M. (1970). The disenfranchised on campus. *The Journal of Higher Education, 41*(6), 421-429.

Kezar, A. (2000). Pluralistic leadership: incorporating diverse voices. *The Journal of Higher Education, 71*(6), 722-743.

Kezar, A. & Eckel, P.D. (2002). The effect of institutional culture on change strategies in higher education. *The Journal of Higher Education, 73*(4), 435-460.

Kezar, A., Lester, J. & Anderson, G. (2006, Fall). Challenging stereotypes that interfere with effective governance. *The National Education Association Higher Education Journal, 22,* 121-133.

Kissler, G.R. (1997). Who decides which budgets to cut? *The Journal of Higher Education, 68*(4), 427-459.

Komives, S.R., Lucas, N. & McMahon, R.T. (1998). *Exploring leadership for college students who want to make a difference.* San Francisco, CA: Jossey-Bass.

Koslowski, F. (2006). Expectations, challenges, and frustrations: Faculty and administrator perceptions of quality and assessment. *Academic Leadership: The Online Journal.* Retrieved June 18, 2007 from http://www.academicleadership.org.

Leslie, D.W. (2003, June). *Governance or governing.* Paper presented at Governance Roundtable, Williamsburg, VA.

Levin, J.S., Kater, S. & Wagoner, R.L. (2006). *Community college faculty: At work on the new economy.* New York: Palgrave MacMillan.

Lick, D.W. (2002). Leadership and change. In R.M. Diamond (Ed.), *Field guide to academic leadership* (pp. 27-47). San Francisco, CA: John Wiley & Sons, Inc.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry.* London: Sage Publications.

Louisiana Board of Regents. (2001). *Master Plan.* Retrieved July 13, 2007 from University of New Orleans Earl K. Long Library: http://www.uno.edu.

Louisiana Community and Technical College Website. (2007). Retrieved September 13, 2007 from http://www.lctcs.edu.

Louisiana Mid-Continent Oil and Gas Association Website. (2006). Retrieved August 19, 2007 from http://www.lomega.com.

Louisiana Technical College Website. (2007). Retrieved June 8, and August 21, 2007 from http://www@ltc.edu

Lucey, C.A. (2002). *Civic engagement, shared governance, and community colleges.* American Association of University Professors. Retrieved June 30, 2007 from http://www.aaup.org/publications/Academe.

Magner, D.K. (1999, June). Battle over academic control pits faculty against governing board at George Mason University. *The Chronicle of Higher Education, 45(41)*. Retrieved November 20, 2006 from http://chronicle.com.

Manhattan Institute for Policy Research Website. (2007). Retrieved June 30, 2007 from http://www.manhattan-institute.org.

Manning, C. (2004). *History of higher education reform in Louisiana: 1928 to 2004.* Unpublished doctoral dissertation, University of New Orleans, New Orleans, LA.

Marcy, M.B. (2008, May). Presidential power and the modern college leader. *The Chronicle of Higher Education, 54(*34).

Marshall, M.E. & Spencer, W. A. (1999, November). *Public school administrator competencies: A comparison of the perceptions of stakeholders in Alabama.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Point Clear, AL.

Maxwell, J. (1998). *The 21 Irrefutable laws of leadership*. Nashville, TN: Thomas Nelson Publishers.

McInerney, P. (2003). Moving into dangerous territory? Educational leadership in   a devolving education system, *International Journal of Leadership in Education, 6*(1), 57-72.

Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Miller, M.T. (2003). The status of faculty senates in community colleges. *Community College Journal of Research and Practice 27*, 419-428.

Miller, T.W. & Miller, J.M. (2001). Educational leadership in the new millennium: A vision for 2020. *International Journal of Leadership in Education, 4*(2), 181-189.

Mintzberg, H. (1973). *The nature of managerial work.* New York: Harper Row.

Mortimer, K. P. (1971). The dilemmas in new campus governance structures. *The Journal of Higher Education 42*(6), 467-482.

Moylan, T. (1995). People or markets: Some thoughts on culture and corporations in the university of the twenty-first century. *Social Text* (44), 45-59.

Mumper, M. (2001). State efforts to keep public colleges affordable in the face of fiscal stress. In M.B. Paulsen & J.C. Smart (Eds.), *Finance of higher education: Theory, research, and policy* (pp. 321-354). New York: Agathon Press.

