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FACULTY TRANSITIONING INTO ASSOCIATE DEAN POSITIONS

IN HIGHER EDUCATION:

PERSPECTIVES ON PERSONAL AND PROFESSIONAL EXPERIENCES

A Dissertation in

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by

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ABSTRACT

The purpose of this study is to explore the factors and mechanisms by which a faculty member chooses to move into an administrative position in higher education, and to examine their early experiences in associate dean positions. As faculty move into administrative positions they will likely experience a significant shift in their job duties and expectations, from faculty positions with activities primarily centered on research, teaching and service within an academic discipline, to positions involving broader administrative responsibilities. This transition involves significant shifts in both personal and professional identities and activities.

The particular level of focus for this study is that of associate dean positions. While the exact duties vary between institutions and between academic colleges, these positions have many commonalities and are typically at the administrative level directly above department heads and directly below academic deans. This level of administration in higher education is important because this is the point at which I hypothesize that there is a significant shift in both job function and identity from one of alignment and involvement with one's academic field (i.e., that of a faculty member or a department head) to that of an administrative level that oversees academic departments that may or may not be closely aligned. This stage of administration is also typically responsible for many broader administrative duties, as well as for increased interaction with other units outside of one's college or department. One key area of exploration is why a faculty member, who has spent many years learning to become a researcher in a particular discipline, would choose to make what is arguably a career change to a time-consuming administrative position that will likely result in significantly less time for research or teaching in the faculty member's discipline. I am also interested in the processes involved in this

transition, and in how experiences in an administrative role influence professional and personal identity, as well as future career choices. The research questions for this study are:

- How do aspects of a faculty member's identity (personal and professional) influence their decision to enter into an administrative position (associate dean level) in higher education?

- How does the new administrative role impact personal and professional identity for faculty members making this transition? What are their experiences in the position and how do these experiences influence future personal and professional decisions?

The primary data sources for this project are interviews with faculty members who have made the transition from either faculty member or department head into the role of associate dean. A pilot project for this study was conducted in the fall of 2008 and the spring of 2010, which informed this study and aided in the development of the interview protocol. This project consists of qualitative interviews with 8 participants from each of 3 different research universities, for a total of 24 participants. Interviews were coded and themes developed using the principles of grounded theory. The conceptual framework that guides this project has been developed from current theories on leadership and professional identity and from the literature on academic leadership roles.

Results of the study are divided into two parts. The first part (Chapter 4) discusses backgrounds of the individuals and their transition into the associate deal role. Findings show that there are divergent pathways into the associate dean role and that identification by others is an important component. The decision-making process involves an analysis of fit and timing in their personal lives and careers. Mentoring is an important and valued activity but one which is not often present as one contemplates and moves into the role of associate dean.

The second section of findings (Chapter 5) shows that the transition into the associate dean position is stressful and difficult. The first year in the position involves a great deal of on-the-job learning and skill acquisition, as well as learning to navigate the broader organizational environment. The first year is also a time when participants experience significant changes in the nature of their interactions with colleagues from their previous departments, a great sense of loneliness and isolation, and a need to establish new peer groups. During the first two years, new associate deans learn a great deal about the necessary skills and leadership traits necessary for academic leaders and they gain an understanding of how well they are able to assimilate into this role. Findings show that associate deans still retain their identities as faculty members while also acquiring a new identity as academic administrator. Almost all report high levels of job satisfaction and a desire to stay in their position or to consider higher levels of administration.

Several overarching themes are discussed in Chapter 6. First, the transition into the associate dean position is very difficult. Second, there is tension in one's perceived identity versus the reality. Third, despite the difficult transition and identity tension, there is an overwhelming sense of job satisfaction and desire to continue in an administrative capacity. This study provides a better understanding about why faculty members enter administrative positions in higher education, as well as the impact of this job experience on their personal and professional identity and future career choices. This research also has implications for practice as it provides information that will help improve the selection and retention of administrators in higher education and provides information to improve the transition process for newly appointed administrators. This project is also significant because it adds to recently developed theories about leadership identity development.

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Chapter One

Introduction

In institutions of higher education, academic administrators typically begin their careers as faculty members within their respective academic disciplines before they eventually move into higher level administrative positions (Buller, 2007). Administrators are thus likely to be trained as researchers and teachers rather than as professional administrators. The selection of college and university presidents has been the focus of several studies, some of which examine such factors as disciplinary backgrounds and job performance (i.e., Birnbaum & Umbach, 2001; Wessel & Kein, 1994; Del Favero, 2005, 2006a, 2006b). Other studies examine how deans adapt to changes in higher education (i.e., Sarros, Gmelch, & Tanewski, 1998) and to the difficulties and challenges involved in performing the various activities associated with dean-level positions (i.e., Gmelch, M. Wolverton, M.L. Wolverton, & Sorros, 1999; Montez, M. Wolverton, & Gmelch., 2003, M. Wolverton, M.L. Wolverton, & Gmelch, 1999). However, there is a dearth of research on how these mid-level administrators are selected or the processes by which a faculty member makes the initial transition into a higher level administrative role from a faculty or department chair position.

The purpose of this study is to explore the factors and mechanisms by which a faculty member chooses to move into an administrative position. Administrative positions will likely result in a significant shift in job duties and expectations from activities centered largely upon research, teaching and service within an academic discipline to one that involves responsibilities such as personnel management, strategic planning, policy formation, budgeting, fundraising, curricular issues, and facilities management. The particular level of focus for this study is that of associate dean positions, both of which will be referred to as "associate dean(s)" for this study.

This level of administration in higher education is important because this is the level at which I hypothesize that there is a significant shift in both job function and identity from one of alignment and involvement with one's academic field to that of an administrative level that oversees academic departments that may or may not be closely aligned with one another. This level of administration is also typically responsible for many of the broader administrative duties mentioned above, as well as for increased interaction with other units outside of one's college or department. Applegate and York (1989) state that the role of the associate dean expanded into these broader administrative areas as a result of the transition of the dean into the role of a chief executive officer. One key area of exploration is to investigate why a faculty member, who has spent many years learning to become a researcher in a particular discipline, would choose to make what is arguably a career change to higher education administration, a time-consuming position that will likely involve significantly decreased time for research or teaching in the faculty member's discipline.

Statement of the Problem

Recruiting and retaining qualified high-level college administrators is becoming increasingly difficult. One reason is that many college administrators are part of the aging Baby Boom generation, consisting of approximately 78 million Americans who were born between 1946 and 1964. The Bureau of Labor Statistics projects that 43% of the U.S. labor force is, or will be, eligible to retire between 2004 and 2012. Due to these retirements, an estimated 6,000 jobs in post-secondary education will have to be filled annually through 2014 (Leubsdorf, 2006).

Because many of these retirements will occur in high-level positions, recruiting enough qualified replacements is becoming a concern. Finding highly qualified and experienced college

administrators is becoming increasingly difficult, and search committees are finding that pools of qualified candidates are shrinking (Barden, 2006; Leubsdorf, 2006; Mead-Fox, 2009). Another concern is that administrators are staying in their positions fewer and fewer years (Mead-Fox, 2009). One factor is the relative lack of succession planning that takes place in higher education. Succession planning involves practices centered around the identification and development of potential candidates to fill leadership positions of high-level administrators (Lauterbach, Vu, & Weisberg, 1999; Rothwell, 2010). While succession planning is popular in the for-profit sector, and even in some types of nonprofit organizations such as healthcare, there is a significant lack of succession planning to address these current and upcoming vacancies in higher education (Barden, 2006; Leubsdorf, 2007; Mead-Fox, 2009). There are several reasons for the increasing difficulties in finding qualified administrators in higher education. One is that university leaders are facing increased external pressures that remove them from core educational functions. These pressures include activities such as fundraising and legal/regulatory duties. There is an ongoing cultural shift in dealing with work/life issues, and more leaders are at an age when they must deal with dual responsibilities of caring for both children and parents. Furthermore, as mentioned, universities are not properly preparing an internal pool of next-generation administrators. The pressures associated with these positions can lead to job dissatisfaction and desire to exit the position (Mead-Fox, 2009).

What can colleges and universities do to address these issues? By gaining a better understanding of the processes by which faculty move into administrative roles, colleges and universities can address how to meet the challenges of recruiting and retaining high-level administrators. Understanding the processes involved in the transition from faculty to administrator provides insight regarding the positive and negative aspects of this transition,

specifically how faculty have negotiated the professional and personal identity issues associated

with this career change; insight into possible improvements in the transition process that will

help ensure a more smooth and successful transition process; and information on how to better

plan and prepare for these transitions. By understanding these transitions, colleges and

universities can work to ensure that candidates are both prepared and given support for their new

roles, which can lead to greater job satisfaction and retention.

Purpose of the Study

The purpose of this project is to gain a better understanding of the factors that influence

a faculty member's decision to seek an administrative position and also to gain insight into the

individual and contextual processes that are involved in deciding whether to progress from a

faculty role into a role consisting of administrative activities. This dissertation builds upon a

pilot study undertaken in the fall of 2008 and continued in the spring of 2010 (as part of two

qualitative research courses). The goal of this project was to explore: 1) the personal and

professional identity shifts that are involved as a faculty member considers assuming an

associate dean level position; 2) the personal and professional identity questioning that can occur

once a faculty member is in the position. Intertwined with this individual-level identity

questioning are issues related to institutional culture and practices, which impact who is selected

for an administrative position and how these processes are enacted; and 3) for those who did not

remain as administrators, what were the factors that influenced the decision to step out of this

position? The pilot study indicated that this transition can be a difficult and stressful

undertaking, one that involves much personal and professional questioning and negotiation. This

study assists in gaining an understanding of the identity transition processes that occur as a

faculty member moves into an administrative position in higher education, and will provide

insight into how this process can be managed to ensure a more successful and satisfactory

transition. This study also advances recent research on leadership identity, which is discussed in

the literature review section.

My research questions are:

- How do aspects of a faculty member's identity (personal and professional) influence their decision to enter into an administrative position (associate dean level) in higher education?

- How does the new administrative role impact personal and professional identity for faculty members making this transition? What are their experiences in this position and how do these experiences influence future personal and professional decisions?

The first area of exploration is purpose. First, I explore the reasons that a faculty member

wants to enter into an administrative position, one that will arguably be a career change given the

significant divergence in responsibilities from that of a faculty member. Second, I explore

whether faculty members fully understand the responsibilities of the new position. Also, I

examine the reasons why a faculty member, who has spent years developing expertise within a

certain research area, would choose to move to a position that will likely necessitate a shift in

time away from research into that of the new administrative position.

The second area of exploration is the impact on identity. One component of this area is

to examine whether associate deans consider themselves faculty and researchers, or whether they

view themselves as administrators or leaders, or a combination of both. I'm also interested in

whether associate deans retain or attempt to retain their level of research productivity, teaching

and advising roles, or service activities associated with their previous faculty role, and to

examine whether they are willing to give these up as part of their new position. Also, I examine

whether they view these tradeoffs as acceptable and I explore why some associate deans stay in their position and consider moving to higher administrative levels, while others move back to the faculty. This study explores these issues and also examines issues of suitability and preparation for the associate dean role.

Significance of the Study

Personal and professional characteristics and experiences create interesting dynamics. People who accept associate dean positions are usually senior faculty members who have been in academia for a number of years. Does this new position create a new area of opportunity or present a new challenge? Is it viewed as a natural career progression? Is the faculty member prepared to essentially change jobs and spend most of their time with administrative activities? Personal experience and evidence from the pilot study suggest that some faculty members can make this transition rather smoothly, albeit there is a steep learning curve, especially during the first year in an administrative capacity. Others, however, do not seem to have a good understanding of what the job *really* entails. There seems to be an unbalanced expectation leaning toward overly positive perceptions of aspects of the position (i.e., ability to create change, make decisions, help faculty, impact the organization) versus the negatives (i.e. handling problems, dealing with bureaucracy), activities which many find ultimately take most of their time. How do these faculty maintain or attempt to maintain their roles as researchers, teachers, and advisors to students, if they do? How do these factors contribute to satisfaction or dissatisfaction in the new position? The impact of time constraints, both personal and professional, is one component that warrants further study. There appear to be significant limitations on how much time associate deans can devote to both professional and personal

activities. Are they willing to make this sacrifice? How do they balance personal life with work life? What choices do they make, and how do these choices impact future professional roles? This study adds to the literature on professional identity and multiple professional identities and extends the research available on associate deans.

This study has implications for professional practice. Exploration of these issues will help to explore "fit," specifically whether individuals are prepared for the reality of formal expectations of these positions, as well as the impact on their professional roles (i.e. research, teaching, advising) and personal identities (i.e., faculty member versus administrator, relationships with colleagues, impact on personal life). As institutions of higher education struggle to manage continually expanding external environments, the pressures on academic administrators will continue to grow. At the same time, higher education is entering a phase in which a new generation of administrators needs to be cultivated. This study provides information that will inform institutions on how to best select and support faculty for these important administrative roles.   It also will inform institutions about methods that they can use to ensure that faculty entering into these positions have a thorough understanding of the expectations and realities of these administrative roles. The results of this study can be used by institutions to ensure that they are providing support for successful transitions into these administrative positions.

<center>Dissertation Overview</center>

This dissertation contains six chapters. Chapter 1 presents the problems associated with recruiting and retaining administrators in higher education and discusses the purpose and significance of this study.   Chapter 2 provides a review of the relevant literature on associate

deans and the transition process into administrative positions in higher education, on gender and

institutional factors related to administration in higher education, and on identity theories

including professional identities and multiple professional and organizational identities. The

conceptual framework and key concepts addressed in this study are also discussed. Chapter 3

provides an overview of the research design for the study, including a discussion of the data

collection and analysis processes. An overview of a pilot study as well as the limitations and the

researcher's role are included. Chapter 4 describes the findings associated with the first research

question, which is concerned with the associate deans' backgrounds and their transition into the

associate dean role. Chapter 5 covers the findings associated with the second research question,

which addresses the experiences and impact of the associate dean role. Chapter 6 summarizes

the findings and discusses the implications and conclusions of the study.

Chapter Two

Review of the Literature

The higher education literature contains an abundance of research about high level administrators, particularly university presidents and academic deans. At the lower administrative levels, there is also a great deal of research concerning academic department heads. However, much less attention has been given to the positions of associate or assistant deans which typically are directly above department chairs and directly below academic deans. In 2003, Jackson and Gmelch published a study in which they outlined existing research, finding only eleven research articles specifically addressing the role of associate deans. Of these, the bulk of the literature consisted of anecdotal representations of the associate dean position. Several others were not related to associate deans per se, but associate deans provided information as part of the study for the particular articles. Kile & Jackson (2009), for example, published a meta-analysis of the empirical research of administration in higher education, finding that studies related to "personal outcomes" were the second most prevalent category, after institutional outcomes. The authors find that the studies tended to focus on administrators' daily activities, career development, stress, and role conflicts that they may experience in trying to balance faculty and administrative duties.

What are the roles of associate deans in higher education administration? Applegate and Book (1989) suggest that the associate dean level arose when the role of the academic dean transformed from an academic role to that of chief executive officer. Thus they fill a gap in overall management responsibilities that were once conducted by deans. Ayers and Doak (1986) find that in the field of education, associate dean positions started to grow as the number of

students expanded during the 1960s, continued to increase with the growth of the number of graduate students in the 1970s, and took on a greater role with higher education's increased emphasis on accountability and assessment during the 1980s. Ayers and Doak (1986) also found that associate dean positions were created that had responsibilities in one or more of the three focal points of higher education (teaching, research, and service) and were more responsible for management activities rather than overall leadership. There is much evidence to support the expanding role of academic deans (Del Favero, 2006a; Montez, Wolverton, & Gmelch, 2003; Wolverton, et al., 1999) and thus, by extension, the role of the associate dean. Jackson & Gmelch (2003) and Wolverton & Gmelch (2002) discuss the role of the associate dean position in relationship to that of the academic dean. They state that during the past few decades, deans' roles have expanded, and continue to expand, into both external and political arenas. While deans are more involved with central administration, fundraising, and with interaction with alumni and other constituents, many of the internal functions and operations of academic colleges have been delegated to associate deans.

The associate dean role consists largely of administrative activities and is quite different from the discipline-specific research, teaching, and service activities of a department head or faculty member. Why then do faculty members make the transition to these administrative positions? While there is much evidence showing the impact of identification of potential new leaders, discussed below, one study (Snyder, Howard, & Hammer, 1978) shows that faculty who seek to enter administration in higher education are seeking a mid-career change that involves changes in specific job duties/expectations, but that the attraction to the promise of increased power and authority was the most salient feature for those actively seeking an administrative position. Those who did not seek an administrative position preferred their faculty role because

of its relative autonomy and freedom. The literature review will first cover research on the role

of the associate dean and the topic of role transitions in higher education, followed by a section

on gender and higher education administration. Next, a brief review of institutional theory will

highlight the importance of organization factors that can impact how the role transition process

occurs. Following this will be a review of identity theories, with a focus on leadership identity

theories that serve as the primary guides informing this study.

Role Ambiguity and Associate Deans

Associate deans occupy a role at the nexus between the academic dean and other high-

level administrators in higher education, and that of the faculty and academic departments within

their colleges. According to Dill (1984), high-level administrators in higher education perform a

wide variety of tasks that are very fragmented. In addition to fulfilling the management

responsibilities once conducted by deans, associate deans are also responsible for carrying forth

the vision and values established by the dean, and for assisting the dean in activities aimed

toward external constituents. At the same time, associate deans often assume overall

responsibility for activities related to the faculty and students of their college, including

curricular development, research, faculty promotion and tenure, and issues concerning student

affairs. Jackson and Gmelch (2003) identify negative drawbacks to the associate dean position,

particularly those arising from the various roles they assume, some of which are competing.

Thus, associate deans are leaders who interact with a wide range of constituents and who must

navigate many competing demands.

Associate deans must also deal with their own professional identity as administrator versus faculty member. Whereas once they were likely a faculty member or department chair within a single academic department, associate deans are now in positions where they can no longer be aligned with a single department and instead are responsible for interacting with faculty across all departments in a college. In the role of academic administrator, they have thus stepped out of their role as a departmentally aligned faculty member. Jackson and Gmelch (2003) discuss the issue of role ambiguity and academic leadership. They conceptualize role ambiguity as the lack of clarity regarding role expectations and the degree of uncertainty about the outcomes of one's performance. For associate deans, role ambiguity arises both from unclear professional responsibilities in relation to the academic dean, and also from unclear boundaries and interactions with the faculty. They suggest that more research is needed in this area, particularly on the topic of the socialization process for associate deans. M. Wolverton, Gmelch, H.L. Wolverton and Sarros (1999) state that associate deans occupy a "pivotal" role at the intersection of academic and administrative functions (p. 166). In this role, Del Favero (2006a) states that associate deans must be adept at navigating both administrative and academic cultures.

Research also shows that role ambiguity between faculty and administrator is extremely stressful. In a study of academic department chairs, Gmelch and Burns (1994) find that the position is "plagued with inherent structural conflict" and that the amount of stress experienced by chairs is "monolithic" (p. 80). Stress factors include heavy workload, confrontations with colleagues, organizational constraints, and conflict with their faculty duties (Gmelch & Burns, 1993, 1994). The authors of this study surmise that the dual pressures of this ambiguous role are the most important impediments to attracting faculty into academic leadership positions.

In a study of department heads, Bennett (1982) argues that there will be some role conflict and tension for department chairs as long as they continue to be promoted from within the faculty ranks. He finds that there are at least three ways in which departmental chairpersons can be described, and these three ways can also overlap: As just another faculty member who happens to have additional duties that may be temporary and different; as an extension of the institutional administration; and as primary representative for the academic discipline. He concludes that these three sometimes conflicting roles can create a great deal of role ambiguity, conflict and stress. Gmelch & Burns (1994) similarly state that department chairs "find themselves trapped between the stresses of performing not only as an administrator but faculty member as well" (p. 259). Their academic future is tied to the department, but their effectiveness is also directly related to their working relationships with the dean and higher level administrators. The literature thus indicates that role conflict and ambiguity are common in the experiences of academic administrators (Falk, 1979; Kile & Kennedy, 2009; Pritchard, 2010; M. Wolverton, M.L. Wolverton, & Gmelch, 1999), and there is evidence that trying to balance these conflicting roles is one of the top concerns for new department chairs (Wolverton, Ackerman, & Holt, 2005).

Role Transitions

There is a great deal of literature regarding the differences between academic and administrative cultures in higher education (Birnbaum, 1988; Clark, 1987). Del Favero (2006a) writes that this literature shows that there is a "dramatic" shift in work culture inherent in the transition between academic (i.e. faculty) and administrative careers. She writes:

As scholars, faculty are immersed in disciplinary cultures characterized by work values quite different from the culture of administration. This work required a relatively narrow focus and high value was placed on creativity, autonomy, and self-initiated work agendas. As administrators, on the other hand, their work is framed by rationality, efficiency, and an institutional focus that values consideration for the collective (pp. 282-283).

The traditional route for promotion to an academic administrator position is through the faculty. Strathe and Wilson (2006) state that faculty members often begin their administrative careers at the department chair level, not necessarily because they were driven to do so, but because it "was their turn" (p. 6). Administration is not usually a long-term goal for those who begin with faculty appointments (Zappe & Gerdes, 2008). Faculty typically have a narrow view of the academic institution, one that likely does not extend beyond their own academic department, and their experiences with academic administrators are equally limited, often to department heads. Strathe and Wilson (2006) state, however, that certain faculty demonstrate characteristics that allow them to be identified as future academic administrators: they are hard working, visible in the department, attentive, collegial and collaborative, successful at task completion, and have a positive outlook toward current administrators. In fact, one study shows that over eighty percent of current administrators had previously been identified by other administrators as potential leaders, indicating that this identification process is an important precipitator to the actual assumption of an administrative role (Bisbee, 2007). However, the preparation for academic administration is largely one of on-the-job training and mentoring since faculty typically do not come into the academy with existing managerial or leadership skills.

This transition is likely different from any other selection process that a faculty member has experienced, and one that at first appearance may look deceptively simple (Palm, 2006).

There is some literature examining the transition from faculty member to department chair. Thomas and Schuh (2004) find that new department chairs typically come to the position after having served successfully as faculty members, but with little or no formal preparation for their new administrative role. As a faculty member, they have likely successfully navigated the promotion and tenure process and are thus in a position to assist others. They are likely to be viewed as collegial and concerned with all aspects of their position including research, teaching and advising, curriculum development, and service.

Rather than concrete experience, the selection as department chair is based on their performance and behaviors as a faculty member and promise in being a leader. However, learning to lead may be one of the most difficult challenges for new administrators transitioning from their faculty role (Lumpkin, 2004). Thomas and Schuh (2004) write that the transition process from faculty to chair involves both understanding the idiosyncrasies of the new role and in navigating the personal and professional relationships with four constituents: students, faculty and staff, the dean(s), and other chairs. They state that new chairs can abruptly find themselves in different relationships with their former colleagues and friends. Whereas they could have been friends and focused on their own areas of interest and specialization, they now must take an interest in every person's work, including that of faculty from other disciplines. Their new role also places the chair in direct relationship with the college's deans, a new position for many faculty who may have had little prior contact with administrators. They conclude that the transition from faculty to department chair is one of socialization and one that involves substantially different personal and professional roles that new chairs must navigate.

Cornelisson (2004) likens the transition to a position in educational leadership as that of a performance, i.e. "role enactment in an organizational context" (p. 713). According to Lumby and English (2009), leadership is much like a theatrical performance in that it involves preparation for a role on stage that will include the public enactment of rituals.

Strathe and Wilson (2006) and Foster (2006) also identified many challenges with transitioning into the new role as department chair. New chairs find themselves in a demanding position with a steep learning curve that they must immediately grasp. New chairs are interacting with largely the same group of people, but in a much different capacity. Peer relationships and social interactions change almost immediately. New chairs find that their friends and colleagues now view them in terms of their position in the organizational hierarchy rather than as a faculty colleague. Colleagues that were once supportive may suddenly become very critical or suspicious (Glick, 2006). At the same time, the number and variety of tasks immediately increases, and there are significant time constraints with a much faster pace of work that allows little time for personal reflection.

Based on these findings, one could expect that the transition from the department chair to associate dean will involve further socialization and negotiation of personal and professional roles and an even greater focus on how the associate dean navigates his or her role as administrator versus faculty member/scholar. Jackson and Gmelch (2003) have developed a three-phase process for the socialization of academic associate deans, a progression from 1) preleadership training to 2) induction into the position that leads to a phase of 3) ongoing professional development training. They argue that there are three "spheres of influence" that create the conditions necessary for the development of associate deans (p. 106). The first is that associate deans must come to understand leadership from a cognitive or conceptual point of view.

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This involves coming to an understanding of the various dimensions of the associate dean position, including its functions, roles, responsibilities, tasks, models and frames. The second sphere of influence is skill development. Associate deans need to formally learn leadership skills such as communication, conflict resolution, resource deployment, and coaching. The third and most critical sphere is that of reflective practice. They argue that leadership development is an "inner journey" that requires self-knowledge, personal awareness, and corrective feedback (p. 107). Thus, knowing the requirements of the position and the skills required are not enough for the successful professional development of associate deans.

There is also a personal growth process that must take place as associate deans come to understand themselves and their developing identity as associate deans. However, little is known about how academic administrators "ultimately reconcile their often conflicting identities as faculty member and as administrative leaders, particularly since assumption of academic leadership responsibilities frequently occurs without training" (Del Favero, 2006b, p. 278). Finally, there is also much evidence to show that the transition back to the role of faculty can be difficult. For example, Cyphert and Boggs (1986), in a study of administrators who return to a faculty role, find that there is a significant amount of anxiety and stress in this transition as well, stemming from such factors as concerns about being out of date in their academic specialties; concerns about teaching abilities; and acceptance by colleagues.

The concept of role ambiguity, discussed above, can arguably be applied to the professional and personal identities of associate deans, and how they identify with the sometimes competing roles of academic faculty versus academic administrator. The focus of the present study is on the negotiation processes that occur as associate deans transition from their often long-held roles as faculty members into a new culture of academic administrator.

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Gender and Higher Education Administration

The role of gender is important to consider in the study of academic administrators due to the time demands on people in these positions and the potential impact on personal and family lives. The literature shows that women continue to be underrepresented in higher education administration, and this study will provide some insight into possible reasons why this may occur at the associate dean level.

In the later part of the twentieth century, women made substantial gains in both their representation in the overall number of students as well as their representation in higher education administration (House, 2001). Since 1988, there have been more female college students than males, and by 2010 women represented 57% of the undergraduate student population. In terms of the number of faculty, particularly senior level faculty, and in college administration, a gap in equity still exists. According to the 2011 ASHE Higher Education Report entitled *Women's Status in Higher Education*, only 34% of tenured faculty at doctoral-granting institutions are women, and only 23% of college and university presidents are women. In 2011, women accounted for about 45% of all senior-level administrators, but they are more likely to be in these positions at two-year institutions and in areas other than academic affairs. Women continue to be underrepresented in the number of full professors as well as leadership positions including department heads and deans, even when examined in proportion to the eligible pool of tenured women (Allan, 2011; Dominici, Fried, & Zeger, 2009). This disparity continues to be large in certain fields, including the sciences and engineering (Karukstis, 2009; Winslow, 2010).

Recent research has explored the reasons for these continued disparities. Hurtado and DeAngelo (2009) discuss findings from the report entitled *The American College Teacher*, in which women report that they are less satisfied than men on a number of different items: autonomy and independence; autonomy in determining course content; satisfaction with careers and opportunity for scholarly pursuits; teaching loads; salaries; retirement; and prospects for career advancement. Results of their study indicate that women experience significantly more stress associated with teaching loads and with research and publishing demands than do their male counterparts. The authors suggest that these results point to an atmosphere of lower morale for women that can lead to an increased risk of leaving a current institution and a corresponding lesser likelihood to move into higher level positions. Retention of senior women faculty, those most likely to go into administration, is related to issues of morale and job satisfaction. Hurtado and DeAngelo (2009) report that several factors can help improve retention: building a positive community with an environment conducive to social relationships among faculty, engendering trust and engagement through participatory decision-making, and creating equitable situations for teaching loads and assignments. Thus, department heads and other administrators are crucial to retention. These findings are closely related to those of Jo (2008), who found that conflicts with supervisors, inadequate advancement opportunities, and incompatible work schedules were primary reasons for voluntary turnover among women administrators. Turnover and retention issues are important factors in the selection of higher education administrators, since many attain these positions by moving up through the ranks (Walton & McDade, 2001).

Other researchers suggest that mentors, specifically a lack of mentors, are a reason that women continue to lag behind in promotions in rank and in ascension to administrative positions. June (2009) states that the average time for women to be promoted is 8.2 years, as compared to

6.6 years for men. She suggests that more formal mentoring programs for women need to be established. The relatively low number of women in senior administrative ranks helps compound this problem since there are fewer senior experienced women faculty available to serve as mentors. As a consequence, some universities have instituted leadership development programs specifically for women (Flood, Johnson, Ross, & Wilder, 2010).

Family care responsibilities and spousal support are also frequently cited as reasons that there are fewer senior women faculty and administrators, despite several decades in which women have outnumbered men among college students. Research indicates that women faculty and administrators continue to carry a larger burden of immediate and family responsibilities (Collay, 2002; Probert, 2005). At the same time, male administrators have traditionally been able to advance in leadership positions due to spousal support, while female administrators are less likely to have this type of support (Collay, 2002; Mason, 2009). Additionally, women who have children often do so during critical times of their careers, slowing career progression. For women administrators with children, navigating the myriad of issues related to their roles as administrators and mothers is a complex negotiation involving trade-offs of identities and time, as well as many hardships and compromises (Marshall, 2009). Even after children are raised, the issue of caring for elderly family members continues to impact women in academia. For those women who take leave, many have a difficult time getting back on track (Mason, 2009; Seay, 2010). Therefore, while many universities have implemented family-friendly policies, colleges and universities still need to address how family issues impact women moving into administrative positions.

Other writers examine the status of women administrators from a broader perspective examining the role of gender in organizations. Joan Acker's "Gendering Organizational Theory"

(1992) has greatly influenced the study of gender and organizations. Acker defines gender as "patterned, socially produced distinctions between female and male, feminine and masculine" (p. 450). Acker views gender as an integral component of organizational processes, something that cannot be excluded. She outlines four situations that occur in gendered organizations: organizational practices that produce gender divisions; the creation of symbols, images, and forms of consciousness that explicate, justify and (sometimes) oppose gender divisions; interactions between genders (men and women, women and women, men and men) in ways that enact dominance and subordination and create alliances and exclusions; and the internal mental work of individuals as they consciously construct their understandings of the organization's gendered structure of work and opportunity and the demands for gender-appropriate behaviors and attitudes. Lewisl and Morgan (1994) argue that any organizational change "cannot adequately be understood without a full and multifaceted consideration of gender" (p. 641).

Much of the literature to date focuses on factors that have contributed to the successful attainment of such leadership positions in business, or to differences in leadership styles based on gender. For example, Nelson and Burke (2004) state that women executives report that exceeding performance expectations, developing a leadership style with which male managers are comfortable, and seeking out difficult assignments are the three factors most crucial to their advancement to leadership positions. They also state that women perceive the top obstacles to advancement to be male stereotyping of their behavior, an unfriendly work environment, and a lack of informal networks. In the higher education literature, there are many studies related to women's ascendancy to the presidency, including such factors as the importance of mentorship programs, but there is little research that addresses how women presidents are perceived after they assume the presidency.

Appelbaum, Audet, and Miller (2003) outline the major research regarding gender differences in leadership. The authors illustrate the point that "gender" is linked to an individual, while "gender role" concepts begin to emerge with the consideration of women leaders or the effectiveness of male versus female leadership. They summarize research that shows that women are less likely to be pre-selected as leaders and that the same behavior is evaluated more highly if attributed to male versus female leaders. They also claim that feminine characteristics do not decrease an individual's chances of becoming a leader. However, androgynous leaders, women who possess stereotypical "masculine" characteristics, are more likely to attain leadership roles. In fact, these women may be better leaders through their willingness to encourage participation, share power and information, and to energize others. The authors go on to theorize that a number of environmental factors contribute to women leaders' success or lack of success: their attitude toward their own competence; level of self-confidence; experience; work experiences in the corporate environment and whether women feel encouraged or discouraged to assume leadership positions; and the presence of the "old-boys network," which can limit the leadership progression of women.

Maranto and Griffin (2010) explore the issue of "chilly climate" for faculty women. According to the authors, "chilly climate" refers to informal exclusion, devaluation, and marginalization of women faculty, which is a major impediment to their achievement. The authors find that when there are few women in academic departments, there is a higher perception that they are being excluded. Their research suggests that while perceptions of procedural fairness and gender equity do foster inclusion and a positive climate for both men and women, the issue of "chilly climate" is a multidimensional phenomenon with multiple causes. Mason (2009) similarly argues that, for female administrators, there are a number of small and

sometimes large incidents that can accumulate to produce what she calls a "snow-woman effect," an overall slowing of the career progress for women. Among these can be issues of family, children, spousal support, divorce, and caring for parents. Others include challenges involved in entering a male-dominated leadership culture. Mason lists some of these challenges: being assertive but not being perceived as aggressive; not being perceived as either too masculine or feminine; being friendly but not too friendly, since this could be perceived with sexual connotations; and speaking in meetings in a way that is assertive but not too assertive. Women, Mason states, also face difficulties in the social networking that is required of administrators in higher education if one is to advance. For example, she states it will not be viewed favorably if a person has to miss events or leave early to attend to child care. Stripling (2011, March 24) adds that women may face challenges such as difficulties in speaking up and participating in male-dominated meetings without being interrupted and being assigned to the "right committees," such as budget committees, as opposed to those dealing with human resources issues.

In summary, the number and representation of women in faculty and administrative positions in higher education continue to lag behind that of men. Research indicates that there are a number of factors that can contribute to this phenomenon. While some universities have attempted to address this issue through initiatives such as family-friendly policies and mentoring and leadership development programs, there remain factors which continue to contribute to a disproportionately lower number of female administrators in higher education. This study will provide insight into why this may occur at the associate dean level.

Institutional Factors

According to institutional theory, regulative, normative and cultural forces work to both constrain and to constitute organizations, organizational populations, and organizational fields (Scott & Davis, 2007). Institutional theory explains how organizations become similar, or isomorphic, over time (Ledford, Mohrman, & Lawler, 1989 as quoted in Greenwood & Hinings, 1996). Wezel and Saka-Helmhout (2006) state that as organizations evolve, they develop routines that guide their behavior and that organizational actions are history dependent. Institutionalism suggests that influence, coalitions, and special interests may bring about variation within an organization. According to Lounsbury (2007), during the past two decades there have been efforts to develop more integrative approaches to studying how individual organizational and institutional dynamics can lead to these types of institutional variations. As organizations struggle with differences in values and interests, change is one of the dynamics that can occur (Greenwood & Hinings, 1996). Greenwood and Hinings (1996) conclude that the role of intraorganizational dynamics in accepting or rejecting institutional practices is critical, and they offer a framework for understanding organizational change that includes exogenous dynamics (market context, institutional context) and endogenous dynamics (interests, values, power, dependences, and capacities for action). They view the prevailing pattern of value commitments as critical for understanding the possibility of change within an organization, and they offer four generic patterns: 1. Status quo commitment indicates when all constituents are committed to the prevailing template-in-use or following past practices; 2. indifferent commitment indicates when groups are neither committed or opposed to the template-in-use; 3. competitive commitment indicates when some groups support the template-in-use and others prefer an alternative; and 4. reformative commitment indicates when all are opposed to the

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template-in-use and prefer an articulated alternative.

The degree of entrenchment in prevailing patterns of behavior and the degree of willingness to change are primary factors that shape future directions within organizations. This study explores how the institutional culture impacts the decision-making processes involved with associate dean positions. While institutional factors affect both organizational and personal decision-making, the focus of this study is how institutional factors affect personal decision making processes involved with the assumption of an administrative position and how these factors influence personal and professional identity. Institutional practices also affect the transition and succession decisions and processes involved in the selection of administrative positions. For example, how important is disciplinary background in the selection process? Are administrators hired "permanently" or do they rotate? What level and kinds of institutional support are in place to assist those transitioning to an administrative role? Institutional factors are important contextual forces to examine because they can strongly influence personal and professional identity for faculty members and academic administrators. For example, some institutions may offer administrators more support for work/life issues or more time for research or teaching activities, while others may require a more strict focus on the administrative job functions.

There is also evidence that institutional factors do have an impact on the faculty-to-administration transition process. Leon & Jackson (2009) find that faculty who are interested in entering an administrative position were more likely to achieve this in regions of the country with more colleges and universities, and that faculty were more likely to become academic leaders at institutions with teaching as the primary mission. The authors conclude that smaller institutions may allow for the building of more collegial relationships in which faculty might find

it rewarding to assume an academic leadership position, and that faculty at smaller public

institutions have a higher probability of entering into an administrative position. Bennett (1982)

also finds that degree and type of institutional support is important to a successful transition into

an administrative role. He suggests instituting practices such as written policies and procedures

to help specify expectations and responsibilities, and creating administrative arrangements such

as overlapping terms to assist with the transition.   He also recommends institutional support,

such as sabbaticals or additional research or teaching support, for those who may be transitioning

back into the faculty role. Bisbee (2007) also advocates for leadership development and formal

mentoring programs for better preparing leaders to transition from the faculty ranks. In summary,

institutional factors may provide a context that impacts the transition from faculty to

administrator, and therefore the resulting personal and professional identification processes.

Identity Theories

Research on identity has examined personal identity, social identity, and identity in

categories such as occupational identity. Personal identity research tends to emphasize

differentiation of the self from others, and is therefore concerned with one's sense of self (Sluss

& Ashforth, 2007) or one's "individuated self," which is concerned with how individuals

differentiate themselves from others (Brewer, 1991; Kreiner, Hollense, & Sheep, 2006). Social

Identity Theory (Ashforth & Mael, 1989), on the other hand, is concerned with how individuals

classify themselves into such social categories as race, gender, age, and occupation.   The term

"social identity" was coined by Henry Tajfel to refer to an individual's knowledge that he or she

belongs to certain social groups, together with some derived emotional and value significance

related to membership in these groups (Ruderman & Ernst, 2004). Related to personal and social

identity are concepts of relational identity, in which individuals define themselves in relation to roles or relations to others, and concepts of collective identity, which examine how individuals define themselves in relation to groups or organizations. According to researchers (Brewer & Gardner, 1996; Sluss & Ashforth, 2007) one's personal identity is influenced by the interaction between the three levels of identity: personal, interpersonal, and collective. Identities that derive from membership in a particular organization or employer can be described as "organization-related identities" (Thatcher & Zhu, 2006) or "occupational identities" (Kreiner, Hollensbe, & Sheep, 2006). In organizations, individuals engage in "identity work" to develop an optimal balance between personal identity and occupational identity (Kreiner, Hollensbe & Sheep, 2006; Pratt, Rockmann & Kaufmann, 2006; Thatcher & Zhu, 2006). It can thus be argued that an individual's degree of organizational or occupational identity influences his or her degree of commitment to the organization or occupation.

Recent research has also focused on the concept of professional role and identity (Chreim, Williams, & Hinings, 2007; Pratt, Rockmann, & Kaufmann, 2006). According to this line of research, professional identity is an individual's self-identification as a member of a profession (Chreim, Williams, & Hinings, 2007; Ibarra, 1999). Pratt, Rockmann, and Kaufmann. (2006) argue that there is an "interplay" in which one's work related activities leads to work-related identities which are then subject to social validation, which again impacts work and work-identity. They argue that when work identity does not match what one does, then one ought to either change their profession or change his or her self-perception.

Related to professional role research is a line of inquiry that examines how professionals in certain occupations may hold a stronger occupational identification with their professional organization or colleagues than with the organization in which they are employed. In higher

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education, Dill (1982) reflects that the growth of systems of higher education coupled with the orientation toward discipline-based careers has produced faculty who identify with the profession rather than the organization. Faculty, therefore, may feel a stronger social and professional identification with their professional colleagues at other institutions than with their own department or university.

Leadership development and identity is another form of professional identity research. The concept of "leader" may be thought of as an ambiguous personal identity characteristic that some individuals may incorporate and internalize as part of their own self-concept, while others do not (DeRue, Ashford & Cotton, 2009). Hiller (2005) describes self-identity as "the way that we think about ourselves as leaders and what we believe leadership to be" (p. iii). These beliefs thus serve as guides to subsequent thought and actions. Three primary influences on leaders' self-identity are: past leadership experiences; personality; and the self-matching of personal characteristics to those associated with leadership (Hiller, 2005). The development of identity as a leader is, however, an important predictor of effective leadership and career development, and is thus of importance to both individuals and organizations (Day & Harrison, 2007). Lord and Hall (2005) state that the development of a leader's self-concept or identity as a leader is an essential part of advancement as a leader, and that the leadership role merges to become part of one's self-identity.

According to Ibarra, Snook, and Ramo (2010), in recent years there has been an emerging perspective in the leadership literature that explicitly links leadership and identity. This body of literature examines the construct of a leader's self-concept and identity and how emerging self-identity merges with the roles and skills that he or she is developing as a leader. Day and Harrison (2007), for example, discuss the importance of incorporating the emerging

identity as a leader into one's personal identity, if one is to be an effective leader. However, according to Ibarra, Snook, and Ramo (2010), while there may be agreement that leadership skill development is intertwined with the development of a leader's self concept, there is not yet enough research showing the processes and moderating factors for this leadership identity transformation. The current study helps address this gap in the research.

There are changing requirements as individuals begin as leaders and then as they develop as leaders. New leaders must first master the basics of managerial responsibilities, while more experienced leaders continue to develop more sophisticated organizational and interpersonal skills (Mumford, Marks, Shane Connelly, Zaccaro, & Reiter-Palmon, 2000). Lord and Hall (2005) state that as leaders develop there is a shift in focus from that of personal work identity to that of a collective, and that this shift impacts the leader's own identity as well as the identities of others in the organization. They view this change as occurring at three levels, from the individual to the relational to the collective. During these shifts, the leader's emerging personal identity evolves to incorporate more and more of the leadership skills and roles that are developing.

<div align="center">Multiple Professional Identities</div>

As discussed above, professional identity refers to an individual's self-identification as a member of a particular profession. There is also a growing body of research that shows how professionals hold multiple professional identities that may include simultaneous identification with their profession, their organization, and with their specific workgroup (Johnson, Morgeson, Ilgen, Meyer, & Lloyd, 2006; Russo, Mattarelli, & Tagliaventi, 2008). According to Johnson et al. (2006), professionals may identify more strongly with their profession than with their

employing organization, and thus may be more committed to their profession. This can lead to potential conflicts regarding expectations for behavior as well as the potential for greater turnover and fewer pro-social organizational behaviors (Johnson et al., 2006). Research has shown that this identification with one's profession holds true in academia. According to Dill (1982) and Nisbet (1971), faculty typically exhibit an orientation that is more individualistic and toward their discipline as opposed to their institutions. Other researchers have shown that some professionals also identify more strongly with their particular workgroup than with the organization as a whole (van Knippenberg & Schie, 2000).

The particular employment situation plays a large part in how professionals identify themselves. Johnson, et al. (2006) in a study of professional veterinarians, found that identification with the organization is less likely when that organization is not integrally linked to their profession, supporting the notion that professionals, including academics, may identify more with their field of study than with their college or university. While Johnson et al. (2006) examine multiple identities from an individual perspective, Pratt and Foreman (2000) also examine the concept of multiple professional identities within organizations but from the organization level. In other words, organizations can have "multiple conceptualizations about 'who we are' as organizations" (p. 19), with different conceptualizations simultaneously existing about what is "central, distinctive, and enduring about the organization" (p. 20). They also find that these multiple identities do not need to be in competition with one another and need not be universally held by all organization members. In fact, members of the organization do not even need to be aware of these multiple identities. Pratt and Foreman (2006) identify the need for further research into how organizations manage these multiple identities and how these identities interact with individual identities in organizations.

Russo, Mattarelli, and Tagliaventi (2008) identify the lack of research between different professional identities within a single professional group. In a study of scientific researchers working in a national research center, the authors conducted a qualitative study to explore the professional identities of these researchers. They find that the researchers can define themselves in different ways as researchers, which can manifest in different daily practices. For example, some researchers may perceive themselves as collaborator or integrator and identify with the particular research group; others may be lone researchers who identify more with their particular professional group. The study found that while the members may be engineers, chemists or physicists, they viewed themselves primarily as "researchers" rather than members of their particular disciplinary group. This self-identification as "researcher" is thus a manifestation of multiple simultaneous identities. One core finding of this study is that these multiple identities need not be in conflict with one another, supporting Pratt and Foreman's (2006) research. The authors of this study also discuss the strategic implications of supporting multiple professional identities. They argue that organizations that cultivate and support multiple professional identities are better able to adapt to both internal and environmental changes.

Several recent studies have examined the role identity of academic scientists who are involved in entrepreneurial or commercial activities. As universities attempt to cultivate relationships with industry and to facilitate the movement of academic research into the commercial marketplace, researchers have begun to examine the role of academic scientists in these endeavors (Jain, George, & Maltarich, 2009; Lam, 2010; Owen-Smith, 2005). Jain, George, and Maltarich (2009), in a study of academic scientists at research universities who are involved in the technology transfer process, find that the distinction between scientific research and entrepreneurial activity is becoming less delineated for these scientists.   However, the

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researchers find that there is a process of role identity reconstruction for these scientists, in which they retain "cherished" aspects of their existing role identity as they adapt to their new roles. Jain et al. (2009) propose the idea that individuals typically retain aspects of their current role identity as they contemplate modifying it, and that this is particularly true for facets of their identity that are of a privileged nature. Therefore, individual professional role identity has aspects that are entrenched, treasured, and "sticky" by nature. They propose that these kind of professional role modifications are a "morphing" process rather than one that involves the abandonment of the previous role identity.

In summary, there is a growing body of literature that supports the idea that individuals can and do possess multiple professional identities. Research at both the individual and organizational level supports the notion that professionals can not only hold these multiple professional identities, but that they can coexist without conflict. Further research into identity change involved with role transitions is discussed next.

Identity Change and Role Transitions

A great deal of literature views leadership development as an identity transition. Hill (1992), for example, states that there is a critical identity shift in the transition from "doer" (non-manager role) to "manager," while Lord and Hall (2005) discuss this shift as leaders move from lower-level to higher-level managerial positions.

Two recent studies (DeRue & Ashford, 2010; Ibarra, Snook, & Ramo, 2010) serve as the primary guides for the current study. Both of these offer theories of leadership identity. Ibarra, Snook, and Ramo (2010) published an identity-based model of leadership that proposes that leadership develops as an identity transition in which people begin to explore new possible

"selves," eventually integrating into a new, emerging identity. Old and new identities coexist while people explore these "provisional selves," leading eventually to an emergent leadership identity (Ibarra, 1999). Ibarra, Snook, and Ramo (2010) suggest that helping people make identity transitions is the key to effective leadership development. Organizations need to provide outlets and opportunities that allow leaders to navigate away from old identities that hamper leadership development while also creating opportunities for leaders to test out their new ones. One method is to provide transitional times and places for exploration, spaces and times that are safe and free from the "pressures of social validation" and that will allow emerging leaders to develop new skills and self-images that can be used in their role as leader. One key suggestion is that new leaders must be given opportunities and time for practice and for making mistakes. Ibarra, Snook, and Ramo (2010) suggest that the study of identity transition is ripe for research.