National Center for Higher Education Management Systems (NCHEMS). (2005). *A study of the governance structure of the Louisiana community and technical college system.* Boulder, CO: Author.

Peterson, M. & White, T.H. (1992). Faculty and administrator perceptions of their environments: Different views or different models of organization? *The Journal of Higher Education, 33*(2), 177-204.

Pfnister, A.O. (1970). The role of faculty in university governance. *The Journal of Higher Education, 41*(6), 430-449.

Pope, M.L., & Miller, M.T. (2000). Community college faculty governance leaders: Results of a national survey. *Community College Journal of Research and Practice 24*, 627-638.

Pope, M.L. & Miller, M.T. (1999). *A national profile of faculty governance leaders in higher education.* ERIC Clearinghouse on Higher Education. (ERIC Document Reproduction Service No. ED429490).

Raab, C.D. (1994). Theorizing the governance of education. *British Journal of Educational Studies 42(1)*, 6-22.

Rhoades, G. (2005). *Capitalism, academic style, and shared governance.* American Association of University Professors. [Electronic version] Retrieved September 14, 2007 from http://www.aaup.org/publications/Academe.

Richardson, R.C. (1973). Governance and change in the community-junior college. *The Journal of Higher Education, 44(*4), 299-308.

Rummler, G.A., & Brache, A.P. (1995). *Improving performance: How to manage the white space on the organizational chart.* San Francisco, CA: John Wiley & Sons, Inc.

Sabatier, P. (1986). Top-down and bottom-up approaches to implementation research: a critical analysis and suggested synthesis. *Journal of Public Policy, 6*(1), 21-48.

Schram, T.H. (2003). *Conceptualizing and proposing qualitative research.* Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Schuster, J.H. & Finkelstein, M.J. (2006). *The American faculty: The restructuring of academic work and careers.* Baltimore, MD: The John Hopkins University Press.

Smart, J.C., Kuh, G.D. & Tierney, W.G. (1997). The roles of institutional cultures and decision approaches in promoting organizational effectiveness in two-year colleges. *The Journal of Higher Education, 68*(3), 256-281.

Steck, H. (2003). Corporatization of the university: Seeking conceptual clarity. Higher Education in the Twenty-First Century. *Annals of the American Academy of Political and Social Science, 585*, 66-83.

Stone, D. (1988). *Policy paradox: The art of political decision making.* New York: WW Norton and Company.

Tierney, W.G. (1999). *Building the responsive campus: Creating high performance colleges and universities*. Thousand Oaks, CA: Sage Publications.

Tierney, W. G. (2002). Mission and vision statements: An essential first step. In R.M. Diamond (Ed.), *Field Guide to Academic Leadership* (pp. 49-58). San Francisco, CA: John Wiley & Sons, Inc.

Tierney, W.G. & Minor, J. T. (2004). A cultural perspective on communication and governance. *New Directions for Higher Education, 127*, 85-94.

Vincent, E.T. (2004, July). *A qualitative analysis of community college leadership from the leading forward summits (*Final Report prepared for the American Association of Community Colleges). Iowa City, IA: American College Testing Program, Inc.

Vroom, V.H. (1964). *Work and motivation.* New York: Wiley Publishing.

Welsh, J.F. & Metcalf, J. (2003). Faculty and administrative support for institutional effectiveness activities: A bridge across the chasm? *The Journal of Higher Education 74*(4), 445-468.

Williams, D., Gore, W., Broches, C., & Lostoski, C. (1987). One faculty's perceptions of its governance role. *The Journal of Higher Education 58(*6), 629-657.

Yielder, J. & Codling, A. (2004). Management and leadership in contemporary university. *Journal of Higher Education Policy and Management 26*(3), 315-328.