DeRue, Ashford, and Cotton (2009), also see the importance of "claiming acts" and "granting," in addition to the internal, cognitive shifts discussed above. Claiming acts are behaviors in which a leader engages that assert their leadership identity, while granting refers to those behaviors that others grant to the leader (Bartel & Dutton, 2001). DeRue, Ashford, and Cotton (2009) thus posit a process model of leadership development that takes into the account the social processes by which people come to internalize their personal identity as a leader. In this model, the self and others both have cognitive schemas of the "leader," and also have views of the current leader as self or individual. The individual undergoes a self-comparison process, comparing their view of their current self with their schema of what a leader is or should be, while others compare their own schemas of a leader to a current view of the individual. The acts of claiming and granting, both processes of social interaction, lead to the degree of leader identity internalization.

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DeRue and Ashford (2010) further developed this theory of claiming and granting by proposing a model of leadership identity construction. This model contains a number of research propositions outlining how the construction of a leadership identity occurs through claiming and granting processes. They suggest several methods for research to test their model, including "experience-sampling" methods to capture specific patterns of claiming and granting that lead to the construction of a leadership identity. They also call for more in-depth qualitative research to understand the forms and nature of claiming and granting in leader-follower relationships. The current study fits well with this call for further research and will provide qualitative data that can be used to test their model as well as the ideas proposed by Ibarra, Snook, and Ramo (2010).

In another study dealing with student leadership development, Komives, Mainella, Longerbeam, Osteen, and Owen (2006), identify five categories related to the development of a leadership identity: 1) developmental influences; 2) the developing self; 3) group influences; 4) a changing view of self with others; and 5) a broadening view of leadership. The authors view this as a developmental process and they offer a Leadership Identity Development Model, a six-stage process model with an outcome of leadership identity synthesis and integration that arises from the stages of leadership identity: awareness of the existence of leadership; exploration or engagement of leadership and leadership potential; identification of a leader; differentiation of leadership from the individual; and generativity, or the ability to look beyond oneself as a leader does. These stages lead to the final stage of an integrated self-identification view of self as leader ("I am a leader").

This study investigates how emerging leaders in higher education integrate their personal and professional identities with their identity as an organizational leader. Of particular interest is how the associate deans in this study negotiate their personal and professional identities in terms

of their past roles as researchers and teachers with that as a college leader and administrator. The study examines how emerging leaders develop their identities as leaders, and examines what organizations are doing, or should be doing, to facilitate this process. Do institutions of higher education provide the provisional spaces and opportunities for learning (and making mistakes) that, according to Ibarra, Snook, and Ramo (2010) are essential for leadership development? The current study also sheds light on both DeRue, Ashford, and Cotton's (2009) proposed process models of leaders' identity internalization and Komives' et al. (2006) developmental model. It also provides insight on how new associate deans view themselves (i.e. as faculty, administrators, or both?) and how this schema fits with their schema of a "leader" in higher education. The study also examines how their interactions with others (faculty, other administrators) impact their transition into the role of associate dean. The current study thus provides insight into the models proposed by DeRue and Ashford (2010), Ibarra, Snook, and Ramo (2010), and also builds on research from both DeRue, Ashford, and Cotton (2009) and Komives et al. (2006).

Interplay between Institutional Factors and Identity Theories

Preliminary evidence from the pilot study described later, as well as anecdotal evidence, indicates that the experiences of a faculty member who transitions into an associate dean role are indeed a function of the dynamic between institutional factors, personal characteristics, and personal and professional experiences. Whether individuals are successful in the associate dean role depends upon an interplay of these factors. One institutional factor is the hiring process and the selection of an insider, a current internal faculty member, versus an outsider, someone from another institution. Given that research shows that associate dean positions have a steep learning

curve, insiders may be selected because they presumably already understand the culture and organization; there is less risk with an insider since the person is known by the dean and other administrators, and there is some evidence that the person will perform well in the job. Further, many or all of the faculty in the college know the person, and there is an opportunity to assess faculty support of this person. Some anecdotal evidence also suggests that outsiders are chosen when there is a greater need for some type of large organizational change, although this possible area of study is beyond what I am proposing for this project. There also appears to be an institutional drive to balance the academic backgrounds and departmental representation among the senior administrators within particular colleges. Several of the participants in the pilot study described later discuss this need to ensure departmental balance and a perception of fairness and equity between academic departments.

Conceptual Framework

Identity theories and conceptualizations derived from literature on professional academic roles and leadership provide a frame for examining the transition process from faculty member to administrative positions in higher education. The literature review above and the pilot study described in chapter 3 contribute to an identity-based model that outlines the factors in the transition from faculty to administrative role. Figure 2.1 below illustrates this study's conceptual framework which contains the following major concepts: personal characteristics, professional role, identity, institutional factors, and leadership development. These concepts are used to analyze the transition processes that occur for faculty assuming administrative positions in institutions of higher education. The final phase of the conceptual framework deals with career

decisions about whether to remain in the administrative role, return to the faculty, seek further advancement in administration, or exit due to retirement or a career change.

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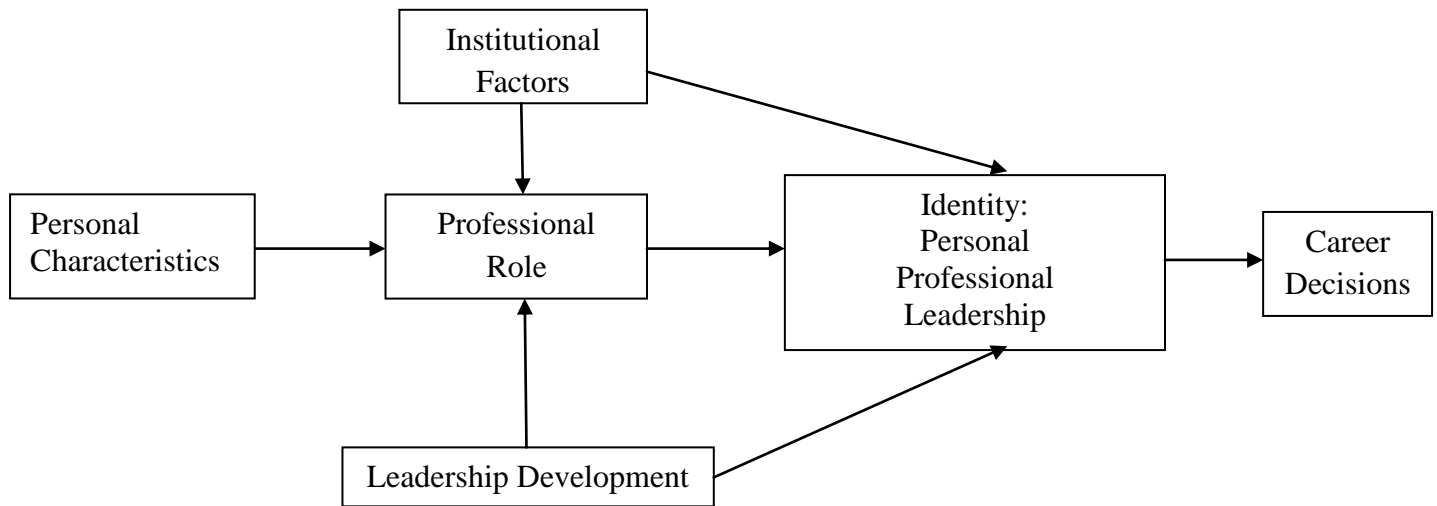
Conceptual Framework

Figure 2.1

Personal Characteristics

The personal characteristics and backgrounds of faculty are important factors in analyzing the transition process from faculty to associate dean positions. Faculty who ultimately attain these dean level positions exhibit personal motivation to do so. As Snyder, Howard, and Hammer (1978) find, faculty who pursue administrative positions in higher education are seeking a mid-career change that will involve different and higher-level job duties and expectations, which also provide the promise of increased power, authority and autonomy. There is also evidence that those selected for administrative positions either have prior administrative experience of some type, or possess characteristics and training that indicate the promise for successful leadership. Faculty that demonstrate that they are collegial and

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collaborative, hard-working, visible, successful at task completion, and possess a positive

attitude toward current administrators are often identified as potential future administrators

(Strathe & Wilson, 2006; Thomas & Schuh, 2004). Personal characteristics are thus an

important factor in the initial identification and selection of potential new academic

administrators. This area allows for exploration of research question one, which covers aspects

of personal and professional identity that influence a faculty member to enter into an

administrative position.

Professional Role

The concept of professional role relates to the specific activities in which a faculty

member engages. Faculty members in non-administrative roles typically devote their efforts in

the areas of research, teaching and service (Del Favero, 2006a; Zappe and Gerdes, 2008). Most

faculty, therefore, have a somewhat narrow view of the academic institution in which they work,

a view that may not even extend beyond their own academic department (Zappe & Gerdes, 2008).

Academic administrators, on the other hand, occupy a much different professional role. As

discussed earlier, associate deans are responsible for much broader activities than those they may

have experienced as faculty or department head. In this role, associate deans are responsible for

a wide range of management responsibilities in the academic college and are also accountable for

carrying forth institutional values and for enacting high-level strategies and visions (Dill, 1984).

In this professional role, associate deans occupy a position at the intersection of administrative

and academic functions. As such, this professional role can be ambiguous and require adeptness

at simultaneously navigating both of these cultures (Del Favero, 2006a; Wolverton & Surros,

1999). The extent to which associate deans are able to navigate these disparate and ambiguous

roles contributes to both stress levels and satisfaction with their administrative roles. Professional role is influenced by both institutional factors and leadership development, both of which are discussed below. These three areas of the conceptual framework will contribute to research question number two.

Identity

The concept of identity can be analyzed on many different levels. Personal identity refers to one's self-concept and deals with the differentiation of self from others (Brewer, 1991; Kreiner, Hollense, & Sheep, 2006; Sluss & Ashforth, 2007). One's personal identity is thought to be influenced by both interactions with others and by collective viewpoints (Brewer & Gardner, 1996). One component of personal identity is related to that of one's occupation or profession. Professional identity is defined as one's self-identification as a member of a particular profession (Ibarra, 1999). Some research focuses on the differentiation of personal identity from professional identity (Pratt, Rockmann, & Kaufmann, 2006; Thatcher & Zhu, 2006), while some research views one's professional role as the interplay of personal and professional identities (Pratt, Rockmann, & Kaufmann, 2006). In institutions of higher education, Dill (1982) finds that faculty may feel stronger professional identification with their professional faculty colleagues at other institutions than with faculty from other disciplines within their own department or university.

Leadership identity refers to the development of one's self-identification as a leader. Leadership identity focuses on the perceptions that one holds regarding leadership and how one views themselves as fitting or matching these perceptions (DeRue, Ashford, & Cotton, 2009; Hiller, 2005). Some persons are viewed as incorporating the concept of leadership into their own

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self-concept, while others may never incorporate or internalize leadership as part of their self-identity (DeRue, Ashford, & Cotton, 2009). According to Ibarra, Snook, and Ramo (2010), leadership develops as an identity transition in which people explore new selves that they may eventually integrate into a new, emergent leadership identity. DeRue, Ashford, and Cotton (2009) view leadership identity as a process by which people come to internalize their personal identity as a leader through a process of comparing one's self with one's schema of what a leader is or should be. The concept of identity can therefore be viewed through the three different but overlapping frames of personal, professional, and leadership identity, and assists in answering both research questions.   In the conceptual framework, the impact of institutional factors (discussed below), professional role (discussed above), and leadership development (discussed below), will impact personal, professional, and leadership identities. This section of the conceptual framework therefore answers research question two, which examines how experiences impact the transition process as well as future decisions.

Institutional Factors

Institutional factors influence not only the processes by which academic administrators are selected, but also the transition process itself. The associate dean position reflects institutional practices with factors such as academic background and historical hiring practices having influence on the selection process (Bisbee, 2007). Institutional support for new administrators is another factor that impacts the transition process. As discussed earlier, the transition into a new administrative role is typically very challenging. New administrators usually find themselves in a demanding position that has a steep learning curve (Foster, 2006; Strathe & Wilson, 2006). Institutional support is an important factor in the smoothness and

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success of this transition. For example, institutions that specify expectations and procedures, and provide support for new administrators tend to have more successful transition processes (Bennett, 1982). Institutional characteristics also impact the assumption of an administrative position. Recent research indicates that faculty at smaller public institutions with teaching as their primary mission may have more success at attaining administrative positions that they find rewarding (Leon & Jackson, 2009). Institutional factors thus play an important role in the processes by which administrators are selected, and in the professional role that administrators occupy in the institution. Institutional factors also influence how new administrators perform in their professional role as academic administrator. This section of the conceptual framework will assist in answering research question two.

Leadership Development

New administrators typically enter their positions without a lot of background or experience in administration. Preparation for academic leadership is typically one of on-the-job training and mentoring (Del Favero, 2006b; Palm, 2006). Leadership development therefore generally begins with a process of understanding leadership from a conceptual or cognitive point of view. This includes understanding leadership in terms of its roles, functions, responsibilities, and tasks. The next stage involves individual leadership skill development in areas such as communications, conflict resolution, resource allocation, planning, and mentoring. The third and most complex stage is a personal, reflective process in which an individual develops self-knowledge and awareness of their own skills, philosophy and practices of leadership. This reflective process is critical to administrators coming to understand themselves in their new role and in developing an identity as a leader (Jackson & Gmelch, 2003). Ultimately, leadership

development entails a process of both leadership skill development and one of self-identification as a leader (Hiller, 2005). This leadership identification process is an important predictor of effective leadership and leadership development (Day & Harrison, 2007; Ibarra, Snook, & Ramo, 2010; Lord & Hall, 2005). This section of the conceptual framework assists in answering research question two.

Summary

The review of the literature highlights the context in which associate deans operate. They serve at an important nexus between the broader organization and the faculty and students of the college, a nexus that is personally and professionally challenging on many fronts. This review highlights past research on associate dean positions in higher education, and there is much evidence pointing to the difficulties in transitioning from a faculty member to an administrative position in higher education. This study will extend the existing research on the transition process and the impact of this transition on these individuals. Institutional theory shows how organizational factors influence these decisions, and how these positions operate in the context of increasingly difficult internal and external environments. Thus, this study will also examine important contextual issues to the transition process. The review above highlights the current literature on leadership identity, which indicates that there is a need for further research into the transition processes, and a need to better understand how individuals navigate the personal and professional challenges associated with a move to a leadership position. This study examines these issues in the context of higher education by examining the transition of faculty into associate dean positions. Insight into the difficulties, challenges, and success of these transitions will provide academic leaders with tools to ensure a smoother transition and will provide

individuals with more background on what they can expect during such a transition.   A

framework that focuses specifically on these transition processes between faculty member and

associate dean positions is presented for understanding this transition process in the context of

professional identity.

Chapter Three

Methodology

Introduction

The purpose of this qualitative study is to explore the factors and mechanisms by which a faculty member chooses to move into an administrative position in higher education, and to examine their early experiences in the associate dean position. The research questions for this study are:

1. How do aspects of a faculty member's identity (personal and professional) influence their decision to enter into an administrative position (associate dean level) in higher education?

2. How does the new administrative role impact personal and professional identity for faculty members making this transition? What are their experiences in the position and how do these experiences influence future personal and professional decisions?

The literature review in chapter 2 and a pilot study, summarized below, guided the formation of the conceptual framework and the research design of this study. The sample for this project consisted of 24 associate deans, 8 from three different research universities. Two of the universities were large public research universities and one was a large private research university. The participants included 18 newer associate deans who have been in the position for under five years, and 6 associate deans who have been in their position for five years or longer. Interviews were semi-structured and consisted of a series of standard questions. Participants

were also asked to complete two scales: the first asked them to indicate whether they viewed

themselves as a faculty member or as an administrator, and the second asked them to indicate

whether they had more affiliation with their academic discipline or with their current institution.

A demographic questionnaire was also used to gather data about the participants. The interviews

for each were approximately one hour in length and took place in the interviewee's private

offices at his or her respective institutions. The data analysis process, discussed fully later in

this chapter, consisted of open coding procedures, written analytic memos, and the development

and comparison of codes. The emergent themes are presented and discussed in chapters 4

through 6.

Pilot Study

A preliminary investigation of the current project began with a pilot project conducted

using a total of five interviews with four different participants. Three were conducted with

current associate deans in November 2008. Two were conducted in February 2010: one with a

previous participant who had stepped down from the associate dean position, and one from a

former associate dean. The four participants were from three different colleges at a large public

research university. Interviews were transcribed by the investigator and analytic memos were

written about each interview situation. Participants were identified through the various college

Web sites and through the university's faculty directory.

Analysis of the interview transcripts began with an open coding process used by Strauss

and Corbin (1994) and also discussed in Corbin and Strauss (2008). Van Maanen's (1979)

technique was next used to identify themes in a first-order analysis which were then grouped

together into more general themes for the second-order analysis. Thus, codes were developed

using the technique of analytic induction.   In the 5 total interviews I identified 88 different codes, which I grouped into a total of 12 categories/tentative themes. This analysis formed the basis for the conceptual framework discussed in the previous chapter.

The experience of conducting the pilot study and of conducting the analysis based on these preliminary interviews provided the background for the refinement of the present research questions and in a revision of the interview questions, which are discussed later in this chapter. As a result of the pilot project, additional questions were created that further explored the transition process and its impact. Further, two scales were created to explore the areas of self-identification as a leader/administrator versus as a faculty member, and also to explore one's commitment or loyalty to one's professional discipline as opposed to one's institution. These are discussed more fully in the interview protocol section below.

<div align="center">Qualitative Research</div>

Paradigmatic Underpinnings

Qualitative research methodologies have a long and recognized tradition encompassing a range of theoretical beliefs and underpinnings. Denzin and Lincoln (2008) discuss the various historical periods of qualitative inquiry, dating back to the 1920s with work completed at the Chicago School that launched the use of qualitative research methods to study human life. Within the broad realm of qualitative research lie a number of competing theoretical paradigms, including those that approach qualitative research from positivist, subjective, critical, or postmodern perspectives. Because the research questions should drive the methodological approach (Strauss & Corbin, 1994), analysis of the research questions for this study dictates the use of qualitative inquiry that focuses on the gathering of reflective, narrative interpretations of

experiences. My personal perspective in studying human experiences and behavior falls more

into the subjectivist and constructivist realm, so I am therefore more interested in qualitative

inquiry that focuses on thick description and explanation. My research questions reflect this

perspective and are indicative of my belief that there is more to be gained from researching this

topic using qualitative inquiry than by research methods aimed at control and predictability.

Rationale

In considering the nature of this research problem, it was evident that gathering data from

participants that draws upon their experiences and personal reflections and interpretations was

important. This led to the experience-sampling method used. Because I am interested in

exploring the experiences and perceptions of the participants as they transitioned and began

working in their new roles, it was important to use a research methodology that aimed to develop

a thick or rich description of these experiences and the context in which they occurred (Lincoln

& Guba, 1985). My goal in this study was to ensure the gathering of rich or thick data that could

be used to construct theory. According to Charmaz (2006), grounded theory methods provide

systematic, yet flexible, guidelines for collecting and analyzing qualitative data that are rich or

thick in nature. These data can then be used to construct theories that are "grounded" in the data

themselves. I therefore chose to design and conduct this study in the tradition of grounded

research methods with the goal of thick description at minimum, and the beginnings of the

development of theory grounded in the data that arises from the interviews with the participants

in this study if warranted (Charmaz, 2006).

Research Participants and Data Collection Procedures

Participants

Qualitative inquiry typically focuses on an in-depth investigation of a relatively small number of participants. The institutions included in the study were three large Research I doctoral-granting universities (based on the Carnegie classification), two of which are public and one private. More than one university was included in order to eliminate organization-specific factors that might influence the findings, and also to examine any potential differences between public and private universities. The private university and one of the public universities are within the same state, while the second public university is in another state. These are referred to respectively as Private University #1, Public University #1, and Public University #2, with Private University #1 and Public University #1 representing those institutions in the same state.

Next, potential associate deans were identified by investigating institutional Web sites that listed the names and contact information for associate deans. Searches of institutional Web sites were conducted in order to identify the dates of appointment, which was accomplished by both examining available online CVs and by searching institutional news sources for news releases regarding appointment to the associate dean position. The overall goals in identifying associate deans were to:

1. Include at least five associate deans at each institution who had been in their positions for a relatively short period of time, operationally defined as five years or fewer.

2. Include at least two associate deans at each institution who had been in their positions for more than five years in order to include long-term associate deans.

3. Include a relatively similar number of female and male associate deans.

4. Include associate deans from different academic colleges and disciplines.

My original target population was 15, or 5 at each institution. However, in conducting qualitative research such as this, it is important to analyze the depth and richness of the interviews as they progress, and to continue toward a point of saturation. In order to do so, I conducted interviews in two waves during the spring 2011, with an initial pool of four to five participants at each institution, followed by a second wave at each. The interviews were concluded in July 2011. After coding and analyzing the pool of 24 interviews, the determination was made that the overall participant size was satisfactory.   Interview dates, times, and locations were set up using email and telephone calls, often with the assistance of departmental administrative assistants. The overall participant pool for this study consisted of 24 associate deans, 8 from each institution.   Participants at both of the public universities are in the positions permanently (i.e., not a fixed-term length). The standard practice at the private university in most colleges is to appoint rotating associate deans for three-year terms. Of these, however, four had continued or planned to continue their appointments beyond an initial three-year term. Therefore, out of the total participants, only four considered their positions temporary. Additionally, all of the participants indicated that the move into the associate dean position was voluntary. None indicated they were involuntarily appointed or were coerced into this position.

Participants' Demographic Information

The participant pool consists of 13 males and 11 females, with the following breakdown by institution (Table 3.1):

Table 3.1

Number of Participants by Institution

	Females	Males
Private #1	3	5
Public #1	3	5
Public #2	5	3

There were a total of six long term-associate deans (terms over five years), three from the private university, and three from the two public universities. Of this group, four were female and two were male. Length of service as associate dean ranged from 1 to 17 years, with an average of 4.38 years. The inclusion of long-term associate deans provides information on how these individuals navigated the transition process into the role of associate dean and also provides additional information on how the transition process can be better managed from both the organizational perspective and from the individual's personal and professional perspective. Table 3.2 below contains summary information about the participants.

Table 3.2

Participants' Summary Data

Institution	Gender	Pseudonym	Department/Discipline	College	Length as AD
Private #1	M	Sam	Biology	Arts & Sciences	3
Private #1	F	Charlotte	Real Estate	Business	5
Private #1	M	Joe	Political Science	Arts & Sciences	7
Private #1	M	Rodney	Music	Arts & Sciences	1
Private #1	F	Mary	Statistics	Business	2
Private #1	F	Joan	Nursing	Nursing	6
Private #1	M	Tyler	Human Development	Education	4
Private #1	M	Matthew	History	Education	17
Public #1	F	Lisa	Management	Business	2
Public #1	M	Russell	Education	Education	2
Public #1	M	Larry	Landscape Architecture	Arts & Architecture	3
Public #1	M	Tom	Kinesiology	Health & Human Development	5
Public #1	M	Daniel	Philosophy	Liberal Arts	1
Public #1	M	Kevin	Physics	Engineering	3
Public #1	F	Bonnie	Elementary Education	Education	5
Public #1	F	Amelia	Library Science	University Libraries	11
Public #2	F	Linda	Accounting	Business	1
Public #2	F	Amy	Communications	Communication Arts & Sciences	7
Public #2	M	Steven	Management	Business	1
Public #2	M	Brian	Slavic Languages	Arts & Letters	2
Public #2	M	Rudy	Electrical Engineering	Engineering	5
Public #2	F	Julie	Dentistry	Dentistry	1
Public #2	F	Emily	Special Education	Education	7
Public #2	F	Christine	Medical Technology	Science	3

Including participants from different academic colleges and disciplines is necessary in order to explore whether academic discipline might be a variable in the findings. While the exact names and organizational structure varied by institution, the colleges/fields represented in the participant pool are listed in Table 3.3, with the number of participants listed in the right column.

Table 3.3

Participants' Academic Colleges/Disciplines

College/Discipline		Number of Participants	
Business		5	
Education		5	
Arts/Architecture/Performing Arts		2	
Liberal Arts/Humanities/Social Sciences		5	
Science/Health/Engineering		7	

Table 3.4 below lists the job titles for each of the associate deans. Four of the participants had job titles as "Associate Dean for" a particular discipline (i.e., Social Sciences or Sciences). Three of these were at the private institution and one was at one of the public institutions. Of the other 20 participants, 8 held positions dealing with undergraduate education, while the others held positions with titles related to research, graduate education, or academic affairs.

Table 3.4

Participants' Job Titles

Participant	Job Title
1	AD for Undergraduate Education and Outreach
2	AD for Research, Outreach & Technology
3	AD for Undergraduate Studies and Outreach
4	AD of Graduate Education and Research
5	AD for (Specific Discipline)
6	AD for Undergraduate Education
7	AD for (Specific Discipline)
8	AD for (Specific Discipline)
9	AD for Undergraduate Education
10	AD for Research and Academic Affairs
11	AD for Undergraduate Education
12	AD for Undergraduate Programs
13	AD for Research, Scholarship and Personnel
14	AD for Research
15	AD for Academic Affairs
16	AD for Academic Affairs
17	AD for Research and Administration
18	AD for Doctoral Programs
19	AD for Undergraduate Education
20	AD for Undergraduate & Graduate Studies
21	AD for Academic Programs
22	AD for Academic Affairs
23	AD for Academic Affairs
24	AD for (Specific Discipline)

All participants were at least 40 years of age, and 10 (41.67%) were 60 or older. Eight

(33.33 %) were aged 40-49 and six (25%) were aged 50-59. Nearly all of the participants were

white (n=23); one participant was African-American. In identifying potential participants, as

discussed above, the researcher did make an effort to set up interviews that included roughly

equal numbers of males and females and with representation from different academic disciplines.

However, there was not an attempt to identify participants by race or by age ahead of the actual interviews. Of the 24 participants, 23 were either married or living with a significant other. Ten had children under the age of 18 living at home, while 14 did not.

Of the 24 participants, only 1 was hired from outside the institution for the associate dean job. One of the questions on the demographic profile asked participants to indicate how many years they had worked at their current institution. Years of employment at the current institution ranged from 3 to 40, with an average of nearly 20 years (19.92). The range of years that a person worked at the institution before becoming an associate dean ranged from zero, for the one outside hire, to 33, with an average of about 15.5 years. Table 3.5 below summarizes employment data. Clearly, the participants in this study were typically long-term employees who had served as faculty for a number of years before assuming the associate dean position.

Table 3.5

Participants' Employment Data

Participant	Years at Institution	Years as AD	Years at Institution Before Becoming AD
1	12	2	10
2	7	2	5
3	3	3	0
4	14	5	9
5	33	3	30
6	19	5	14
7	40	7	33
8	29	1	28
9	7	1	6
10	29	1	28
11	18	7	11
12	30	1	29
13	28	2	26
14	13	5	8
15	11	1	10
16	22	7	15
17	14	3	11
18	15	2	13
19	28	3	25
20	11	5	6
21	21	6	15
22	13	4	9
23	28	17	11
24	33	12	21
Average	19.92	4.375	15.54

Data Collection and Interview Protocol

Interviews were semi-structured and consisted of a series of standard questions for all interviewees, as well as two scales that participants were asked to complete (see Appendix). Questions varied slightly depending on whether the interviewee's appointment was temporary or if the associate dean was in the position for an undetermined amount of time.   The two scales range from 1 to 10, and participants were asked to indicate with an "X" where they viewed themselves. The first of the two scales asked participants to indicate whether they viewed themselves more as a faculty member (a "1" on the scale) or more as an administrator or leader (a "10" on the scale). The second of the two scales asked participants to indicate whether they feel more affiliation toward their academic discipline (a "1" on the scale) or toward their current institution of employment (a "10" on the scale). After each scale was completed, participants were asked to explain their responses. Participants were also asked to complete a 12-question demographic survey (Appendix) that yielded the demographic information summarized above. Unstructured follow-up questions were used to elicit more rich responses or to delve further into specific subjects. The interview protocol was tested during the pilot study. Interviews were scheduled for 60 minutes, but the actual length of the interviews ranged from 34 minutes to 78 minutes, with most ranging between 45 and 55 minutes. Participants all granted permission to record the interviews as part of the interview setup, and all interviews were recorded using two portable digital voice recorders, both of which produced very high quality and usable recordings for all interviews. All interviews took place in the interviewees' private offices at their respective institutions. After the interviews, recordings were transferred to a secure computer within a day or a few days of each interview, and follow-up thank-you letters were sent to each participant soon after each interview.

As part of the initial interviews, memoing or note taking was employed in order to record notes and experiences about the interview process itself. Notes included information about the interview setting, as well as observations about the interviewee's personal demeanor and characteristics, including such information as willingness to share information, whether he or she was hurried or relaxed, whether he or she appeared happy or sad, and whether he or she was outgoing or reserved. Memos also included additional contextual factors, such as whether the interview was interrupted by telephone calls or by another person, such as someone knocking on the door, which happened during two interviews.

The interview recordings were transcribed within 7 - 10 days of each interview. Transcripts were read soon after the transcription, both to ensure that the transcript contained complete information that was free of typographical errors, and also to identify and delete any information that would be potentially traceable to the interviewee or to the institution. Information such as personal names, institutional names, reference to geographical locations or names, and names of professional organizations and grants were removed from each transcript. Once the transcript had been cleaned, copies were sent to each interviewee. This system of member checking ensured that participants were satisfied that their identity would remain confidential and that the transcript accurately reflected their intended responses. Out of the 24 interviews, only 3 responded with suggestions for removing some additional information that might be identifiable, and none had any changes to the actual content of their responses.

Data Analysis

Once the interviews were conducted and the initial transcriptions were created, I followed the processes for constructing grounded theory as outlined by Charmaz (2006). With each

interview, I began with open coding procedures as described by Strauss and Corbin (1994). As I

conducted each interview, I developed process memos that outlined features of each interview.

As I coded each interview, I began writing analytic memos to assist in the later development of

emergent themes. The NVIVO qualitative analysis software package version 9.0 was used for

the data coding (QSR International, 2011). Each transcript was loaded into NVIVO and coded

using the program. I also coded each interview by hand in order to ensure consistency. I

employed an outside person who was trained in advanced qualitative research methods to

independently code a subset (n=8) of the interviews, which I then compared to my own coding to

ensure consistency and the inclusion of all important codes.

As I progressed through the transcripts, I began to compare codes and themes with earlier

findings in order to help synthesize the codes and to look for emerging themes (Van Maanen,

1979). I also used conceptual maps and diagrams to help me to visually represent the themes and

to assist in sorting themes and their relationships with each other. Throughout the interviews, I

compared codes and themes with the findings of the prior interviews and with the pilot project

through an iterative process that helped synthesize the codes and data, and provided insights into

the relationships between the data (Glaser & Strauss, 1967; Strauss & Corbin, 1994). An

important part of the overall analysis was maintaining a research portfolio that tracks all of my

work and includes all of the memos. I used this portfolio to engage independent auditors to

examine my work as it progressed.

Validity and Trustworthiness

Lincoln and Guba (1985) discuss the need to establish trustworthiness when conducting

qualitative research. According to them, trustworthiness can be assured by demonstrating

credibility, transferability, dependability, and confirmability of the research. In order to do so, I

employed outside qualitative researchers to provide independent feedback for this project. For

the pilot study, I used several independent auditors, including my academic advisor and several

peers, to conduct an inquiry audit of the records and data gathered and the procedures followed.

I continued this auditing procedure through working with an independent qualitative researcher

and with my advisor and selected peers. These individuals continued to conduct audits of my

records and data as I progressed through the project. I also used Lincoln and Guba's (1985)

technique of member checking, which involves asking all participants to review the transcripts of

interviews and to extend, confirm, or reexamine data. This member-check contingency thus

allowed me to clarify any discrepancies, to request an expansion of the initial response if

necessary, and to verify any information that might be unclear from the recordings.

Limitations

Because it is a qualitative study, this project is designed to gather information to explain

and interpret experiences of associate deans. The sample of subjects in this study, as in most

qualitative studies, is limited and the information gathered is collected with the goal of obtaining

a "thick" or rich description (Lincoln & Guba, 1985). As such, broad generalizations are not the

goal of this project. While I am attempting to account for some variables, including institutional

type, gender, and academic discipline, there are many other variables that can impact the exact

findings that are too numerous and varied to attempt to predict. This study is therefore

exploratory and is designed to produce narrative data for examination and interpretation.

Another limitation relates to the quality and type of information that may arise from the

interviews. I have attempted to be wary of the possibility that subjects are telling me "what I

want to hear," or the possibility that negative situations or circumstances may be downplayed, especially if they relate to individual characteristics. Another limitation that arose was that of race. Because I was not specifically constructing the participants with race in mind, and because of my method of identifying potential participants via Web sites and electronic directories, it was not possible to pre-identify or predict participants from various racial/ethnic groups. As a result, the project ended up including only one participant who was not white/Caucasian. Although the issue of race/ethnicity did not specifically come up in any of these interviews, this study could be expanded in the future to address whether racial/ethnic background has an impact in this area.

<center>Researcher's Role</center>

As I began this project, it was important for me to acknowledge my own background and personality. This subject of this study relates to many of my own experiences and identity in higher education. My experiences as a department head and faculty member influence my perceptions of the processes involved in the transition from faculty to administrator. For the past 10 years I have served in roles in which I have supervised faculty, and thus have opinions about the transition process from faculty to administrator. In fact, it was these personal experiences that led to my interest in this study. As I have transitioned in my career, I have found that my perceptions of myself and others have changed depending on my professional role. I have spent a great deal of time reflecting on what I view as characteristics of good leaders in higher education , and I have opinions about the work and transition of many new administrators with whom I have worked. I therefore need to be diligent in efforts to separate myself and my own experiences from those I am hearing from participants. Additionally, a pilot study has the potential to strongly influence later finding, but I have attempted to remain open to the idea that

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further interviews and data may lead the current study in totally different directions. Charmaz

(2006) provides several suggestions regarding "wrestling with preconceptions" (pp. 67 - 69).

She writes that preconceived ideas can provide a useful starting point for looking at data, but that

researchers should ask themselves a series of questions when moving to analysis of the data that

will help them separate preconceptions from the analysis and development of concepts. These

include questions about whether the concepts explain what the data indicate, whether the

researcher can adequately explain the data without the given concept, and whether the researcher

can explicate what is happening in a segment of data through the given concept. I continued to

use Charmaz's (2006) self-questions as a guide as I progressed through this project.

Summary

This chapter describes the pilot study that served as a precursor for this research project,

the rationale for a grounded theory framework, and an overview of the methodology used in this

study. The chapter includes information about the research participants and how they were

selected, and also provides an overview of the interview protocol, data-collection processes, and

methods for data analysis. Finally, trustworthiness and the role and identity of the researcher as

it related to the present study are discussed. The chapters that follow will present the findings of

this study, discuss the implications of these findings, and offer suggestions for future research.

Chapter Four

Research Question #1 Findings:

Backgrounds and Transition into the Associate Dean Role

The first research question in this study asks: "How do aspects of a faculty member's personal and professional identity influence their decision to enter into an administrative position in higher education?" This chapter answers this question by covering the themes that emerged regarding the backgrounds of the associate deans, as well as the pathways that they took in their personal and professional lives. The four themes discussed in this chapter are: 1. Pathways; 2. Identification by Others; 3. The Decision-Making Process; and 4. Importance of Mentoring.

This study finds that there are divergent pathways to the associate dean position, with many coming from prior leadership roles as program coordinators or department chairs. The participants uniformly expressed that they did not have prior career goals to be an academic administrator. They also report that they were identified or targeted as potential leaders based on their past administrative activities or for their personal characteristics that show promise of leadership. A period of self-reflection and consultation with significant others occurs as the candidates consider moving into the associate dean position. Both professional and personal fit and timing are important considerations. Participants report a period of contemplation as to whether this is a good move professionally at this time of their careers and also if it is a good time in their personal lives to make this move. Finally, mentoring is stressed as an important component of the decision making and transition processes, but is often lacking. Those participants who overlap with their predecessor report that this was especially useful. The participants also discuss the importance of a mentoring relationship with their Dean, other

associate deans, and with trusted colleagues. These four themes are discussed in detail in this chapter, and supporting evidence from interviews is provided for each.

Theme #1: Pathways

There is not a clear "one size fits all" linear career progression for those occupying associate dean positions. While one might expect an evolution of increasingly responsible administrative positions prior to this role, the reality is much more varied. In this study, less than one-third (n=7) of the participants had career paths that involved a linear progression of increasingly responsible administrative positions (i.e. department head to dean). Of these seven, two did not follow an upward trajectory, but instead left their department head positions to return to the faculty before assuming the associate dean position.

However, all had experience in leadership roles within their colleges. Two of the participants moved from being director of research centers into the associate dean role. As such, they gained administrative experience through oversight of high-profile research centers. Tom, an associate dean of health at a public university, states:

> "[As a faculty member] I had gotten a fair bit of notoriety on some research that I had done. I ended up as director in the [research center] which had probably about a six million dollar a year income and a lot of talented investigators. So I actually had a fair bit of administrative responsibility."

A more common pathway to the role of associate dean is from a position as program coordinator. This was the case for one-half (12) of the participants who had previously served in positions as undergraduate program coordinator, graduate program coordinator, or the head of important committees such as curriculum committees. Experience in these roles served to give

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the individuals broad experience within the college and also demonstrated their commitment to the wider higher education environment beyond their own personal research and teaching interests. Lisa, an associate dean of business administration at a public university, states:

> "As undergraduate program director I …spent two years changing the entire undergraduate curriculum. What I liked best is that I am student centered and I love the students."

Amy, an associate dean in communication arts and sciences at a public institution, found similar experiences in her role as undergraduate program coordinator:

> "As an academic teaching classes, you are not working with other units. You are in your silo. But in this role I was working with pretty much every single large group on campus. I was working on some community groups as well. [This experience] was a kind of training ground that I think was able to test my skills set. I touched on some things I liked, built a skill set, and was then recognized for this [i.e., by becoming the associate dean]."

There are three subthemes that emerged under the theme of "pathways":

1. Relationships that developed from prior administrative/leadership experiences, 2. Being an experienced member of the college, and 3. Organizational commitment. The first subtheme of "pathways" is that these experiences allowed the participants to develop interpersonal relationships that assisted in their ultimate move into the associate dean role. Daniel, an associate dean of liberal arts at a public university, states: "I took on the responsibilities of director of graduate studies. And that sort of introduced me to some of the relationships that I think were important for the ultimate decision to be associate dean."

Bonnie, an associate dean of education at a public institution, states:

> "After I was here maybe two or three years [as a faculty member], I was asked to take on leadership of the undergraduate programs…it's really the person who dealt with student issues and the curriculum. And in that capacity, I worked pretty closely with the person who was in this office [the former associate dean], I worked closely with this person. When he retired, I was hired as associate dean."

In addition to experiences that gave the participants broader organizational experience and the ability to form important interpersonal relationships, a second important subtheme of pathways is overall experience as a member of the college. As discussed in the last chapter, the average institutional tenure for the participants is over 15 years, with one-third of the participants having 20 or more years of experience. Linda, an associate dean of business at a public university, states:

> "The primary reason I'm doing this is because I've been here a long time…I know lots of people across campus. I am a very good fit for the associate dean level, as opposed to the dean who is externally focused…An associate dean role of this kind of an institution is more of an internal focus because I know lots of people on campus. I know how things work and some of the politics."

Similarly, Emily, an associate dean in education, states:

> "I have a long history here now, an affiliation with the institution. That would be one reason [why I am in this position]. I have a history as [being] an advocate for students. Also, I was senior enough. You would not ask someone early in their careers to do this kind of work because it is really too disruptive to your program of research. And that was true of me as well."

These testimonials show that institutional experience and history are important backgrounds for many associate deans. Because associate deans are responsible for much of the day-to-day operations of the college (Jackson & Gmelch, 2003; Wolverton & Gmelch, 2002), having someone with broad knowledge and experience is important. Another indicator of the importance of organization-specific experience is the fact that only 1 of the 24 participants was hired from an outside institution, while 23 moved up through the ranks within their own college.

A third subtheme of pathways that emerged is one of organizational commitment, which is manifested as a feeling of obligation or "it's my turn." The "it's my turn" phenomenon is a common occurrence in many of the participants' organizations, especially for departmental duties such as directing programs. Russell states: "I started with a coordinator position which is like a graduate coordinator. It was mainly because I felt that it needed to be done. It was a service obligation." Joe, an associate dean in arts and sciences at a private university, reflects:

> "In [interviewee's college name], there are very meager rewards for being department chair, just a small stipend, but with a teaching reduction, depending on the size of the department, but it's basically something that people do out of essentially a collegial obligation. The department depends on each person, who is able and has the trust of colleagues, to step in and take a turn, and it's not something that's really attractive to people to stick to for longer than they have to."

A sentiment expressed by many of the participants is that their position was not planned out. Many of the participants stated that they had no prior plans to end up as an administrator, but that is was something that just happened. When asked how he became involved in administration, Brian, an associate dean in arts and letters at a public university, states: "Well, it

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was not by any well-conceived plan," while Joan, an associate dean in nursing at a private university reflects, "So it was sort of a happenstance thing. It wasn't that I actively went after this job." Kevin, an associate dean of engineering at a public university, describes his experience, which is common to several of the participants:

> "…there was a natural progression. Department chairs served three-year terms and for the most part, once you became a full professor, then the expectation was that eventually you would take your turn as Chair. So there it was primarily a part of the culture."

Tom similarly did not have express ambitious career progression goals:

> "I do not picture myself as a ladder-climber. I have not moved a lot positionally in my career. I have had lots of opportunities to go elsewhere, in fact I get regular solicitations to apply for dean positions. So I am not one to just accelerate my career."

All of these examples illustrate the common thread that the participants generally did not have a preconceived plan to move into administration.

In summary of the theme of "pathways," the associate deans in this study all possessed some kind of administrative or leadership background that served to give them experience, and which also allowed them to consider whether administrative work was something they might want to do in the future. Many participants, as faculty who primarily thought of themselves as researchers and teachers within a particular department, had not given a lot of thought about moving up to a higher level role prior to these initial experiences. None of the participants in this study indicated that they had a "master" career plan with an upward trajectory toward dean-level positions. For all, this was an incremental process that involved an initial leadership role, often initiated from a sense of obligation, which resulted in the realization that they were good at

this type of work and that it might be something they were interested in continuing. Often, these initial administrative experiences led to the participants being later identified or targeted as someone who might be a good candidate for even higher levels of administration. This is the next theme that will be discussed.

Theme #2: Identification by Others

A similar thread among the participants centers upon the finding that the associate deans were typically identified by others as a person who might have the qualifications or characteristics that would be desirable in an associate dean, a topic covered in chapter 5. Because the current associate deans all have some kind of administrative background as department head, program chair, or research center director, they all possess experiences and qualifications that other people have identified as congruent with those desirable in an associate dean. The participants themselves had often not considered the possibility of moving to an associate dean position themselves. Sometimes this identification was done by the dean or by another associate dean. Daniel states:

> "When the position opened, [person's name], who is the other associate dean in the college, called me and asked me if I would consider applying for it. So we had a number of very candid and substantive conversations about what this might mean for my academic career."

Similarly, Sam, an associate dean in the sciences at a private university, states:

> "I think there were a number of reasons [the dean] honed in on me and asked if I would be willing to do this job. [I'm a] senior faculty member who is well known, has very good connections…I know the people."

Another example comes from Amelia, an associate dean of library and information science at a public university, who reflects:

> "I'm actually an accidental administrator. The dean called me on the phone and she said "Would you consider, for a nine-month appointment, being an acting associate dean?" It was about 1995 and two of the associate deans left and then the dean took another job. So she called and said 'I'm leaving but I need you to work with me and I'm going to make you an acting associate dean.' And that position turned into four-and-a-half years."

> As these testimonials show, identification by a current or past academic leader in the same college is a common way that these new associate deans came to consider their position.

An important subtheme of the "identification by others" theme that emerged is that the identification or selection of a particular candidate often includes consideration for how a person's academic background and experience will balance out those of the dean and other associate deans. In one of the private institution's colleges, the standard practice had been to select an associate dean to represent each of the major disciplinary fields that exist in that particular college. In the other colleges of this university and in the public universities, there is often an effort by the dean to balance out disciplinary background or experience within the dean's office.

Russell states:

> "We spread across a lot of different disciplines. It's a very broad, diverse college. The dean actually comes from the [name of department] department that's more focused in one area of investigation. My background is more in the area of the [another department]. Number one, [dean] was looking for a person that had – that would complement rather than reproduce [the dean's] skill sets and background and knowledge. So that was a match right off the bat."

A final example illustrates an attempt to avoid the appearance of favoritism or bias. Bonnie states:

> "There was a fear among the department heads that if you brought somebody from one department they would favor their department over the other ones. And I know it's something Dean [name] works very hard … not to show favoritism to his old department. And I'm not so sure that kind of attitude has changed."

As these stories show, identification as a potential associate dean includes consideration for how one's academic background fits with others currently in the dean's office.

For some of the participants, the identification or suggestion that they might be good candidates for an administrative position was made by professional colleagues or coworkers. Julie, an associate dean in dentistry, states:

> "My department chair was encouraging me and said 'you would be great.' I have a good friend who is an academic dean at [another research university]. We have known each other since 2000 and got to become very good friends. We met at our specialty meeting, we are on the same board now, and I talked to her [about this] and she talked to me about what others see in me as a leader."

Bonnie experienced similar support from the faculty in her college:

> "I never thought that I would be an administrator. I mean, I just always saw myself as a
> faculty member. And so I don't know how it occurred to me that I should try this. I mean,
> people encouraged me. With the [program] coordinator position, faculty encouraged me
> to take that leadership role. And then that leadership role seemed to … just sort of a
> logical next step was this position, because I knew a lot about the university… I had
> been involved with the campus. I think it was really just the encouragement of my peers
> and others that made me think that it should be something that I would try."

For these participants, the identification or suggestion that they might be a good associate dean
came from interactions with their peers or other professional colleagues.

However, there were several participants who did consider the position themselves and
who independently sought affirmation or encouragement as to whether they would be a good
candidate for the associate dean position. Tom recalls:

> "I did apply for this. I thought that I could do good by the college and figured with all of
> [my] experience, I might as well see what I could do at the next level. I [did] get positive
> reinforcement to do go for this."

Christine, an associate dean in science, remembers:

> "When the announcement came out…I wrote them a letter that said, 'I think I'm highly
> qualified but not eligible [due to some language in the announcement], but I'd like to be
> considered for the position. They bit and got back to me and encouraged me to apply for
> position."