APPENDICES

Appendix A – Informed Consent Form

1. Title of Research Study

Faculty Expectations of Technical College Administrators as an Important Factor in High Performing Environments

2. Project Director

Phyllis A. Dupuis, Doctoral Student, Department of Educational Administration, University of New Orleans, New Orleans, Louisiana 70148. Daytime: (337)262-5962. Evening: (337) 984-0462. E-Mail: padupuis@uno.edu

This research project is in partial fulfillment of dissertation requirements, and under the supervision of Dr. Marietta Del Favero, Associate Professor, Graduate Coordinator, Educational Administration/Leadership/Doctoral Program, University of New Orleans, New Orleans, LA 70148. Telephone: (504) 280-6446. mdelfave@uno.edu. **Please contact Dr Ann O'Hanlon (504-280-6531) at the University of New Orleans regarding your rights as a human subject, and your concerns regarding a research-related injury.**

3. Purpose of this Research

The purpose of this study is to explore faculty expectations of technical college administrators and analyze the implications in a high performing environment. Workforce training and the need for skilled workers have burgeoned in a post-2005 hurricane rebuilding environment. The implications for faculty and administrators of Louisiana's community and technical colleges are numerous. The context of these implications has prompted this study in an attempt to critically address faculty and administrator issues as they relate to expectations. The mission of community and technical colleges focuses on addressing the needs of business and industry. This study will explore faculty expectations of administrators and their designated roles with the ultimate goal of developing greater efficiency in a high performing technical college environment.

4. Procedures for this Research

Faculty senate officers will voluntarily participate in interviews lasting approximately 45 minutes (individual interview) to one hour. All interviews will be conducted in person by the project director and will be audio taped for transcription purposes. Tapes will be erased and destroyed upon completion of this research project as will any other documents related to this research.

5. Potential Risks or Discomforts

Participants may experience slight anxiety in the process of describing expectations of campus administrators. There is also the possibility that participants may be asked to recall activities that have occurred over a number of years and that are personal or sensitive in nature. Participants will be allowed to take breaks if needed. All aspects of participation are voluntary and the participant may choose to conclude the interview at any time. Participants who would like to discuss these or other potential discomforts may contact the Project Director listed in #2 of this form.

6. Potential Benefits to You or Others

The results of this study may be used to:

a. Contribute to the training/development of technical and community college administrators.
b. Provide a summary of faculty expectations of college administrators.
c. Identify professional development opportunities to assist faculty with clarification of administrator roles.
d. Provide insight into the behaviors necessary for campus administrators to be considered successful when compared to faculty expectations of administrators in a high performing environment.
e. Increase faculty job satisfaction and improve morale.
f. Provide insight to current and future leadership development programs and processes.

7. Alternative Procedures

Participation is entirely voluntary and individuals may withdraw consent and terminate participation at any time without consequence.

8. Protection of Confidentiality

Participants' names, specific work site, and identifying information will be kept confidential at all times. Names will not be identified in audio tapes or transcripts. The interview tapes will be transcribed by the project director. The signed consent forms, audio tapes, interview transcripts, and any other materials related to this project will be maintained in a secure and confidential manner by the project director. Upon completion of the dissertation, all materials related to the interviews conducted during this process will be destroyed. If the results of this study are published, participants' names and identifying information will be disguised.

The faculty senate officer will be asked to respond to questions as he/she believes the majority of faculty would respond.

9. Signatures and Consent to Participate

I have been informed of all procedures, possible benefits, and potential risks involved in this investigation. By signing this form, I give my permission to participate in this study.

_____   _____   _____

Signature of Participant   Name of Participant (print)   Date

_____   _____   _____

Signature of Project Director   Name of Project Director (print)   Date

Appendix B -Participant Introductory Letter

Potential Research Participant
LTC, Campus
Street
City, State Zip

Dear Potential Research Participant:

I am currently working on a dissertation as part of my doctoral program at the University of New Orleans. As part of the program requirements, I am conducting research on my dissertation topic in the area of administration and leadership under the supervision of Dr. Marietta Del Favero. Dr. Del Favero can be reached as mdelfave@uno.edu or at 504-280-6446. In accordance with the methodology used in qualitative research, I am exploring the expectations that faculty have of technical college administrators. Administrators strive for success often without direction or a specific measure of what constitutes success. I hope to contribute to the professional knowledge base on this topic. This information may be used to foster the training/development of future technical college administrators and leaders.

Leaders, particularly technical college administrators experience conflicting expectations from multiple groups. These conflicts lead to a reduction in the effectiveness of the administrator as he/she tries to meet those expectations. One of the goals of this project is to provide an account of your experiences as a teacher in a technical college in your own words. As a member of the faculty senate, your role may be to serve as liaison between faculty and administration in your region. You have been asked to participate in this study due to the nature of your role as a member of the faculty senate. If you are interested in participating, I would like to conduct an interview with you within the next few weeks. Your participation in this project is entirely voluntary. I understand if you wish to decline or if you are simply too busy to participate.

I hope that you will choose to be a part of this important endeavor. Its impact on future administrators and leaders of the system may be far reaching. Your input is crucial to the success of this research. I will be contacting you by telephone or e-mail within the upcoming week to ascertain whether or not you are interested in participating. If you agree to share your experiences, we can schedule a convenient time and place for our initial interview. You are welcome to contact me at any time should you have any questions or concerns regarding this project. Thank you very much for your time and consideration and I am looking forward to the opportunity to visit with you.

Respectfully,
Phyllis Dupuis
University of New Orleans, Doctoral Student
Daytime: (337) 262-5962   Evenings: (337) 984-0462
E-Mail: padupuis@uno.edu

Appendix C- Sample Gatekeeper Letter

Ms. Jerry Fontenot
LTC Faculty Senate President
CB Coreil Campus
1124 Vocational Drive
Ville Platte, LA 70586

Dear Ms Fontenot:

I am currently working on a dissertation as part of my doctoral program at UNO. As part of the program requirements, I am conducting research on my dissertation topic in the area of administration and leadership under the supervision of Dr. Marietta Del Favero.

In accordance with the methodology used in qualitative research, I will be conducting individual interviews with technical college faculty. As an employee of the technical college system in the southern part of the state, I am attempting to increase the validity and reliability of this study by conducting interviews with faculty senate members in the northern part of Louisiana.

I am requesting a list of faculty senate officers and contact information (if available) from Louisiana Technical College Region 7 (Shreveport) and Region 8 (Monroe). I will contact these individuals and request participation of faculty senate officers within each region. I have already contacted by phone and secured permission from the Regional Directors of Region 7, Mr. Charles Strong and the Regional Director of Region 8, Ms Norene Smith. Both have granted permission to contact faculty members to request participation.

Leaders, particularly technical college administrators experience conflicting expectations from multiple groups. These conflicts lead to a reduction in the effectiveness of the administrator as he/she tries to meet differing expectations. One of the goals of this project is to provide an account of teachers' experiences in a technical college setting. Questions concerning this study can be referred to or information requested can be sent to: padupuis@uno.edu or by calling (337)262-5962 (day) or (337)984-0462 (evening). Thank you for your time and consideration of this request.

Sincerely,
Phyllis Dupuis
Doctoral Student
University of New Orleans
Daytime: (337)262-5962 Evening: (337)984-0462
E-mail: padupuis@uno.edu

Appendix D - Interview Protocol

Review purpose and process to be utilized in interviews. Review introductory letter with participant to ensure understanding that the process is confidential and voluntary.

Demographic Data:
Age: Less than 20 years   20-30   30-40   40-50   50-60   60-70   above 70 years
Sex: M/F
Race:
Marital Status: Single   Married   Divorced   Widowed
Years Employed:
      Industry Experience:
      Teaching Experience:
Educational Background: High School/GED   Associate Degree   Bachelor's Degree
      Master's Degree   PhD (other terminal degree)
Program/Discipline Taught:

Note: Administrator- Supervisor performing administrative functions at the campus level (ie, Campus Dean, Assistant Dean, Campus Coordinator). This person may be titled differently but should be the individual who oversees daily operations at the campus level.

As a faculty senate officer, you will be asked to respond to questions as you believe the majority of faculty whom you represent would respond:

1.   How do you view the role of a technical college campus administrator? Include your views on the responsibilities of the person occupying this position. (Please explain-as needed)

2.   What preparation or training do you think is necessary to be a technical college campus administrator? (Please explain-as needed)

3.   What specific personal and professional behavioral characteristics of campus administrators do you find necessary/productive? Unnecessary/counterproductive? (Please explain-as needed)

4.   What specific management skills do you feel lead to effective governance/leadership in a technical college? (Please explain-as needed)

5.   Are there any other thoughts you have concerning the role of technical college administrators that I have not covered that you feel are important? (Please explain – as needed)