In summary of the theme of "identification by others," the associate deans in this study
possessed or demonstrated some type of administrative or leadership background and were often

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identified by others as someone who might be well suited for a higher-level administrative

position. Also, the participants' career progression and their acquisition of management and

administrative skills were largely an incremental process in the absence of a "master" career plan.

While a few did actively pursue the higher level position, it was largely the result of positive

experiences in previous positions, and not part of a master plan. These factors next led to a

period of consideration, reflection, and decision-making about whether to assume the position of

associate dean. This is the next theme that will be discussed.

Theme #3: Decision-Making Processes

Participants became candidates for the position of associate dean either by being asked or

nominated or, in fewer cases, through actively pursuing or applying for the position. For those

who were asked by the dean or another administrator, or for whom the position was suggested by

a colleague, there began a period of time in which the participants contemplated the proposed

move. This contemplation included analyzing the reasons for why they might or might not do it

and the impact that the job might have on their personal and professional lives. The process was

largely the same for those who self-identified themselves as a candidate, but this consideration

process was not prompted by the nomination or identification by a professional colleague, but

rather was a result of personal choice and contemplation based on past experiences. The sections

below will discuss three subthemes of the "decision-making processes" theme: 1. Fit and timing

in lives and careers; 2. Feelings of loyalty, obligation and giving back; 3. Desire to have an

impact.

A primary consideration were decisions about "fit" or "match" which concerns whether

the associate dean position was right for the individuals, as well as decisions around time or

timing for the potential change in this particular stage of their careers and personal lives. This first subtheme of decision-making thus centers upon the process of considering whether accepting the job would be the right move for them at this point in the lives and careers. This decision-making process and the self-questioning were common experiences among participants. For Julie, it was a question of considering fit with both her professional and personal lives, and whether it was the right timing:

"A lot of soul searching is to whether this is really, was I capable? I felt that I did not want to give up teaching and I did not want to give up [professional practice], and so I think those decisions may have hindered my ability to be successful. Also, I have a family; I have three children and a husband, very supportive husband. I mean I could not be doing what I am doing now if my husband had not been there, really taking up the slack with the kids. But, I was not willing to sacrifice my family life completely, and many of my colleagues do. So I think there were a lot of reasons why I [might] not have been as successful as others and again, I am successful in some ways, but I know I had to start thinking, well what is next? And many of us in academia - I think most of us are very goal-oriented. We like that we can set goals for ourselves and then achieve them…And you have to stop and think, where am I going next? Where can I be successful? Where can I feel like I am making an impact and feel good about what I am doing, and not just feel like I am just coming in and trying but not really achieving? I did believe I have the capability to make an impact, but where is it?"

As this testimonial demonstrates, once the participants realized that they might be a candidate for the position, there typically was next a process of determining whether this position was a good fit for them at this stage of their lives.

For many, this self-questioning involved learning more about the position, as well as considering whether it was something they wanted to do and had the skills to do. Russell reflects:

"In my exploration, I actually beat the bushes pretty good to learn about [the dean] and met with [the dean] on a couple of occasions. I wanted to make sure that it was somebody that I had a lot of respect for if I was going to be the right-hand person so I wanted to make sure it was somebody I could work with and who I respected. So that involved some personal investigation some personal contacts. And actually…a lot of soul searching, wondering if I could do the job effectively. So speaking with my [spouse] about it, those typical explorations, very important decision making relative to the whole family and friends."

For Daniel, the decision regarded the particular position:

"I was, to be perfectly candid, a little bit concerned about what it means to take on the role of Associate Dean for Undergraduate Studies, as opposed to graduate studies or research, which at [current institution] is, are the more prized kinds of positions; or maybe I should say they, you know, the more prestigious kinds of – and maybe prestigious isn't the right word, but I think that the emphasis is on graduate education. And, you know, that's where a lot of our energy is spent. And so I was a little hesitant, not because I was worried about my own commitment to undergraduate education, but was worried about what it would mean to be in that role in an institution, I think, that values graduate education in the way that [current institution] does."

As illustrated in most of the examples above, timing was a common consideration. For Daniel, the concern was how the timing would impact his academic career:

"…the other associate dean in the college called me and asked me if I would consider

applying for it [the associate dean position]. And so she and I had a number of very

candid and substantive conversations about what that might mean for my academic

career… I had just completed my second manuscript and had it accepted for my second

book… I felt like that, you know, now would be a good time to make this move and see

what I could learn."

For Linda the experience was:

"The new dean came and then they were looking for an associate dean and it was the

right time in my career for me to do something like that. It was just the right time for my

career and the right time for this school for me to be here, I think."

Emily gives another reason why these positions are typically occupied by senior faculty:

"I was senior enough that you would not ask someone who is early in their career to do

this kind of work, because it really is too disruptive to your program of research. It

would be unfair to do until someone was very well established in their field."

As shown in these examples, timing in one's personal and professional lives is a primary concern

in considering whether to move into the associate dean position.

In addition to considerations about fit and timing in one's professional and personal lives,

a second common subtheme of the theme of the "decision-making process" relates to feelings of

loyalty, obligation, or "giving back." For some, this began with obligatory administrative turns

as department chairs. Joe reflects:

"It's [department chair] basically something that people do out of essentially a collegial

obligation. The department depends on each person, who is able and has the trust of

colleagues, to step in and take a turn, and it's not something that's really attractive to people to stick to for longer than they have to. I was a full professor. I was in a position to do it and it was something I felt a responsibility to do."

These obligatory turns as department chair provided experiences for many to move into the associate dean positions. Charlotte remembers:

"I became chair of the department because it was my turn, it was really my turn at the progression. And then, I said, 'This isn't so bad.' And when the position to be [associate dean] came open…the dean called me up and said, "How would you like to work for me as undergraduate dean?"

Others discuss how their decision came down to a sense of institutional obligation. Linda reflects:

"Well the primary thing - the primary reason I'm doing this is because I've been here a long time and I want to give back to the college. I had a really great career here. I am at a point in my career where I can give back and I can do this job. I know I can and I know lots of people across campus. I am a very good fit for the associate dean level, as opposed to the dean, who is externally focused."

The third and final subtheme that emerged as part of the "decision-making process" theme was the desire to have an impact or to bring about positive change. Lisa, an associate dean in business, states:

"I thought I could have more of impact and change things. I spent two years as soon as I took the job changing the curriculum. So I thought, even though it is faculty governing,

you have more opportunity to change things in a leadership position, and I wanted to, so I did."

Many specifically spoke of helping students and of impacting a broader number of students. Russell states: "I like solving problems and trying to make things better for the college and institution. Ultimately that is for students. That is what I really like about it."

Joan also feels this way:

"I like being able to do good things for students, to make students have a good outcome, to make their experience be more positive, to make them be successful. If I can have any larger role, or a big role, in fixing something for a student, that's number one. To help them be successful."

Several elaborated on this as a result of their own experiences. Charlotte remembers:

"I wanted more contact with a wider array of students. I was seeing students in my classes, but I was only getting to know a small slither of the undergraduates. This gives me a greater opportunity to meet more undergraduates and a broader array of undergraduates. And I also liked the idea of being able to shape policy, running a division, running a school of 2,400 people, and I liked that."

In addition to helping students, many of the participants also cited "helping faculty" or "paying it forward" as motivation for assuming the associate dean role.

Tom, when asked why he became associate dean, responded:

"I think it comes down to sense of reward from being of service, the idea that you can be in a role that either helps students or helps connect the department with alumni or helps faculty do what they want to do better, easier. And it may be that I think it is fair to say that at some point in my career I encountered administrators that did that for me and

appreciated the fact that they did that for me and it was kind of a…it might not be,

because I was doing something that they had any interest in, it was just they saw the

value in doing it and found a way to support it. I think that is really what it was."

These quotes illustrate the common desire to have broad impact, especially in regard to helping

students or faculty. Impact, or the ability to enact positive change, is also frequently cited as part

of positive experiences and will be discussed more fully later in this chapter.

In summary, the theme of "decision-making process" shows that the common

considerations for individuals deciding to pursue the associate dean positions were whether they

felt that the position was a good fit or match for them, and whether it was an appropriate time for

them at that point in the professional careers and personal lives. Part of the decision-making

process when considering the move into the associate dean role often consisted of close

consultation with significant professional colleagues, as well as family and friends. For many,

the guidance of a meaningful mentor had a profound influence on their decision to enter the

associate dean position, the next theme that will be discussed. Other subthemes show the

importance of feelings of loyalty or "giving back" and a desire to have an impact.

Theme #4: Mentoring

The literature review discussed earlier indicates the importance of mentoring, including

the significance of mentoring in the leadership development process (Bisbee, 2007) and for

female faculty and administrators (Del Favero, 2006b; Flood, Johnson, Ross, & Wilder, 2010;

June, 2009; Palm, 2006). The importance of mentoring was a prevalent theme for the associate

deans. However, the presence and nature of mentors varied greatly. A few associate deans

reported that they had well-established mentoring relationships, some of which had existed for

many years. Some entered into a mentoring relationship with the person whom they replaced, or with someone who had occupied a similar associate dean position. However, the most common form of mentoring was not a formal relationship, but rather a period of overlap or consultation with others who had occupied the position or similar positions. Others did not have much guidance as they considered and entered the position, a situation that a few of the participants regret. Mentors thus played an important role as the associate deans considered moving into administration. The associate deans also frequently cited the opportunity to offer mentoring as an activity that brought personal satisfaction.

Some of the associate deans turned to professional colleagues for advice as they considered the associate dean position. Joan reflects on this experience:

"One of my best friends in the entire world was president of [a] professional organization the year before me, so we were together, and that person happened to be the associate dean at [another research institution]. So it was perfect because I knew her really well and I knew a lot, because she was my dear friend, about how she was organizing the role. But then I got to go out there and hang out with her… and just look at the way the role was structured and what kinds of things might be on my horizon... So that was really helpful."

Bonnie cites the importance of her own dean:

"The dean is amazing. I mean, he's a role model for me in a lot of ways. He's very encouraging. I think my job would be very different with a different dean; it could be a very miserable job in many ways. So I've always been appreciative of the balance that he, the balanced sort of perspective he has on what's going on. And he's so well respected nationally."

Amelia discusses her mentors and role models in her college:

> "There were people in [the college] that served as informal mentors to me. I never
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> actually went to them and said, 'Will you be my mentor?' But, I believe in the concept of
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> role models. That you actually select people you work with that you admire or respect
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> and that you develop a relationship with them, and you can grow through that. And there
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> were individuals that helped me out quite a bit that I was able to go to for advice and as I
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> matured in my job. I found the roles actually started changing, people started coming to
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> me for advice and I was glad to, as they say, pay it forward to because I needed that
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> help."

These examples illustrate the various types of mentors that the participants turned to for advice.
For many, the transition into the role involved a period of consultation or related forms of
interacting with their predecessors. Christine reflects:

> "I did overlap with my predecessor. What happened was, the fellow who had been the
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> director of the [name] program and then became associate dean, and then became provost
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> – there was a period between the time he became provost and I came into this job, when
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> there was an interim associate dean. That individual stayed on, and we had divided the
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> job, and he's the associate dean for graduate. I'm the associate dean for undergraduate.
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> So, yes, I did overlap with him. He's still in the office. He was still available to assist
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> with things that would come up and be able to provide me with the history. You know,
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> we sat down and did a hand-off meeting where he, you know, he said, okay, here are the
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> things that are hot right now. Here's what you're going to need to do. And there were
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> certainly occasions where, um, you know, if I had time conflict or something, I could call
>
> on him to actually attend a meeting or something like that. So I did have him very close

at hand, um, but I wouldn't, but once again, it was more of him handing off than kind of a

mentoring sort of thing."

When asked about resources available upon beginning the associate dean position, Russell

remembers:

"I had the predecessor. I sort of overlapped for about two months where we shared some

of the roles and responsibilities. He explained to me a number of the key issues that I

needed to understand related to that. That was very helpful. As associate dean I do meet

with my dean about every two weeks for a one-to-one meeting. I also have a lunch

meeting with the other associate deans and the dean. The dean provides mentorship and

advice throughout this process, which has been helping me transition into the role. The

institution has a leadership academy that I attend two or three times a semester. They

address various kinds of issues with other people from [current institution]. I found

those to be helpful - moderately helpful. They are not anywhere near as direct as I would

get from my role with the dean or in the transition with the previous associate dean.

Those academies are helpful anyway."

Charlotte remembers these meetings as well, but reports an inadequate preparation:

"Well, I talked to people who held the job before. I talked to several of the people that

held it in previous years and I had a meeting with my immediate predecessor before she

left. Nothing adequately prepared me, you just come in and there is a snowstorm, oh my

gosh. The school itself did nothing to prepare me, absolutely nothing. I had no idea and

they just kind of said, here have a go at it, have fun."

Often this overlap was less formal, as for Tyler, an associate dean in education at a private

university: "The guy who had done the job was still here, so if I needed to ask him something I

could." These examples illustrate that mentoring sometimes happens through interactions with the person previously occupying the role. For those for whom this was the case, the participants report that this "handing off" process was very helpful.

The other dimension of mentoring that frequently emerged was that the motivation for many seeking an administrative position is the desire to be a mentor or to help faculty or students. Tom states:

"Another good part is watching new faculty that you have recruited and been involved in bringing them in and mentoring them along actually make tenure, are happy here, productive here, and blossom into super scientists. All of that stuff is cool."

For Daniel, the motivation centered upon a more generalized ideal for education: "…that's sort of what's always animated my interest in administration; is that education is empowering students to live fulfilling lives, and recognize that education plays a decisive role in that."

Joan similarly views her role as supporting faculty and students:

"So my job is really a lot about influence and about setting faculty and students up to be successful. So to some extent, I think a lot of that is administering and leading…And I love the influence piece of working with faculty and helping and listening to them."

All of these testimonials show the importance of mentoring to the participants, not only as mentees as they move into these new roles, but also in serving as mentors themselves.

The flip side of this discussion on mentoring was the experience of some participants who did not have mentoring as they entered the associate dean position. Some describe this as a negative situation of isolation and as something that needs rectified. Amelia reflects:

"The dean at that time was very busy. I mean, she was available to me, but not easily available to me. I mean, you had to make an appointment to get in to see her and

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everything. It wasn't a real casual relationship. So, she was not as much of a mentor to me as I would have liked. When I moved into the associate role permanently, I would say there wasn't anything done from the administrative level to educate me."

She offers her advice to remedy this:

"Well, we talk about mentoring, and generally mentoring is done for faculty at lower levels, but there should be mentoring, I think, for people at administrative levels and not just from within one's college or library. I would have benefited from having more contacts with the associate deans at other colleges too just to prepare me. And I didn't have that opportunity."

Charlotte describes her feelings upon entering the associate dean role:

"A little bit of loneliness, because you are not…you do not have a peer group anymore, yeah I do have a peer group I have a peer group of administrators, but they are not surrounding me anymore…"

This sense of isolation described by some participants is discussed more fully in the next chapter which explores the common first-year experiences for new associate deans.

Summary

The effect of assuming the role of associate dean on their personal lives varies greatly depending on the specific situation and the institutional context. Because the associate deans are more experienced and generally older, many no longer have children at home. Others who do have children at home often have spouses who take primary responsibility of children and home life, or "pick up the slack." Institutional support, and specifically the support of the dean and other leaders in the college, is cited as important. This is especially true for female

administrators, particularly those with children at home. The findings of this study are in alignment with research that shows that having children at home creates additional challenges for female administrators (Collay, 2002; Marshall, 2009; Mason, 2009).

This chapter has addressed the main themes of personal background, identification as a possible candidate for the associate dean position, the decision-making process, and mentoring. While the individual stories vary and are obviously context specific, there are many commonalities. The participants' individual backgrounds vary, but most have some kind of administrative experience, typically as a department head or program chair. In these positions, they have demonstrated characteristics that indicated to others that they may possess the characteristics of a good associate dean. Identification by others is another important theme. Many had not considered this move, so identification as a potential candidate is an important factor. The personal decision-making process in deciding to interview or to step into the associate dean role typically centered upon decisions of both personal fit and timing. Considerations include the impact on families as well as effect on the individual's own research agenda and teaching and service activities. The influence of mentors was also an important factor for many. There were frequent stories of how individual mentors helped shape the decision making process or who assisted the individuals through the early phases of their transition into this role. The next chapter covers the first year on the job, a period of intense change, both personally and professionally, for these individuals. As the personal narratives demonstrate, there are significant changes affecting personal time, specific job and day-to-day activities, and the ability to continue research and teaching activities and to maintain interactions with students. There are many stories of how the demanding new job affects home and family life and how the participants rely on supportive spouses or partners. While this chapter covers

the background of the transition into the position of associate dean, the next will focus on the

move into position and the longer term impact of the associate dean role.

Chapter Five

Research Question #2 Findings:

Experiences and Impact of the Associate Dean Role

In the previous chapter, the primary themes arising from the participant interviews were those of backgrounds and pathways into the associate dean role, as well as themes regarding the transition process. This chapter contains the findings for research question #2: "How does the new administrative role impact personal and professional identity for faculty members making this transition and what are their experiences in this position?" The findings addressed in this chapter thus focus on how the participants' experiences in the role affect their relationships with colleagues and their own identities. A second part to research question #2 asks: "How do these experiences influence future personal and professional decisions?" This question is also addressed in this chapter. There are six themes discussed in this chapter: 1. First-Year Experiences; 2. Peers and Self-Identity; 3. Understanding One's Challenges and Interests; 4. Ideals about Leaders in Higher Education; 5. Managing Multiple Identities; and 6. Job Satisfaction and Impact on Future Decisions.

This study finds that the first year in the associate dean position is a stressful and demanding time. The first year is largely a time of on-the-job learning involving processes of coming to understand the various activities and roles one is expected to do as associate dean while also learning about the broader organizational environment. There are significant time constraints and a corresponding loss of autonomy and control over one's calendar. Most of the participants report that the first year is an especially difficult time as they are facing many new

situations and challenges that impact both their personal lives and also their ability to engage in their faculty pursuits of research and teaching.

The new associate dean role also entails a separation from one's academic colleagues and the move to a new work environment. As a result of the new position, most experience changes in the nature of their interactions with previous colleagues resulting in feelings of isolation and loneliness. The move also entails a change in patterns of interactions with one's previous colleagues in order to avoid conflicts of interest or perceptions of favoritism. Other participants report that faculty colleagues treat them differently and suspiciously now that they have assumed an administrative position. Many new associate deans engage in the formation of a new peer group of other associate deans or administrators. As a result of these changes, the participants understand that others may perceive them differently and that there is tension between how others perceive them and how they perceive themselves.

The first and second years in the associate dean position are a time when the associate deans are not only learning about the job, but also a time in which they are gaining a better understanding of their own interests and challenges related to academic administration. This study finds common elements for each that are discussed more fully later in this chapter. During this time, the participants also report on gaining a better understanding of the ideal qualities that leaders in higher education should possess. This knowledge serves as a framework for their own behavior and professional development as well as an understanding of how well their own characteristics match those of ideal leaders.

This study also finds that associate deans possess dual identification as both administrator and faculty member. Two scales were employed in this study to elicit information regarding one's identification as faculty member or administrator and allegiance to one's academic

discipline versus one's current institution. The findings show that associate deans report a range of identities as faculty and administrator, with almost all reporting a multiple self-identification as both. They also report a dual allegiance to both their academic discipline and to their institution. A significant finding of this study is that there are overwhelming feelings of job satisfaction, despite the difficult transition into the position and the reported identity tensions and changing relationships with colleagues. Almost all report high job satisfaction and a desire to remain in academic administration. Nearly half would consider a higher level position such as a dean. These six themes are discussed in detail in this chapter, along with supporting evidence from the narratives for each.

Theme # 1: First Year Experiences

In describing their transition into the role of associate dean, the participants generally recounted these experiences in terms of what they faced when first entering the position, followed by their experiences during the first year, and finally by their experiences after the first year. Due to the cyclical nature of the academic year, most of the participants had entry- and first-year experiences in which they found themselves in many novel situations in which they were required to make decisions in areas new to them. For example, all of the institutions in this study created their budget requests for the following academic year during the spring semesters, so the new associate deans participated in this activity that was new to them at that time. Participants generally described the first year as a learning experience. By the second year, most had been through a complete academic year as associate dean and had encountered many of the activities for which they were responsible, outside of those that occur more infrequently, such as accreditation. The following sections examine six subthemes that emerged as part of first year

experiences: 1. Coming to understand the role of associate dean; 2. Navigating the complexity of a large organization; 3. "Deer in the headlights"; 4. Impact on time; 5. Being able to continue research because it was in the pipeline prior to taking the position; and 6. Impact on personal lives.

The first general subtheme of the "first year experiences" theme that emerged is that of coming to an understanding of the role of the associate dean and the various components of what they are expected to do in this position. In hindsight, many of the participants report that they entered into the position without a full understanding of the role and what it would entail. One associate dean for research reflects:

> "It's funny, I must have been here about six months before I realized my job is not what I thought it was. (Laughs). I thought this job had something to do with giving out student awards and grad assistantships and things like that, and it does, but that's all policy, it's all run by policy and committee. And I really have very little to do with [those things]."

For many, interacting with the faculty in a different role brought a new perspective. Tyler reflects on the change that occurred as he moved from department chair to associate dean:

> "The associate dean job was a somewhat bigger job, so I remember when I started doing that, I had a difficult time where I didn't fully understand what it took to be on top of tenure cases, for instance…. I just hadn't even understood that I was supposed to be doing that. I didn't even know that that was part of the job, to sort of politically sort of anticipate what could cause problems…So that was just not understanding fully what I needed to be doing."

For many, navigating the nuances of the new job entails such work with faculty. In Linda's case, the transition into the role changed her perspective on some faculty:

"You find out things about people that you rather wouldn't know and sometimes they're your friends and that's not any fun. You find out some character flaws people have. Not that I don't have any, it's just that you have visions of how people are or who they are and they can sometimes be kind of ruined as a result of things you find out."

For many of the associate deans, the challenge the first year was a lack of knowledge about processes, such as budgeting, and a lack of understanding of how the broader organization operates. Julie's experience is common:

"And there are things I need to learn, a lot of things I need to learn. How to work with people better. Understand all the ins and outs. There are a lot of little mistakes that I have made along the way … nothing is routine. My first year [was] learning what happens on an annual basis. I still have not got that down yet. And there are things that kind of - you do not understand the downstream implications of what seems to be a minor change, can be major… And then getting a handle on the money. I have learned a lot about that, kind of surprising to me because as a faculty member I thought there was a lot more strategic planning going on, a lot more strategic budgeting. It was not. So I feel I need to learn more about budgeting and money."

This is a typical representation of the first year, during which associate deans face new areas of responsibility without a complete understanding of either the job functions or of the broader organizational environment. For Kevin, going through an annual cycle also entailed the challenge of getting to know people:

"I think the biggest thing to learn are the people and where you go to get things done. You know, my predecessor had left a list of contacts and a list of whom you talk to about these certain things, but it is one thing to have a list of names, another is to establish those relationships and meet them and try to understand them and have them understand you. I think, you know, every college and every deans office has a certain style, so trying to be aware of what that is you know, because a lot of what associate deans do is to represent the dean. So there are a lot of time spent trying to think about how the college should be represented and how the dean should be represented. That was probably the most uncertain thing you know, and it just takes time and, you know, you learn from it. Then the timing of when things occur in the academic year. You have to get used to, you know, in the fall there are certain things that have to be done and then, you know, learning what those are. Not only knowing what the jobs are but the process of getting it done, when it has to be done, who you have to coordinate with and that is a learning experience."

A second common subtheme in the "first-year experiences theme" is that of navigating the complexity of a large organization. Prior to this position, the participants had focused primarily on activities within their departments. Now, suddenly, they need to understand and operate within a much broader context. Rodney recounts a common feeling among the participants:

"I have not finished my first year on the job so there may be some surprises that await me. But yeah, you know, so there are lots of things that at this level of administration you learn about the functioning of a university that is knowledge that would be very hard to come by as a regular faculty member, or even as a department chair. I think that there is

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a kind of complexity to the organization that, you know, I guess I knew was possible, but I did not have any real concrete understanding about. That has been the most interesting thing, just to kind of understand how the parts fit together, and the way the organizations work, and the way the dollars flow or do not flow, and how salaries get set, and what the disparities are, and how one rationalizes these sorts of issues. The other thing is that because of the greater number of people you deal with, there are more people who have problems of one sort or another, and so you inevitably get introduced to more kinds of problems than you probably have had experienced dealing with, or being in a position to respond to than one had before. So that is then one of the new things to deal with, really."

The first year as associate dean generally consists of many new experiences and the need to learn more about processes and the broader organization. Because of the cyclical nature of the academic year, many feel that the first year is a learning cycle in which the new associate deans are initially exposed to the different challenges that arise throughout the course of the academic year. Amy, who has been an associate dean for seven years, sums up the first year experience very frankly:

"Well I think the first year is eyes wide open and you will be amazed at what you do not know, and then by the end of that first [year], you need to go in eyes wide open and quite frankly, keep some opinions – be guarded with how you state your opinions and be careful where and how you ask your questions. You will look back when you are done with your one year, you will be like, "Oh my God, this is great! I survived my first year, I learned so much. I'm ready for second year." Okay. Be ready to be taken out again

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because you will actually realize how stupid you still are in year 2. [Laughs] And I do not mean stupid, I just mean naïve.”

While year 2 experiences will be addressed more fully later in this chapter, the third subtheme within the “first-year experiences theme” is that of “deer in the headlights.” The first subtheme of coming to understand the associate dean role shows that the new associate deans were starting jobs that encompassed new duties and a new, broader organizational environment. Another common perception is related to more generalized personal feelings of stress or being overwhelmed by the plethora of new responsibilities and the sudden changes that occurred in the participants’ personal and professional lives.

“Deer in the headlights” and “into the fire” are in-vivo codes spoken by several of the participants to illustrate their feelings upon entering the associate dean position. When asked to describe his first three months in the associate dean job, Russell simply stated: “When I took this job last year it was overwhelming. I mean, I was a deer in the headlights all last fall.” Christine provides a more in-depth reflection:

> “Oh, my gosh! I was hoping to come up with something less trite than ‘deer in the headlights.’ I walked in during budget time, not knowing anything really about how that process goes... And I easily spend three to five nights a week at functions. And that was just, that was really new to me, because remember, I’m teaching and being associate dean, and I’m doing almost all of my teaching preparation in the evenings, and suddenly my evenings are gone....When we got to May and the semester ended, oh, my gosh. I just had just a little bit of time to sit back and say, what just happened?”

Similarly, Charlotte reflects on her first three months as associate dean:

"Overwhelming, overwhelming, just so many things I did not know. So much of it is knowing who the people in the different departments are. When you are in an academic department, you do not realize how the place is run, you do not know how the sausage is made. So I did not know people in external affairs, I did not know people in communications, I did not know people in the central information technology, and I am just talking [the name of the college] now. Then, when you talk about your relationship with the university, I had no idea that this entire university is out here that I have to deal with now."

Clearly, for many of the participants, the first few months on the job entailed many new experiences that they felt were overwhelming. These sentiments were common reflections on their early phase of the new associate dean position. Statements by Lisa, who had moved directly from faculty to associate dean without being a department chair, reveal feelings about the rapid jump from faculty member to associate dean: "I was a faculty member and now I'm an associate dean with responsibilities…and weekend assignments, and evening assignments, and it's like jumping into the fire."

As these testimonials show, many of the participants report that the entry into the associate dean position was overwhelming and stressful. Nearly all of the participants discussed the impact of the new position on their professional and personal time. Clearly, in addition to encountering new job duties and responsibility for knowing the broader organization, part of the reason that they felt overwhelmed, or like a "deer in the headlights," is related to the impact on time, the fourth subtheme under "first-year experiences." Tom sums up the experience of feeling pressed for time, which was also expressed by many of the participants:

"The greatest challenge is getting everything done in a timely way. The volume of things that need to get done can be overwhelming sometimes. And just staying just one step ahead of the curve is sometimes hard. The world works by email correspondence now. I'm sure you have heard this a million times, I can literally spend all day doing my work by responding and generating email. It's never-ending…. The volume I would say is my biggest challenge. I can deal with the difficult circumstances and I can deal with the difficult personalities, actually I think quite well, without letting it eat at me. But the volume of work is really what gets me stressed out."

The impact of time constraints on the professional lives of the participants was a ubiquitous theme. For all of the participants, the new associate dean role affected their ability to continue to conduct research, to teach, and to interact with students. The ability to continue a program of research, and the difficulties in doing so, was a common discussion item in these interviews. As a theme, research is especially important, given that the participants were all associate deans at large research universities. Emily sums up a common sentiment:

"I would say that as a consequence of being in this role, what it does displace is the…where you really take the hit, I think, is in your program of research, and to some extent your professional service that would be to the discipline, because there just is not the time for it. So I do continue to do research, but it probably is the case that writing has taken the greatest hit…the amount of time that I have to do writing."

Another example from Amelia demonstrates how new associate deans must make choices about their research and professional activities:

"I kept my hand in things. I didn't publish at the same rate I had been doing before I became an administrator because I was really, really engaged, and I was engaged in

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several professional organizations, officer and running things. I did step back from a lot of that, but I kept my hand in it enough to know what was going on. But, I was very selective about what I did, and I turned down a lot of things."

A fifth subtheme of "first-year experiences" that emerges is that some associate deans are able to continue research only because it was something already in the pipeline before they started their positions. Kevin's experience is common to several of the participants:

" …I guess I should say I am living on the momentum that [was] established in terms of funded work before I came over to the dean's office. It is really hard to find time to think about competitive proposals, that is really tough... So I am trying to figure out how I am going to keep that going, because I think it is important. Especially because it is part of my responsibilities as Associate Dean for Research and I think unless you are doing that it is hard to, it is easy to lose touch with the nature of those jobs, and what it really takes to do that well. So I would like to maintain it, but it is tough to find time to think about proposals."

These examples show that some new associate deans, already experiencing considerable time constraints with their new positions, are only able to keep up with research because their programs are continuations of projects already started, rather than new projects.

Other associate deans spoke specifically of their strategies for carving out research time. Prior to becoming associate dean, their research was a primary responsibility and activities took place around research. Now, these participants are finding that their primary responsibilities focus on administrative activities, and that they must schedule their research around these new

responsibilities. Rodney's experience in time management is very common, and his use of the term "welcome time" illustrates his affinity toward his research:

"…one is that I am trying to plan better the kinds of projects, of disciplinary projects that I get involved with. So I learned that projects where there are deadlines around busy times in the dean's office, they cause me more stress than I would like to have in my life. So I try and avoid [those]. But for the longer ongoing projects, it is mostly a question of … the time that I can carve out to work on the [project], really feels like welcome time. Where, you know, where I feel relatively productive when I do it, as opposed to just having unstructured free time that [I had in] the more distant past. I try and make good use of the free time that I have available and, you know, break things into smaller chunks and work on things that way."

A minority of the participants report not doing research at all, although they are conscious of the need to continue. An example comes from Steven, when asked how he manages his research:

"Yeah. I do not do. That stack of research projects [points to pile of papers on his desk] has not moved since I put it there in August [9 months earlier]. Really, the coping with research aspect, I am just not doing it anymore. I am hoping that is a short-term kind of thing, because that is a huge loss. I guess as far as coping, I have not done well as far as research goes. I just had to kind of let it go, at least in the short run."

Similarly, Charlotte's research has also halted:

"I am just out of touch. I have not been able to keep up in my research in a way that I normally could do. It is very hard for me to carve out time to do research; it is always something else to do. It is just they are running one way and I am running another. I

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have heard people try to do both, something has to suffer. Either you are not going to be as good as an administrator as you can be, or you are not going to be as good a researcher, and you have to make a decision or else you are not going to have a life. And I have weighed on the side of administration."

Prior to assuming the associate dean role, several of the associate deans had attempted to negotiate time for research as a formal part of their jobs. Tom described how he negotiated his position to include one-quarter time for research and also a reduced teaching load:

"When the dean and I negotiated this position, the plan was for me to maintain 25% of my time doing research. And that I consciously negotiated so I could stay current in my field and stay engaged. I do not have any teaching responsibilities beyond guest lectures here and there, an individual mentorship of some students and things. I do not teach formal class, and I haven't in a long time. Actually, I miss that to some degree. The teaching part is fine - I can give that up, but the research part, I guess I was a little naïve and thought that, similar to my prior position, I would be able to maintain an active research program, a smaller scale down while I did this job."

As many of the above examples demonstrate, research activities are often regulated to "off-hours" or to evenings or weekends, a situation that has direct impact on the associate deans' personal lives. This impact will be discussed in the next subtheme below (impact on personal lives), after a discussion of the effect of their roles on teaching and on interacting with students.

As several of the testimonials mention above, teaching is another area in which new associate deans are often unable to continue as they had previously. Some have reduced their teaching responsibilities, and others have given it up entirely. Joe teaches around the busy part

of the academic year, and also discussed how he managed his administrative and scholarly activities:

> "The way I balance it, I teach one course, which would be in the fall, which is the lighter administrative semester. I would block off a day a week, usually a Friday, for being in my academic office and attending to scholarly things. In the summers, I would spend a good deal more time in my academic office, and working on scholarship, for the most part… I've really found in the job, that if you take the administrative work, which you really can't neglect very much, it's constant and a lot of people are depending on it, and teaching and scholarship, that at any one time I can probably manage two out of those three."

Making choices between teaching and research is common. Christine has given up teaching entirely:

> "I'm also active in research and so I have an active research program funded by the federal government and I have three or four active research projects going on, fewer students than in the past, but I have colleagues who have taken over most of the student advising role. But I'm still very active and writing proposals and reports and participating in research meetings and so forth. So I'm not teaching."

When asked how she balances, Christine states:

> "I work way too much and too hard, and the dean would like me to give up some of my teaching, which I did do this year. My department was able to, um, give me some relief. But, I miss it. I miss what I gave up. It's things like I don't know the students as well as I wish I did."

The new role of associate dean also has the effect, for many, of reducing the ability and time to interact with students. Many of the participants cite students as the reason they are in administration or is the part of administration that they most enjoy and embrace. Lisa states when asked what she likes about administration:

> "I like students. I am student-centered, student-focused, I like students. I do not like the budget, I do not like the politics, I do not like the employees' gossipy stuff, because I've got a lot of employees, but I like students. I like what they do, I like their energy, I like their…they do not know they cannot do that they're terrific, so I like students."

A final excerpt illustrates the desire to have broader interaction with a larger number of students. Charlotte states when discussing why she became an administrator:

> "I wanted more contact with a wider array of students. I was seeing the students in my class, obviously, but I was only getting to know a very small slither of the undergraduates and I really, really like the undergraduates. And so this gives me a greater opportunity to meet more undergraduates and a broader array of undergraduates, not just those who are interested in real estate. And I also like the idea of being able to shape policy, running a division, I run a school of twenty-four hundred people, and I like that."

The examples above illustrate the importance of students and student interaction to the associate deans, but they also show how the nature of these interactions can change due to changing administrative responsibilities. For many new associate deans, however, the level of interaction with students is diminished as a result of their new positions. Emily reflects on her experiences in working with doctoral students:

"When I was in my faculty office, my doctoral students felt very easy…very comfortable. My door would be open, and they would drop in, and we would visit and I would get caught up about their work or just how things were going for them, their courses, just their general lives. Whereas in this role [associate dean] and being down here, they are not that comfortable just dropping in. Well, they know that they cannot really just drop in. I mean they can, but they have to go through the secretary, and I think they feel uneasy doing that. So, I think that it has negatively affected my day-to-day interactions with my doctoral students. So, now it is just more formal… I just set up appointments with them."

Many associate deans manage by cutting back on the number of students that they advise. For example, Bonnie states:

"I still serve on doctoral committees. I've cut, again, I've just cut back. I still advise undergraduate students and scholar students, mainly because, again, my office oversees the certification and advising office. And I would feel like I wasn't being responsible if I didn't have at least some students that I was advising, so I can understand from the student's perspective what the issues and challenges are that they are facing, and that sort of thing. But as an assistant professor, I had 50 undergraduate advisees, now I have about 10."

The interaction with students is an important issue for associate deans. As stated above, many specifically cite interaction with students as a favorite part of their jobs and a primary reason for being an administrator. However, the nature of the job itself diminishes the ability for them to engage in these interactions.

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The first year as associate dean has a significant impact on the ability to maintain research programs, teaching activities, and interactions with students. As seen in the numerous examples above, the new associate dean role enables these people to have a broader impact on these very activities, but diminishes their personal ability to continue to engage in these activities. The difficult decisions that these associate deans make in order to negotiate these activities are frequent themes in these interviews. The first year as associate dean is thus a pivotal year in which these administrators not only face significantly new and demanding jobs, but also have to cease or greatly reduce activities in research, teaching, and student engagement that are important facets of who they are as faculty and how they self-identify. Steven, at the end of his first year in the job, sums up this sentiment:

> "I'm hoping that this one-year cycle thing holds, because if not then the second year is going to be a killer!"

The sixth and final subtheme under the theme of "first-year experiences" is the impact of the associate dean position on the participants' personal lives, especially the impact on spouses or partners, children and other family members, as well as their personal lives outside of academia. This section will also address the experiences of women in the transition to the associate dean role. As discussed above, the first year results in significant time constraints, especially in the areas of research, teaching, and student interaction. As a result, many indicate the need to do more work in the evenings and weekends, causing an impact on their personal lives. Many of the participants specifically discussed the impact of their new jobs on their families and children. Steven reflects:

"The general thing is I do not have nearly the autonomy that I had. The most attractive thing about being a faculty member is it is almost like you are an entrepreneur. You have that level of control over your life without the risk of entrepreneurship. It is a really interesting occupation in that regard. The loss of autonomy is just huge. My son plays sports. I have had to back off on the amount of time I can spend on that. My wife does a lot of that now that I would do. I view that as a horrendous personal cost…That has been a personal cost, a personal loss, due to the job. Generally speaking, other than that, again the general autonomy: just when you have it and you lose it, you do not really realize what it is until it is gone. I do not know if there is enough money to buy the autonomy you lose, I guess. This is an important safety tip if you are thinking about becoming an administrator. I think it is just a huge trade-off."

There are several themes in this narrative: loss of autonomy, loss of ability to engage fully in parental roles, need to rely on spouse, and a sense of the trade-offs that occur in these individuals' lives.

Having a supportive spouse who can help take care of children and other aspects of their personal lives is important for many of the participants. Daniel has a spouse who does not work:

"My wife really, she stays home with the girls, and she takes care of them. And it's great, because they do a great job and I don't worry about that. But, you know, there are times when my daughters will say, 'Oh, you're going away again, Daddy. Ever since you've been Associate Dean, you're working a lot.' And I admit that I do."

Even in this situation, his narrative indicates concern over the time he must spend away from his daughters. Julie likewise relies on her spouse and also speaks of the need to balance work:

"I have a family; I have three children and a husband, very supportive husband. I mean, I could not be doing what I am doing now if my husband had not been there, really taking up the slack with the kids. But, I was not willing to sacrifice my family life completely and many of my colleagues do. So I think there were a lot of reasons why I may not have been as successful as others."

Her narrative speaks of the choices and trade-offs that she perceives: she had to choose between a career and family, and these choices have impacted her career status.

Many of the participants, however, reported that the associate dean job did not have a significant impact on their family lives or children because they do not have children at home. Even with children at home, some of the associate deans do not find this the job to be problematic in terms of balancing it with their personal lives. Larry states:

"My wife probably has to listen to a lot of stories, but she is very supportive and her father was a faculty member, so certainly she is familiar with the academic life and family is important…I have four sons…that work-life-family balance has always been very important, and it has been a good life, it has been very positive and my family has been very supportive."

The personal effort to ensure quality family time is reported fairly often. Russell states:

"In terms of my family, that is something that has always been hard for me. In academia there are a lot of demands on your time. I have gotten to the point where I have been really able to partition out time when I do not worry about work with things that I am doing with family. I try to do it vice versa as well. I would say that the biggest change for me was becoming a department head, and less so going from department into

associate teams as the impact on family and colleagues. In terms of family, I have made

a very concerted effort to not have the job affect my relationship with my children, for

example."

Some of the narratives emphasize the importance of broad institutional support, as well as

support from those within the management team of the college. Amy states: "I feel that [current

institution] is a very supportive work environment. My [previous boss] was so supportive….this

is [not the case] in my current situation [with current dean]…it comes down to the direct

supervisor."

In summary, there are six general subthemes that emerged as part of the general "first-

year experience" theme: 1. Coming to understand the role of associate dean; 2. Navigating the

complexity of a large organization; 3. "Deer in the headlights;" 4. Impact on time; 5. Being

able to continue research because it was in the pipeline prior to taking the position; 6. Impact on

personal lives. The associate dean role can have a significant effect on personal and family lives,

and associate deans often rely on spouses or others in order to fulfill the time commitments of

their job. Many of the narratives discuss the loss of autonomy, the trade-offs that occur between

professional and personal lives, and the importance of institutional support and support from

within the dean's office. The first year is thus a period of adjustment to the new position,

learning about the organization and the job duties and, for many, an experience that is

overwhelming and stressful. At the same time, there is a significant change in one's research and

teaching activities, as well as substantial time pressures related to one's personal lives.

Theme #2: Peers and Self-Identity

The move to the associate dean role brings about significant changes in job responsibilities, including a new working environment and new types of administrative responsibilities. With their new positions, the participants in this study found themselves amongst a new group of coworkers as members of the dean's office, which is a physical and psychological parting from their old academic departments. As a result, most of the participants in the study report that their new position as associate dean also brought some changes in their interactions with others, as well as changes in their self-perceptions as they moved into the new role. This section will address how the associate deans' peers changed, and how their interactions with colleagues also changed. For many of the participants, this was a period of personal and professional change that resulted in a new understanding of how they were perceived by others. They also had a heightened understanding of how they perceive themselves. The theme of "peers and self-identity" has three subthemes: loneliness, avoiding conflicts of interest, and the perception of crossing to the "dark side."

The first subtheme under the theme of "peers and self-identity" is that of loneliness, typically manifested as a loss of one's peer group, and a loss of daily or frequent interactions with one's old academic colleagues. Some of the participants focused on the loss of an old peer group and the development of a new peer group as a result of their move outside of their old department. Charlotte reflects that as a result of the transition she felt:

"A little bit of loneliness, because you are not…you do not have a peer group anymore. Yeah, I do have a peer group - I have a peer group of administrators, but they are not surrounding me anymore. My peers are whoever is [associate dean] of the grad division, my peers are whoever is the dean of the [college] at the [institution], these are my peers

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now. And so I see my peers a lot. I talk with my peers, but I am not surrounded by my peers."

Kevin also reflects on the loss of face-to-face interactions:

"First off, I do not see my colleagues very often. So, that has certainly disappeared, and that is something I miss. I think what is different is because my job is so different now than it was, that a lot of the things that I have in common with my colleagues, sort of the day to day is different, is missing. So that is a little bit harder to have conversations. I mean, there are a lot of things I just cannot tell people about. About this job, and what I am doing so, you know, it sort of limits the topics of conversation. You know when you are in a department and you have colleagues just next door, there is a lot in common and a lot to talk about. Those things are different."

As seen in the testimonials above, the transition into the associate dean role can bring about a profound self-realization that the new position is going to also mean a change in the nature of personal relationships and friendships with colleagues, a situation that is sometimes unexpected. Amelia, when asked about her relationships with colleagues, reflects:

"[They] changed substantially.... [When I was a member of] just the general faculty here, we'd take coffee breaks, we'd go over to the graduate center and we'd talk about the administration, complained about them. And then you realize when you're an associate dean, they are complaining about you now. And that's a big, that's a big leap. So, I had to really change my interpersonal relationships. And some people who were friends, I had to talk to them and say, 'I have to make this really neutral because I am being watched constantly.' So, there is kind of an isolation there, and I'm not alone in that because some of my colleagues have said the same thing - that they had to break

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interpersonal relationships. You've got to be very careful if you are an A.D. So, yeah, your interpersonal relationships have to change because now you're their boss and they look at you differently. And, it's not—that's not easy."

Many of the participants report a sense of isolation and loneliness in the role of associate dean. The role of associate dean entails a physical move from one's previous department, resulting in a loss of daily interactions with colleagues. The new role, for many, involves the loss of one's peer group, changes in nature of collegial relationships and friendships, and the realization that one needs to find a new peer group.

A second related subtheme under the theme of "peers and self-identity," related to a feeling of loneliness or isolation, consists of a conscious effort to avoid conflicts of interest, and the need to avoid situations in which there is a possibility of a breach of confidentiality or other awkward situations as described by Amelia above. Several other participants told similar stories. When asked about if the associate dean role has impacted relationships with her colleagues, Bonnie states:

"Oh, absolutely. I mean, I think administrative positions can be lonely. So it's, even though I still get invited to faculty potluck dinners and those sorts of things, I don't always feel like I can go. Just because it's, it just can get awkward, right? And I don't want to be in a position where I'm asked questions and I can't give an honest reply. It's the separation from some of the issues and the challenges of socializing. And it's not that I don't ever do it, but I'm just careful about, I'm careful about where I am in social, um, in social situations, right? So there are a lot – so there are a lot of those sorts of boundaries that have become more clear."

These testimonials demonstrate that the move to the role of associate dean involves a change in the patterns of interaction with one's old colleagues. This is particularly important in dealing with sensitive or confidential issues, such as promotion and tenure. These narratives also show the importance of treating all faculty members equally and fairly, and of ensuring that one is not showing favoritism to one's old department.

The formation of a new peer group is common, as described above in some of the stories. The loss of one's old peer group and the formation of a new peer group is thus an adjustment for these participants, and a part of the process of dealing with their new identities as academic administrators.

Joe reflects on the formation of his new peer group:

> "You have a support group over here [in the dean's office]. That is, we spend a lot of time together, the administrative committee, and group of deans. We're typically, in a week, we'll have meetings at least four hours a week, and then other meetings where we're with other groups. And that produces a, not that we agree always, and we represent some different interests, but, you know, a solidarity and a support group."

A third subtheme of the "peers and self-identity" theme is the perception that faculty who move into the associate dean role have crossed to the "dark side," an in-vivo code spoken by several of the participants. This code indicates a common feeling or perception among faculty that administrators, generally speaking, are "evil" or the enemy of faculty. Brian, for example, states:

> "I think a number of people…there are some people who are absolutely opposed to these [positions] and … that one has sold out. I have heard even in my own department people

say to the chair, particularly if they are just doing something that they do not like, 'Last year you were a faculty member.' And the implication is, 'Now you are the devil himself.'

Christine put a positive spin on this: "The dark side is where you can have the most impact!"