National Cancer Institute
U.S. National Institutes of Health | www.cancer.gov

Search
GO

NCI Home | Cancer Topics | Clinical Trial | Cancer Statistic | Research & Fundin | News | About N

Human Participant Protections Education for Research Team

Completion Certificate

This is to certify that

Phyllis Dupuis

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 08/26/2007.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov

Home | Contact Us | Policies | Accessibility | Site Help | Site Map

A Service of the National Cancer Institute

FIRSTGOV

University Committee for the Protection of Human Subjects in Research

University of New Orleans

_____

Campus Correspondence

Principal Investigator: Marietta Del Favero

Co-Investigator: Phyllis Dupuis

Date: November 24, 2008

Protocol Title: "Examination of Faculty Expectations of Technical College Administrators as an Important Factor in High Performing Environments"

IRB#:   09Dec08

The IRB has deemed that the research and procedures are compliant with the University of Ne w Orleans and federal guidelines. The above referenced human subjects protocol has been reviewed and approved using expedited procedures (under 45 CFR 46.116(a) category 7).

Approval is only valid for one year from the approval date. Any changes to the procedures or protocols must be reviewed and approved by the IRB prior to implementation. Use the IRB number listed on this letter in all future correspondence regarding this proposal.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best wishes on your project!

Sincerely,

Robert D. Laird, Chair
UNO Committee for the Protection of Human Subjects in Research

Appendix F – Campus Dean Job Description

Louisiana Technical College

Position Description

TITLE: **Campus Dean**

REPORTS TO: **Vice Chancellor/ Provost**

QUALIFICATIONS:

A minimum of a Master's Degree in Education, Administration or a related field and three (3) years of experience at a senior level in management administration and supervision.

JOB SUMMARY

Responsible for the day-to-day Campus administration and supervision.

RESPONSIBILITIES

1. Prepares campus business plan, which includes establishing campus goals related to the district, college, and LCTC System goals.

2. Develops, manages, and monitors campus budget and fiscal affairs in coordination with appropriate district staff and Vice Chancellor.

3. Coordinates campus space/room utilization and maintains inventory.

4. Responsible for accurate communication, dissemination and interpretation of information, in an expeditious manner, to all administrators, faculty, staff and students of the campus.

5. Each semester, develops an appropriate schedule of courses; inputs courses in student administrative system; submits weekly enrollment data the Office of the Chancellor; produces rosters and submits grades.

6. Responsible for negotiation and administration of the campus and service contracts.

7. Responsible for using college hiring procedures and performance evaluations for campus personnel and recommending appropriate personnel for employment at the Campus.

8. Responsible for implementation of all LTC/LCTCS personnel policies.

9. Responsible for facility maintenance and security.

10. Responsible for oversight of quality assurance of instructional programs in coordination with the District Deans of Instruction.

11. Responsible for establishing articulation/cross enrollment efforts with postsecondary sister institutions, community colleges and universities.

12. Responsible for campus work with local school district(s) on articulation efforts in the area(s) of transfer of credit, Tech Prep, School to Work, etc.

13. Maintains compliance with accrediting agencies' policies and procedures.

14. Responsible for submission of all reports in a timely manner to the district Vice Chancellor/Provost and Office of the Chancellor.

15. Responsible for the initiation and coordination of district/campus community relations and economic development efforts in cooperation with the district Deans of Workforce Development.

16. Responsible for oversight of student services functions on the campus in coordination with the District Deans of Student Services and the Vice Chancellor of Student Affairs.

17. Responsible for working toward the resolution of faculty and student complaints, grievances and disciplinary actions.

18. Represents the campus at Statewide Leadership Team meetings.

19. Responsible for working with the District Institutional Research Coordinators to submit accurate reports in a timely manner to the District Office, Vice Chancellor of Student Affairs, Vice Chancellor of Finance, and the Office of the Chancellor upon request (e.g. Preliminary Enrollment Figures, Rosters, Student Transcripts, 7th day reports, 14th day reports, IPEDS, Student Profile)

20. Responsible for performing other duties as assigned by the Chancellor and Vice Chancellor/Provost.

Campus Dean:_____ **Campus:**_____

Vice Chancellor:_____ **District:**_____

Appendix G – Definition of Terms

AAUP – American Association of University Professors. – A faculty-based organization whose purpose is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education and to ensure higher education's contribution to the common good.