Others were similarly concerned about what colleagues would think of their move to this administrative position. Daniel gives a very personal account of his concerns about moving into the associate dean position:

"With my colleagues here, my [subject discipline] colleagues, I was very worried, and continue to be concerned about what it signals to them about what my career, what direction my career has taken. So, I don't know if I'm being overly sensitive or if it's really the case, but there is a sense of which, on the one hand, I've been elevated in their estimation, because now I have some kind of different authority, and certainly have the ear of the dean, and that means, you know, something significant to them. But I wonder about whether I've been diminished in my academic standing with them… I'm getting to know a lot more colleagues in administration in other institutions. The main thing is that administrators don't care about what I do in [my subject discipline]. But in my [subject discipline] professional organizations, at conferences and things, I think for the most part, they still – they still see my academic work as primary and as something that's important. And they always are wondering well, yeah, that associate dean thing is, you know, oh yeah, you're doing that, and that must be a lot of work. But my concern would be that if I fell off of their radar, [people will say] he became an associate dean, and now he's not really publishing much anymore...it's exactly what I'm worried about."

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Many of these testimonials demonstrate that they are aware of a perception that they have "sold out" or crossed to "the dark side." Part of the adjustment to this new role, for many, is a process of understanding and coming to accept these negative perceptions from faculty, including old friends and colleagues. These testimonials also show the self-reflection that takes place as some of the participants ponder a future as administrator, versus a future as a scholar.

Alternatively, several of the participants do not view the change in interactions with colleagues as a problem or issue. Brian, when asked if the new job impacted relationships with colleagues, states:

> "I do not think so particularly …and I have kept up my relationships with the people who were in my [department]...so I think it has less of an impact on that…"

Charlotte, who works at an institution where the associate deans are typically in the position for three-year terms, reflects:

> "I do not think that people think of me any differently than they did when I was a faculty member who was not serving in this role. And I think in part it is because we rotate. This role is for…I will be doing it for four years, but it is typically a three-year term. So other people will be in and out of this position. So I do not think that people view me as 'something is different.'"

The theme of "peers and self-identity" has three subthemes of: 1. Loneliness; 2. avoiding conflicts of interest; and 3. a perception of crossing to the "dark side." Some of the participants reflect that their new administrative role has created conflict or tension with old colleagues. Others, particularly those in temporary positions, do not perceive much change or conflict in their interactions with faculty. The perception of administrator as enemy or on "the dark side" is

common in these interviews, and is a situation that potential associate deans should be aware of as they consider this move.

For some participants, the shift to a new job has more physical manifestations. Several report their feelings about "dressing for the role." Daniel, when asked what he did to prepare for the role, stated somewhat jokingly: "So, I bought some new clothes. Not enough, I don't think, but I did get some." Bonnie speaks more about the demands of looking appropriate for an administrative position, and how this is different from a faculty member:

"Because as a faculty member, you really, it's kind of clear, you can wear pretty much whatever you want. But [as associate dean] when you're going to particular meetings, you're always thinking, okay, do I wear this suit or do I wear this, business casual, or you know, so there are those kind of questions of what do you wear. That just sounds really superficial, but it's not, it's important, because you wouldn't want to show up to an event with the president of the university and not be appropriately dressed."

In summary of the theme of "peers and self-identity," new associate deans often have a significant parting from their old faculty lives. While a faculty member or department chair in a particular academic department, they were able to maintain collegial relationships with faculty in their departments and were able to engage in regular types of interactions. The move to the dean's office, however, often includes a parting from these kinds of collegial relationships. Because of the change of office location, which is often in another building, there is suddenly a dramatic decrease in the amount of daily interaction between former colleagues. At the same time, the associate deans are in a new working environment where there are few or no immediate peers. As the testimonials above show, many associate deans report feelings of loneliness,

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isolation, and feelings of being treated differently by former colleagues. Further, many associate

deans deliberately change the nature of these relationships because of the need to maintain

neutrality and confidentiality, especially about sensitive issues such as promotion and tenure.

For others, however, these changes are not so dramatic. Some participants in this study are in the

jobs for a fixed term, so these people can view the jobs more as a temporary assignment that will

not permanently change the nature of their collegial relationships, or their identity as faculty.

For most, however, this is a period of significant change in job activities, personal relationships,

and time constraints around performing faculty research and teaching activities and, for many,

around their personal lives.

Theme #3: Understanding One's Challenges and Interests

As discussed in the previous chapter, the first year in the associate dean position involves

a period of intense change. Due to the cyclical nature of the academic year, there are certain job

responsibilities that take place at different periods of the academic calendar. Therefore, many of

the participants report that it really takes a complete year in order to experience all of the

different activities for which one is responsible. After the first year, there is a period of settling

in where the associate deans begin to feel more experienced with their job activities since they

now have experience. By this time, they have also gained experience in handling faculty or

student problems and have also learned more about the organizational culture and the workings

of the broader institution. Amy reflects on this:

> "But it is that second year that is what I call the 'Holy Crap Year,' and that is how you
>
> learn how much you really did not learn that first year. And then third year, guess what,
>
> if you survived two years you are really good to go, and the differences are not going to

be from the cyclical cycle of a university. The differences are going to be at situational things. So maybe there is a budget crisis, or maybe there is a new opportunity or maybe there is a huge development push, or maybe there is this huge grant out that the university got or the college got or your unit or whatever. So …I would say is, if you can make it through those years, you will be fine."

During the second year and beyond, the participants are not only growing and learning more about the job responsibilities themselves, but they are also learning a lot about themselves, the challenges of the associate dean position, and what they like and dislike about these positions. One of the interview questions asked about the greatest challenges in the associate dean role, and the answers can be grouped into several responses. First, many of the participants spoke of the challenge of time management, specifically the volume of work, the number of meetings, the burden of email, and, more generally, dealing with bureaucracy. As discussed earlier, the impact of time constraints on personal and professional activities is significant, and several felt it was the most difficult challenge. Many, like Tom, state that the greatest challenge is: "Getting everything done in a timely way. The volume of things that need to get done can be overwhelming sometimes. And just staying just one step ahead of the curve is sometimes hard…. But the volume of work is really what gets me stressed out."

Many of the associate deans report significant time constraints as the greatest challenge and, as discussed earlier, is a situation that has direct impact on one's ability to continue research and teaching activities. Dealing with a complex organizational environment is another common challenge. Steven describes this as his greatest challenge: "It is dealing with the bureaucracy.

People who come in as department chairs are shocked by the amount of bureaucracy. That is a huge issue."

Other commonly reported challenges are those related to budget and personnel issues. Dealing with the budget, particularly budget cuts in a difficult economic climate, is a common challenge. Amy states:

"It is trying to keep the people, keep their spirits high and keep them here so that they do not go to other places. Because they do great work and they get paid very, very little and the demands for delivering services are just as great as they ever were. So we still have to do more with the same amount. I mean, this is a year that faculty and staff did not get raises since the past year. So that is hard. So that is really going to be the biggest challenge and I look around and I think, 'Okay, what can I do? Can I write grants? Can I find money? What can I do to help?' They need resources to run their units. So that is my biggest challenge right now."

The impact of the budget, particularly on the ability to retain faculty, is another commonly cited issue. Joan states:

"While [name of university] is certainly a wealthy school compared to a lot of schools, you never have enough resources to do what you need to do. And how do we stretch the money and make things work and get things for what people need. But that's, you know, we're all in that. But the place is very supportive. Our dean is very, very supportive. I think the biggest challenge around that is we have not seen much in the way of faculty raises or staff raises in a lot of years. And so people are, you worry about losing people. You worry about turnover, and that's a big challenge."

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As these testimonials describe, the budget and dealing with personnel go hand in hand.

Handling and dealing with personnel problems is another commonly cited challenge. Larry

states:

> "Probably the biggest issue, the most challenging difficult thing that all administrators
>
> deal with is personnel. It's just amazing, a few individuals, they can garner your
>
> attention. It's just ridiculous…it's one of the few places in society where you can be a
>
> raving jerk and get away with it. I think a lot of people in my position …spent a lot of
>
> time putting out fires that other people create. It's a continual challenge."

The issue of fairness is another commonly cited challenge. As discussed earlier, there are

changes made to personal interactions to ensure a perception of fairness. Associate deans are

particularly careful with colleagues from their previous academic department. As discussed

under the first-year experiences section, as part of their new role as associate dean for the college,

the participants are very aware of the challenge of being fair to their constituents. For Rudy, an

associate dean in engineering, this is related to space:

> "Our college is undergoing expansion. We've hired on the order of 25 new faculty
>
> members, so, of course, if you bring in new faculty members and then space for students
>
> and labs and so forth, the footprint hasn't grown that much. So it becomes a balancing act
>
> and sometimes people have to be moved against their will. People from your own home
>
> department who are good friends and it's like, this is the good of the college, not the good
>
> of me or you or whoever."

Brian discusses this when asked about his greatest challenge:

> "I think, certainly, that whole issue of fairness to the various departments and to
>
> identifying with all departments and having empathy with them, of making certain [of

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being fair]…So, I think that that is a real challenge to me to make certain…to overcome

certain biases up against departments and the way they do things."

For Joan, it is the issue of fairness between faculty:

"I get real nuts about fairness issues…I do go crazy about fairness issues. So, one of my

issues now of dealing with department chairs is if I think a faculty member is not

appropriately being compensated or being recognized, I can go in and have a really good

conversation about that with these department chairs. Because sometimes, you know, we

do value the people bringing in the monster research grants. But the person who's

plugging away in the trenches teaching is sort of taken for granted. So that's a

challenge."

Working with faculty in a capacity in which one is making resource allocation decisions

is a difficult challenge for many of the participants, especially since the associate deans feel they

must simultaneously earn and maintain the respect of the faculty. Christine states:

"You know, I think the [greatest challenge] is deeming and maintaining the respect of

faculty. So that you can be effective, and you'd like them to like you, but you're not

always going to be able to make decisions that keep them happy. So, so at least I think

they have to respect you."

A final category of challenges relates to dealing with the broader organizational context

or to the external environment in general. As Tom stated earlier, keeping up with this

information is a challenge. Others responded similarly to the challenges of working within a

large, complex organization and being in a position of not having final authority. Charlotte

states that the greatest challenge is "not having the final say." Rodney also describes his

perception of not having authority:

"If [I] see a difficulty, I'm sympathetic to it, but in fact, the response has to come from somewhere else. The associate dean is a little bit lower down on the feeding chain and [does] not necessarily have the clout to get the higher-level folks outside of the dean's office to respond, that can sometimes be a more frustrating kind of challenge."

In addition to the challenges discussed above, the associate deans in the study also reported on those aspects of the position that they personally like and dislike. Exploring this area is important in order to gain an understanding of how well the participants are suited for this position, how well they are adapting to the broader administrative role, how they have interpreted and are meeting the challenges described above, and whether they want to continue in this position or some other type of administrative position in higher education.

In discussing the aspects of the position that they most liked, the majority of the participants pointed to broad types of responses, such as "having an impact" or "advancing the college" or "making things better." Many specifically talked about how they are able to help students and faculty. Amy gives a specific example:

"What I love most – I really love working with students. I had a student last week who thanked me for helping him out… I actually had had him 10 years ago, and it was so neat to hear how rewarded he was by finishing his degree... I mean, those are just the true rewards. I love hearing about that."

Daniel offers another example:

"[What] I like most is the work that I have done with the students. Because I didn't realize this when I took this on, that you really get exposed to, unlike in your classes where you get, you know, you have all of the students there and it's sort of pretty intense for a semester, but then they go away, usually… As associate dean, I've gotten closer to a

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group, the group of student leaders in the [name of college], who do the undergraduate

council and you sort of, and I realized that actually you become, you get to know them

over the course of not only a semester, but a year and multiple years, and you really get to

see what they're doing. And so I'm seeing them in the transformation that they go

through, the educational transformation. And that is just really a great, great privilege to

see. And they are just so conscientious, and thoughtful, and earnest, and funny. And so

that's been great."

As all of these testimonials show, a commitment to students is a driving force for many

of the participants, and is the area from which they derive the most satisfaction. Others also

specifically mention working with faculty. Tom states:

"The good part is watching new faculty that you have recruited and been involved in

bringing them in and mentoring them along actually make tenure, are happy here,

productive here, and blossom into super scientists… A big part of my job is creating an

environment for our faculty and students to succeed. So you've just expanded the

number of people that you can influence by doing a good job. It's great."

Interacting with faculty across the departments is a common theme. Christine discusses this:

"I really like the interaction with faculty across the departments of the college. So, from

the physical sciences, biological sciences, which is more my own background;

mathematics, statistics, and then the opportunity to interact across colleges, as well. And

be involved in some institution-wide discussions that influence curriculum or policy. I

really enjoy those things. It's intellectually stimulating. The people are incredible."

Being in a position that allows them to have a broad impact is another common source of

satisfaction for the associate deans. Many of the participants state that what they like best about

their job is the ability to make things better, to bring about positive change, to improve the college and academic programs, and to enact their own vision. Tom summarizes this sentiment:

"I like the good days where we make a difference, where we do something productive. Most of every day of an administrator's life is just keeping the trains running on time without having a crash. But the things that make a difference are effecting change for the better. But you only have a small amount of time to do the change things, because everything else is consuming your time. So the trick is to realize the importance of making positive change and just somehow getting the time to do that."

For many of the associate deans, there is thus a sense of personal satisfaction about having a broad impact as well as affecting the lives of individual students and faculty.

Another common positive aspect of the position is the opportunity to learn more about the broader university environment or to gain a better understanding of the "big picture" beyond one's academic department or college. Amelia reflects after her retirement:

"I loved the big picture work, and that's what I miss probably most now. I loved knowing what was going on. I loved knowing what was going on at the university. I mean, I had to work to learn that, but I like looking at the big picture and all the different pieces and how to put things together. I liked knowing a lot of people … I loved having those contacts, even at the university level. Being an administrator is almost like having an intellectual smorgasbord."

Most associate deans find their ability to positively influence the student and faculty of the college or university to be the most satisfying aspect of their jobs. Many like being part of the "big picture," understanding how the university works and being in a position to have influence and make decisions. One interesting finding is the lack of responses that might be

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construed as self-serving. While some indicated that the increased salary was a nice perk, this was not the primary reason given by any of the associate deans when discussing the positives of their positions. Likewise, other reasons such as personal power or status, were not mentioned either. In fact, several of the participants explicitly stated that these were reasons not to be in this position, or were qualities that would indicate that somebody would not be a good administrator. Rudy sums this up:

> "I think there's a wrong reason for doing this job and it comes up every now and again. People think that you make more money. People think that you have power. You don't. I could make more money as a faculty member than what I'm doing now, because for appearance and principle sake I don't consult right now. And I could easily tack a fairly nice number on top of my current salary. So people think that they want to do this for money they're deluding themselves. The other reason, power, you don't have that much power…there really is no power. There's no real budget, you're not wielding a big budget where you can sit up here like lord of the manor and throw coins at the peasants. That's a fiction… you do it because you think you can do more here than you can do with your own research programs."

Mary offers some advice about reasons to take this type of position:

> "I would give two pieces of advice. Only do it if you are passionate about it. Do not do it for the wrong reasons. It is not about power or any of that other stuff. It is definitely not about money. It is only if you have a passion for it."

Later in this chapter, there is further discussion of ideals or qualities that good associate deans and other leaders in higher education possess.

In addition to identifying what they like about their positions as associate deans, their experiences in the job have also provided insight into what they do not like. These dislikes are not necessarily the same as the challenges described above; many of the challenges are also things that the associate deans enjoy. Dislikes, however, are important to discuss because they can sometimes lead to overall job dissatisfaction and a desire to exit the position. They also provide valuable information for potential academic leaders, both in terms of preparing potential administrators, and in providing background about some areas of dissatisfaction that might aid in recruiting and retaining future leaders.

About one-quarter of the respondents specifically identified time constraints and the loss of autonomy over their own time or calendar as the thing they most dislike about the associate dean position. For Charlotte, this is tied to having many more meetings. When asked what she dislikes, she responds:

> "Lack of control of my calendar. It is like somebody wants a meeting and just…I cannot say no to meetings anymore. If the dean wants a meeting and it begins at 8:30 in the morning it is like, okay the dean wants a meeting at 8:30 in the morning, and so, here I am at 8:30 in the morning for the dean's meeting. Or somebody says you are going to San Francisco then I am going to San Francisco. When you are a faculty member, you really decide what you want to do, and you can say yes or no."

The implication here is that others, including the dean, have a large impact on the associate dean's daily calendar and activities. Others report similar feeling of being "on call." Tyler states:

> "Just the fact that you are on-call. If something happens - I was in [another country] a couple of months ago and I have the dean calling me up. Happily, it was on the same time [zone] as here, so we didn't have a time zone problem. But I have him calling me

up and asking me something. So sometimes it gets a little irritating that you are on-call

and you have to deal with X, Y, or Z."

Julie discusses the impact of loss of time on their personal life:

"Things I do not like: my days are not my own. I can plan to do something and then my

whole schedule blows up because there is some crisis. Longer hours, and I feel the other

thing is when I get home, I am still working. I may not be actually sitting at my desk, but

I am thinking constantly. There are some days I feel like I am on stimulation overload.

Just so many things I have to think about, and when I get home I am not really off."

The loss of autonomy over one's calendar and personal time are thus significant factors that

many of the respondents report. For many, this is a substantial change from previous faculty

roles in which individuals report a great deal of autonomy over their professional and personal

time.

Dealing with difficult people, particularly faculty, is another activity that over one-third

of the respondents dislike. Tyler states:

"What do I dislike about it? I dislike having to deal with people's stupidity. People do

ridiculous things and you wonder why, and sometimes the motivations are obvious. It's

just people being ego-centric and people being greedy and stupid, stuff like that. So it's

annoying to have to handle somebody's stupidity because they are motivated in these

really base ways and you have to go deal with that. So sometimes you have to be nice to

people, even though they are being assholes, but the right thing to do is just to be nice to

them. I don't particularly like doing that. I am capable of doing that, but I don't like

doing it. So that's a pain."

Faculty misbehavior, discussed above, is specifically cited by some participants, including Larry:

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"What I dislike the most is every once in a while you encounter just a kind of a…you just

cannot quite understand a faculty member's take on something. It is almost like they are

being cruel. It is faculty behaving badly that I have…finding ways to work through that

to be effective and interacting with that…"

Kevin's chief dislike centers upon not only faculty misbehavior, but others who might be

egocentric:

"The thing I like least is the fact that there are people in various parts of the university,

faculty, staff, administrators, and it is frustrating when some of them either refuse to or

cannot see the other perspective. It does not mean you have to agree with everybody, but

at least you have to understand, and maybe this is a shortcoming. I was about to say you

have to understand what the university is all about and what it takes to really make it

succeed, at least from my perspective. I think if everybody would understand those

things and at least being able to listen to other perspectives, it would make things much

better for everybody. So I think that is the part I like least is there are some people who

are just for whatever reason, refuse to see other sides."

Dealing with difficult and demanding people is often cited as a source of frustration and dislike.

Because the associate deans are now in positions where they must deal directly with faculty

complaints or issues, they are not as insulated from these kinds of problems that they might have

once been.

Many participants mention a third category, that of dealing with the bureaucracy of a

large organization. Related to this is the inability to implement substantial change. Emily puts

this sentiment into the context of what she likes about the position:

"Well, what I like is that you are positioned to help to lead the institution toward change and to do things that are going to improve, you hope, the quality of the experience of the students or the faculty or staff. So that is very satisfying. What is difficult is the very small increments in which that typically seems to come about."

Daniel likewise frames this within a positive context. He dislikes:

"Dealing with the structures of the university that I find recalcitrant to innovation. And, you know, part of that is understandable because, you know, you need to, you're dealing at the university level with a variety of different constituencies. And I would say that a part of that involves the structural issue with [current institution], which is that we have a research, a major research university. And that's been more a source of frustration."

The remaining aspects of their jobs that the associate deans dislike fall into a number of categories. Somewhat surprisingly, dealing with declining budgets or other resources was not cited as frequently as those discussed above. While the budget was specifically mentioned by a few, it was not the primary dislike for any. One participant did cite salary negotiations as the thing that he dislikes the most, but it was in the context of balancing salaries across faculty lines. Some of the other items mentioned were feeling less connected to students, office politics and gossip, loneliness, and being responsible for "cleaning up old messes" or problems created by someone else. There were also several who said "nothing." Mary states: "I do not really dislike anything about the job. I think it is a well-structured job. There are no complaints. I like it." Christine feels very similarly: "There are frustrations and there are headaches, but it's a wonderful life. If I was really unhappy, I would resign the position."

As discussed above, having a better awareness of the challenges, likes, and dislikes reported by the participants in this study provides a context for comprehending their experiences

in these positions. This information is valuable to current administrators and can be used to better prepare those considering such a career move. For the participants in this study, gaining an understanding of the position requirements and how their own characteristics match with these requirements forms the basis for assimilating the new job responsibilities into their professional and personal lives. This understanding also forms the basis for their perceptions of ideal leaders in higher education, as well as the basis for their future career decisions. These areas will be covered next.

Theme #4: Ideals about Leaders in Higher Education

As part of their experiences and interactions with other academic leaders, the participants in this study have typically spent a great deal of time learning about administration and leadership. Their experiences and interactions with leaders, good and bad, have led to the development of a set of ideal characteristics that leaders in higher education should possess. The perceptions of these ideal characteristics that leaders should have were evident in all of the interviews. This discussion is important because it provides a frame to examine how these participants view leadership in higher education, and also provides information that will serve to inform practice, which will be discussed more fully in the next chapter. For these participants, the development of a cognitive frame that contains ideal characteristics serves as a guide for their behaviors as associate dean, and also provides them with information about how well they themselves fit these ideals. Previous research has shown that successful academic leaders have been described in terms of various personal attributes and technical skills (Kaplowitz, 1986). Bensimon, Neumann, and Birnbaum (1989) summarize research on the specific traits exhibited by successful leaders. These include attributes such as intelligence, having a strong work ethic,

having persistence, integrity, and good judgment; having vision, good communication skills and humor; and being results-oriented and able to resolve conflicts. These closely match the findings from this study.

Being visionary (having vision, being a visionary leader, being able to work toward a vision) and being able to garner support for their vision were the most commonly cited characteristics of ideal or successful leaders in higher education. Vision was specifically mentioned by over half of the participants. When asked about the attributes of someone who is a successful leader, Daniel responds:

"I think the person has to have a vision of what education is, and has to have an ability to empower others to share that vision, and to find their own role in that vision. I think a successful administrator has to be somebody who can build a community of learning and education around the endeavor that they are undertaking."

Several participants also spoke of the importance of being a risk-taker in the context of being visionary. Mary states: "You have to be visionary. You have to be willing to take chances. You have got to actually have ideas and you have got to be willing to take risks."

Some participants did not realize the importance of having a vision until they assumed the associate dean position. Emily discusses how she came to understand the importance of vision:

"I used to be one of those who kind of scoffed a little bit about that whole notion of having a vision, but I absolutely understand what that is about, now especially having played a prominent role in trying to accomplish our strategic assessment, which we launched a little over a year ago. I really understand now what it means to have a mission, a vision, of what you are aspiring to become as an institution so that you stay

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very dynamic, and you keep looking at momentum and you are being mindful of where is

it that you are trying to head. Where do you want to be 5 years and 10 years from now?

As a leader, you really have to have a big picture and a long view. So I think that that is

really important. And I have learned a little bit more how to do that over time."

Another frequently cited ideal for leaders is the ability to make decisions. Tom states:

"They make decisions based on good data and good input, and broad participation and

then move forward. So that any decision that they can make is defendable and seems the

right decision. Now there is always more than one way to make a decision. But at least

all of the information is there. I think that's a good leader."

Daniel discusses decision-making in the context of having integrity:

"It requires an ability to work with people who disagree with you; to make hard decisions

and to be unpopular at times. But also, hopefully, to do that in a way that when you're

done, people will say well, yeah, you know what, that decision had integrity, even though

I didn't agree with it."