Accountability – being obliged to explain one's actions; to justify what one does.

Accrediting agencies – agencies that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings.

ACT – American College Testing Service.

Adaptive systems – the process of adapting to the environment; all factors that impact relationships; both direct and indirect.

Adjunct faculty – non-tenure track faculty serving in a temporary or auxiliary capacity to teach specific courses on a course by course basis.

Administration – the supervisory or management support and process side of an organization or institution.

Administrators – those supervisors who are performing the administration function at the campus level.

Assessment – a term to "sit beside" in order to lead to insight and improvement.

Board of Regents – name of the official coordinating board for Louisiana higher education.

Campus – the grounds of a college or school.

Certification – in business and industry is a recognized local, regional, or national standard.

College – a post-secondary, credential granting institution

Community College – a two-year institution of postsecondary education that typically offers General Education coursework, associate degree transfer courses and continuing education courses. (A division of LCTCS)

Credential – refers to those awards recognized by the US Department of Education or business entity through its approved accrediting bodies and data-gathering divisions.

Dean or director – serves as the principal administrator for the institution or program.

Effectiveness – term used in connection with the evaluation of internal controls and performance measurement.

Evaluation – process whereby quality, productivity, significance or worth is established.

Expectations – something expected; to expect to look forward to the probable occurrence or appearance; to consider likely or certain.

Faculty – the instructional staff of an institution.

Governance – how an organization is managed, what the reporting structure looks like, and who has authority over what people and processes; to control the action or behavior of; to guide or direct.

Instruction – the act of instructing, teaching, or imparting knowledge or information.

Knowledge – a body of comprehension and understanding.

LCTCS – Louisiana Community and Technical College System – post-secondary education system governed by the Board of Supervisors of the LCTCS under the auspices of the Louisiana Board of Regents.

LTC – Louisiana Technical College – a division of the LCTCS specializing in workforce development training. A two year institution which generally offers technical programs, continuing education programs, technical concentrations, industry based certifications, and quick start programs to meet business and industry needs.

Leadership – a relationship between people in which influence and power are unevenly distributed on a legitimate basis. The position, office, or term of a person in charge or in command of others. (Leaders do not function in isolation. There must be followers to have leaders.)

Management – the act, practice, or manner of managing, handling, or controlling something.

Performance – refers to the determination of worth or quality and usually associated with individual evaluation or specific funding mechanisms.

Post-secondary education – a term referring to that portion of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school.

Public institution – an educational institution whose programs are operated by publicly elected officials or appointed officials and which is supported primarily by public funds.

Role – complementary expectations surrounding an individual in his/her interaction with others.

Role expectations – ideals that individuals hold for those who are in positions of influence.

Technical skills – knowledge and skills needed for specific work tasks.

Tenure – a traditional term in higher education referencing the status of a personnel position, or a person occupying a position or occupation, with respect to permanence of position.

Traditional higher education – a senior institution; typically a four year college or university. Degree offerings vary and may include terminal degrees.

University – a post-secondary institution of higher education and is generally subdivided into academic colleges.

Workforce development – in the LCTCS – is a system designed to anticipate, identify, and deliver credit and non-credit customized training and continuing education programs to meet the needs and demands of employers and the lifelong learning of the workforce of Louisiana.

Workload (faculty) – a measurement of the hours spent by faculty members performing their standard duties such as classroom instruction, class preparation, and student advising.

VITA

Phyllis Dupuis is a native of Lafayette, Louisiana. She received her B.S. degree from the University of Louisiana at Lafayette in Business Education, her Master's degree from the University of Louisiana at Lafayette in Secondary Education and a +30 in Administration and Supervision. Ms Dupuis has also completed several leadership development training programs such as: Graduate - Certificate in Supervisory Techniques (CST) Comprehensive Public Training/Management Program- Department of Civil Service/Division of Administration; Graduate - Vocational Education Fellows, Leadership Training, Louisiana State University; and Louisiana Community and Technical College System Leadership Development Institute. She has been employed with Louisiana Technical College for 30 years and has served in several capacities during her tenure; including instructor, Assistant Campus Dean and Campus Dean. She currently serves as the Regional Director of Louisiana Technical College, Region 4 which consists of seven technical college campuses.