Communication skills and the ability to understand and work with people are other

important attributes frequently mentioned. Brian states:

"I think number one is [to be] an excellent communicator…Unfortunately, some people

have the vision and they are not able to communicate. So, they have to go hand in hand

in order to be successful. Particularly, now I think that is the most important thing with

the challenges that we are facing."

Kevin also refers to the importance of listening:

"I think you have to be willing to listen and to try to resolve issues, but in the end, you

know, if you are the leader then you should lead I think. It does not mean you should do

that autocratically, or dictatorially, but you have to have good reasons for the things and

directions you are going to go. And you can communicate those things with people and

be willing to listen to criticism and learn from it."

Respecting and valuing people is also a common theme. Amy states:

"I want them [leaders] to value other people's opinions. So, it does not have to be a

consensus, but I do think that they need to seek out other opinions, especially those

different from theirs. Someone who is kind and approachable that I think, I would want

to have coffee with them. I would want to be able to sit down and have coffee with them

in the morning and just talk about whatever. So that kind of person, and genuine and

sincere."

Many of the participants discussed the importance of certain characteristics in the context

of these interactions. Humor was specifically mentioned by several participants. Christine

discusses the importance of humor:

"I think they [leaders] have to have a really good sense of humor, that personal integrity

piece of it has to be there, because I think that ultimately that is what gains respect and

allows them to do things that are difficult to accomplish."

Another common category of personal characteristics are those related to being sincere or

trustworthy. Bonnie feels this way:

"One thing that I have come to understand is how valuable it is to have someone who has

a set of principles, okay, that are pretty well articulated, that you can trust the person to

want to enforce and not just be swayed by bullies or threats or money. But that they

stand for something that you can trust they will stand for. And so that you can trust in

them. So that is the way I see the primary value in somebody who is an institutional

leader: that they allow people to pursue those principles with them."

Joe expands on this idea of trust and personal integrity:

"You need to have the trust of the faculty. And that means you need to be honest and,

you don't have to divulge everything to everybody, but what you do say has to be true

and what promises you make you have to keep."

Trust is cited by some participants as a characteristic of being an ethical leader. Kevin states:

"I think you have got to have integrity, you know, you have to be ethical beyond question.

You have to lead by example and think you have to be seen as someone who is above

board and does not hide things, and you want to be known as a straight shooter."

There are many adjectives used to describe the idea of being hard-working, having

stamina, and being driven. The workload of the position has been discussed earlier in relation to

time constraints, so the participants thus see these characteristics as necessary in order to be

successful. Some describe stamina and drive in the context of perseverance and vision. Steven

states:

"To be a leader in this field, you have to have a huge amount of stamina and drive. You

have to cut through it. Academic institutions, to me, are very conservative organizations.

At least [name of institution] is designed to retain the status quo for fear that what

happens next will not be desired or desirable. The faculty committees that manage

curriculum development are inherently conservative. To be a person who leads beyond

that conservatism requires a ton of energy and a ton of ability to follow your own

direction."

A final category is that of being fair. Rodney states that an ideal leader is "someone who is fair and level-headed…people who do not get worked up about things. So you have to be …thick-skinned and leave the emotions to the side."

In summary of the theme of "ideals about leaders in higher education": as the associate deans gain more experience in their roles, they also continue to develop a better understanding of those general attributes or characteristics that leaders in higher education should possess. This is typically a part of their own learning process and often involves the observation of their role models. The awareness and understanding of ideal characteristics for leaders in higher education is important because it serves as a framework for associate deans' behavior and professional development and, important for this study, how their own characteristics fit or match with these ideals. This process of gaining an understanding of these characteristics and an understanding of how well they fit into the role as academic leader contributes to overall job satisfaction. This also assists with decisions regarding their future career choices, the final theme that is covered later in this chapter.

Theme #5: Managing Multiple Identities or "Holding on or Letting Go"

As discussed earlier, the move to the associate dean position typically results in significant changes in one's abilities to continue research, teaching, professional service activities, and working directly with students. While the earlier discussion focused on how new associate deans realized that the new position had an immediate impact on their abilities to continue these activities, this section will focus on how the associate deans incorporated these realizations into their ongoing activities as they continued in the associate dean role.

In order to provide a context for the information derived from the narratives of the participants, each participant was also asked to look at two scales that ranged from 1 to 10, and to indicate where on the scale that they viewed themselves (see Appendix). The first of the two scales asked participants to indicate whether they viewed themselves more as a faculty member (more toward "1") or more as an administrator or leader (more toward "10"). The second of the two scales asked participants to indicate whether they feel more affiliation with their academic discipline (more toward 1) or with their current institution of employment (more toward 10). According to researchers (Dill, 1982; Nisbet, 1971), faculty typically exhibit an orientation that is more individualistic and toward their discipline. Faculty members thus tend to identify more with their disciplines as opposed to their institutions. Academic leaders, on the other hand, play an important role in creating and maintaining the culture within institutions (Dill, 1982). The scales employed in this study were designed to provide information about how the participants perceived themselves - as faculty or administrators - and also whether they felt more affiliation with their discipline or with their institution. According to Dill (1982) and others, those who view themselves primarily as faculty should also have more orientation toward their discipline, while those who view themselves more as administrators/leaders should show more orientation toward the institution.

Table 5.1 below shows the average ratings for both scales for all participants, and includes breakdowns for those with one year or less experience (n=6), two years or less experience (n=9), five years or less experience as associate dean (n=18) and those with more than five years of experience as associate dean (n=16).

Average Scale Ratings

Table 5.1

	Scale #1 Faculty vs. Administrator		Scale #2 Discipline vs. Institution	
All participants	6.80	(Range 3-10)	6.73	(Range 2-10)
1 year or less	5.60	(Range 4-8)	4.75	(Range 2-7)
2 years or less	6.39	(Range 4-9.5)	5.81	(Range 2-8)
5 year or less	6.56	(Range 3-9.5)	6.59	(Range 2-10)
More than 5 years	7.88	(Range 6-10)	7.2	(Range 5-9)

The first scale shows that all the participants generally view themselves as more "administrator" rather than "faculty member," with an average rating of 6.80 and with a range from a low of "3" to a high of "10." Ratings were slightly lower when analyzing only the responses from those with 5 or less years of experience (6.56). The range for this group is "3" to "9.5." There is another slight decrease for those with two years of experience or less (6.39, with the same range of "3" to "9.5"). The rating for those long-term associate deans is higher (7.88). All of these figures indicate, not surprisingly, that the longer an associate dean stays in the position, the more they view themselves as an administrator as opposed to faculty. It is interesting that while those with one year or less view themselves in the middle (5.60), all new associate deans with two years or less of experience also view themselves more as administrators than faculty. In the

context of this study, this is an indication that the participants are primarily coming to self-identify as administrators rather than faculty, and that this increases the longer one serves in the associate dean role.

The second scale gathers information on affiliation or orientation toward one's discipline versus toward one's institution. According to evidence from Dill (1982), discussed above, faculty should indicate more of an orientation toward their discipline while administrators should indicate more of an affinity toward their institutions. Given the findings from scale 1, we should find a similar increase in average ratings as the length of time spent in the associate dean role increases. Associate deans with 1 year or less experience indicate more of an orientation toward their discipline than to the institution with an average of 4.75, which supports Dill's findings. But with just one more year of experience, this average moves to above the center and continues to grow with time in the associate dean position, indicating an increasing orientation toward or affiliation with the institution as length of time in the associate dean role increases.

The information from these scales, while not statistically powerful by itself, does provide a context for showing how participants manage faculty activities once they enter the associate dean role. While some attempt to continue some of their faculty-related activities, others begin to do less and less of these. The themes discussed so far demonstrate how the associate deans have developed a better sense of their identities as associate dean, including how their administrative position impacts their collegial relationships. The changes that they experienced in their personal and professional lives have provided a context for better understanding their characteristics and interests, as well as an understanding of how these mesh with those who they perceive as successful leaders in higher education. For many of the participants, this is a time to establish priorities and to make decisions about their lives and careers. Before the final theme of

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job satisfaction and future decisions is covered later in this chapter, it is important to analyze this process of self-analysis and reflection.

Many of the participants indicate a desire to find balance in their lives and to maintain multiple identities as both administrator and faculty. This is consistent with research into multiple professional identities which shows that individuals can have multiple role identities; that these multiple identities can sometimes conflict with each other; and, as in professional organizations such as higher education, there can be efforts to maintain and support these multiple identities (Johnson et al., 2006; Pratt & Foreman, 2000; Russo, Mattarelli, & Tagliaventi, 2008). Daniel's story illustrates the desire for balance and for maintaining multiple identities as he discusses his feelings of loyalty to both his discipline and his institution:

> "I have a great deal of loyalty, I think, first, to the very idea of liberal arts and what a liberal arts education is and can be. So, you know, my vision of [my subject discipline] fits very tightly with the vision of the liberal arts. And so I have a great deal of loyalty and a great deal of commitment to what a liberal arts means, the value of excellence, communication, and ethical leadership, and global perspectives, and all the other things that we associate, I think, with the liberal arts. And then, I would see I have a great deal of commitment to the vision of public education; the whole notion of what a land-grant university might be, and the idea of education as a common good that we, as a community, a government, a society need to support. So in that sense, you know, my loyalty is deeply with an institution like [current institution], and with [current institution], specifically."

Daniel next shows how he incorporates these feelings into his various roles and identities:

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"So, I think that's how they fit together. But I consider myself trying to lead a philosophical life, in a rich sense of, you know, translating my philosophical commitments into reality, into my real life; both as a father, I mean, as a father, as a faculty member, as a teacher, and as an administrator."

For Daniel, and for many of the other participants, there is a desire to maintain these multiple identities. Tom discusses the need to maintain this mix:

"I would like to say that I view myself as more as a faculty member, but I am not sure that is true anymore. I [am trying] to keep this balanced…if you go too far over to the administrative side, you lose touch with reality, and I think you are in trouble. At the same time, if you go too far toward the [faculty] side, you can't do your administrative responsibilities, and you are also in trouble."

For Rodney, there is a sense of being both faculty and administrator, but he realizes that the associate dean job does take up more time:

"I do think of myself as both [faculty and administrator], but in kind of pragmatic terms about how much mental energy I can expend on my normal scholarly and teaching pursuits. The ideal I sort of think about is roughly 30% or so, the time I can spend thinking about normal faculty pursuits, but it is definitely the case that if you go into a job like this, you have to think differently than you do as a regular faculty person."

Many of the participants in this study are attempting to maintain multiple professional and personal identities, and to find ways to balance these identities. As the testimonials above illustrate, for many there is a continued commitment to roles as faculty members, a desire to continue research and teaching activities, while at the same time demonstrating a commitment to their role as academic leader and loyalty to the institution.

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Many also indicate that they still view themselves primarily as faculty, despite their job title. Russell states:

"Part of the role [of associate dean] is to be a faculty member who understands the intellectual work of the university. To do that it is important to see yourself at least some of the time as a scholar, and someone who cares about knowledge and promoting knowledge…I am not doing as much of the faculty role [now]."

Larry similarly views himself as faculty:

"I have spent so many years as a member of the faculty that I do not separate the two [faculty and associate dean roles]. I am in a role where my responsibilities are different, but I feel like I am a member of the faculty."

Several other emphatically view themselves as faculty. Joe states:

"I still think of myself as a faculty member, in the sense of values and priorities. I don't think we'd be trusted if that weren't the case. The difference between us and the regular faculty is that we have an institutional perspective, and you gain that very quickly in this office. But [we're] still being faculty members and having academic values, but with a broader view and understanding."

Mary expresses a similar sentiment:

"I definitely think of myself more as a faculty member. My primary responsibility is still on teaching, doing research, and working with students. I think of myself as faculty member first, and an administrator second. I like it that way."

A few of the respondents reflect on the need to keep their "foot in the door" of faculty activities since they are "serving at the pleasure of the dean" and the "job isn't permanent." Kevin states:

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"Most of the hours of the day are spent with administration. But even as an administrator, I try to maintain a perspective of a faculty member, because I think that is something that is missing in some administrative chains. So, even though I spend most of my time with administrative stuff, I still try to represent the faculty and that also keeps a foot firmly planted on the faculty side. These jobs don't last forever, and I fully expect in a few years to go back to being a faculty member."

While many of the participants view themselves primarily as faculty, there are some who view themselves primarily as administrators. For some, this is simply because of the nature of the job. Amy states:

"I have really identified myself as more of an administrator. What is interesting is that I teach a lot. I love teaching and am very good at it. But I perceive myself as administration."

Several of the associate deans who have been in the position for a number of years report that they feel out of touch with their faculty side. Charlotte states:

"I am just out of touch. I have not been able to keep up in my research in a way that I normally could do. It is very hard for me to carve out time to do research; it is always something else to do... I am still very interested in [subject area] I still when I can I still do, do research, but it is not how my life used to be, which was completely research focused..."

In summary of the theme of "managing multiple identities," the participants exhibit a range of identities as faculty or administrator. Some report maintaining multiple professional identities as both faculty and administrator. Others view themselves primarily as faculty, others

as administrators. For some, there is a desire to continue keeping one's "foot in the door" so that the option of going back to faculty is available, and to also prepare for the possibility that the associate dean position may end. For others, particularly the long-term associate deans, the sense of being in the position becomes more permanent, and some report a feeling of becoming more and more out of touch with their faculty lives as they become more entrenched in their role as administrator.

Theme #6: Job Satisfaction and Impact on Future Decisions

Previous research indicates that job satisfaction is related to future career decisions, including turnover intentions, which is defined as the intention to leave one's job (Chen et al., 2011; Joo & Park, 2010). In order to ascertain level of job satisfaction, each participant was asked whether they regretted the decision to become an associate dean. Out of the 24 participants, only 1 stated that he regretted his decision and wanted to step down. Several of the participants stated that they had absolutely no regrets at all and were adamant about this. Lisa states:

> "No, no. I would have done it earlier…I came to it late in terms of my age, but if I had done it 15 years ago, I would be President. I think it is great, nothing is scary about it. The guy before me said it was the worst job on campus. I think it is the best job on campus."

Charlotte states that she also has no regrets: "No, absolutely no," and that she would do it again "in a minute!" Bonnie states:

"I've learned so much, and I feel like I've served the college and the university in the best way I can; the faculty and students. And I'm told, I mean, people seem to recognize that. So, yeah, I'm glad I did it."

A few participants report that they do not regret the decision to be an associate dean, but they do have some regrets about the impact on their professional or personal lives. Julie's story reflects feelings of nostalgia for her "old" life:

"No [I don't have regrets], but every time I go to the [department], and when I get there, I come awake, and I have a little bit of nostalgia from my old life because I was very happy...I was very happy working over there, had great colleagues…I was working with my colleagues in a very collegial team approach, more engaged with other departments… involved in reviewing grants for internal funding here, clinical research grants, feeling like I was in touch with what was going on the university, really cool research that was going on. And my desk over there still has my kid's pictures up on it, and I go there only on Tuesday afternoon. So I do have nostalgia for my old life..."

Several others specifically discuss the impact on their own research when asked about regrets. Russell talks about this:

"I mean, I do not regret taking this position ultimately. If I knew what I knew now, I still would have taken it… Yeah, sure I regret it sometimes. There are times when I am solving problems, or I seem to be solving other people's problems. Things come up to me that seem very uninteresting. I can be doing my own work and reading interesting things. I could be giving talks on exotic places [laughs]. Be more of a scholar. That is

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the part that I miss. That is the only regret I really have about it. It is not enough to make me not want to do it."

A few others sometimes have regrets due to the impact on their families. Amy talks about her son:

"Yes, there are times I have regrets, but it is not a lot of the time. It is just when I have to think, 'Oh jeez, this is really hard, I don't want to come home to an unhappy kid or something like that.' So really, my regrets have nothing to do with the life I have chosen, have nothing to do with the institution I am at, and everything to do with that work-life balance in terms of being a parent."

Others describe periods of time or stress when they may experience feelings of regret. Linda, for example, states:

"Oh yeah, sometimes when I go home and I'm like talking to the computer all day or something. You're like, oh my God, is this what I want my life to be? But I don't regret it yet. I need to say 'yet.' My reason is because I think I've made some positive changes. I've cleaned some things up that were inappropriately going on in the college and I'm trying to make a good work situation for people who think the college is going in the right direction. So that's - I think I'm making a positive contribution. If I didn't think that then I would regret [this] decision."

The one participant who regrets the decision and intends to go back to the faculty is Steven, a long-term faculty member (30 years) who became associate dean and has been in the position for one year. It is clear that this participant is not happy with the changes that the position has had on his personal and professional life as a faculty member:

> "Do the outcomes outweigh the loss of autonomy and the loss of research time? My answer to that question from minute to minute is going to change, in all honesty. I think, in general, I am going to say no, I would not do it again. If it were a part-time job, absolutely I would do it again. Then I would have control over at least part of my life. Full-time is yes and no. I never have a good Monday, but I never have a bad Friday. Monday mornings, I do not look forward coming to work. I am not an office person. For me, it is a constant struggle."

Earlier in the interview, this particular participant had also talked extensively about the fact that he could no longer do research and the loss of autonomy that he felt in this job. This associate dean also has a son in high school, and he also reflected on how the position has taken time away from spending time with his son.

While Steven does not feel positive about the position and clearly misses the autonomy from his long career as a faculty member, the great majority of participants stated that they felt no regrets at all and were happy with their decision to move into the position. Many found that they liked their positions so much that they want to continue in administration and are considering moving into higher level administrative positions. Almost half, 11, stated that they either want to be a dean or would consider this possibility under the right circumstances. Rodney states:

> "I can see myself continuing to do this kind of job, or some job kind of related to it. It is still a little bit early to know, I mean, I have only been doing this you know, not quite a year. So I want to let it get another cycle or two of the processes. But these are, I am interested in the kinds of challenges that I face so far and you know, it would be, I think, productive and fun to continue to have these kinds of challenges. I mean, I would

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certainly think about such a thing [being a dean], if the right possibility came. I mean it

is, you know, one gets the executive search committees. [It] does not take long before

they start contacting people, and so I have had these kinds of decisions to make."

Julie is also looking ahead:

"I see a lot of learning in the next four years. So, I have learned a lot. I mean, I am a

different person now than I was a year ago. I think four more years in this job I could be

ready to renew and do more with this particular job here at this institution, but again, I

might even be looking to be a dean somewhere. Why? Because I want to be able to have

a bigger impact, and the frustrations I have with not having control of the piece here that

is in my way, of really implementing the vision would be the reason to aspire to

something higher."

A few report having been contacted by search committees/firms, or having been invited to apply

for dean positions. Some are also considering even higher administrative positions, such as

provost or president. Amy states:

"I would love to be really high up in a very small school. I would like to be at a small

school and be the president or the associate or the provost for that school, and when I

think about it, we have over 3,000 undergrads in this college. I would love to be in a

school like that. Could I be a president of a school like that? Absolutely."

Rudy also feels this way:

"Well, possibly as a dean, possibly as a vice president in the administration. Staying here

for another 10 years is not, at some point the job gets boring. You're doing the same

thing day after day so you get bored."

The majority of the others see themselves staying on in the position, with a subset of these planning on staying until they retire. Linda, like several others, is near retirement:

"Retired. Yeah, I figure I may only do this for three or four years and then I'll be at the retirement age and so - I may do some work when I'm in retirement. I don't see myself doing this job for more than another three or four years. I'm not interested in being a dean anyway."

A few others report that they will someday stop and return to being a faculty member. Emily, for example, is looking forward to teaching and taking a sabbatical:

"I do not see myself [continuing]… I think it is healthy to have fresh eyes and fresh minds who are doing this leadership work. I am looking forward to going back to the faculty. So I am scheduled…I delayed my sabbatical for two years in this role. And so the year that I finish up, so after next year, I will take a sabbatical and I will use that time to get myself reoriented as a faculty member."

Nearly all of the participants report feeling satisfied in their positions as associate dean, and only one reports dissatisfaction and a desire to step down. Many report that they like their administrative position and might consider moving to even higher levels of administration. Most of the participants understandably note the uncertainty of not being able to plan ahead. Some mention that they are really in their positions at the pleasure of the dean, and that there is a possibility that the dean may not want them to continue or that other circumstances might arise.

Summary

This chapter examines the experiences of the associate deans in their jobs, and how they have come to gain a better understanding of the associate dean role, as well as a better

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understanding of themselves. Their experiences in this job have given them a broader perspective on their organizations and how they fit into them; a better understanding of the characteristics of good leaders in higher education; and a better sense of how they are suited to the role as associate dean, and possibly other administrative jobs. After the transition and early experiences in the associate dean role, covered in the last chapter, the associate deans typically come to realize that they are in a significantly different role from that of their previous faculty position. This new role brings about changes in one's peer group, as well as in personal relationships with colleagues. It also entails an examination of the job functions, the challenges and changes of the new role, and a better understanding of how it impacts their personal and professional lives. As part of this understanding, the associate deans begin making decisions about how and whether they will continue the same research, teaching, and service activities as they did while they were faculty members. In their experiences in this role, the associate deans therefore undergo an ongoing process of evaluating their satisfaction with this role and whether they are willing to continue the role of university administrator in the future.

Chapter Six

Discussion and Implications

This qualitative investigation explores the factors and mechanisms by which a faculty member moves into the role of associate dean as well as their early experiences in the position. Interviews conducted with associate deans examine two research questions: 1) How do aspects of a faculty member's identity (personal and professional) influence their decision to enter into an administrative position (associate dean level) in higher education? 2) How does the new administrative role impact personal and professional identity for faculty members making this transition? What are their experiences in this position and how do these experiences influence future personal and professional decisions? My literature review shows that research into the roles and experiences of associate deans is greatly lacking, especially in comparison to the volume of research that exists for college and university presidents and for department chairs. My conceptual framework, presented in Chapter 2, provides a structure for examining the transition process from faculty member to associate dean. The conceptual framework discusses the concepts of personal characteristics, professional role, identity, institutional factors, and leadership development. These concepts are used in the discussion of each of the themes in this chapter.

This qualitative inquiry is important because it explores this critical juncture in higher education administration. The associate dean is now largely responsible for the day-to-day operations and oversight of academic colleges and programs. The investigation provides insight into the perceptions and experiences of those occupying this role, and serves as a resource for

faculty transitioning into this position and for those who seek to improve recruitment and development of future academic leaders.

Each of the participants in this study discussed the processes by which they transitioned into the associate dean role. As I found in my pilot study, and uniformly verified in this investigation, the participants did not have any preconceived plans to become administrators, a finding that has also been verified by other research (Zappe & Gerdes, 2008). In fact, exploring why a faculty member would move into this role was one of the driving questions for me. I wanted to determine why these faculty members, after devoting years to their research, would choose to move into a position that would significantly affect their ability to continue this research. I also wanted to examine the experiences of these participants as they transitioned into this new role, as well as their experiences in the early years on the job. For these reasons, I targeted associate deans who had been in the role for five years or fewer. I was also interested in those who decided to remain in this administrative role for a long period of time rather than return back to their faculty role. Therefore I also included participants who had been associate deans for more than five years in order to explore the reasons that they stayed in the position. I also wanted to determine how all participants' experiences might impact their future career decisions. As discussed earlier, recruitment and retention of high-level academic administrators is becoming increasingly difficult due to decreasing numbers of qualified candidates and because administrators are staying in these positions for shorter periods of time (Mead-Fox, 2009; Leubsdorf, 2006; Barden, 2006). Therefore, it is imperative that academic leaders understand the experiences of those in the associate dean role, since this group comprises the potential pool of candidates for future and higher-level administrative positions in higher education. As part of this study, it was therefore important to learn about the participants' perceptions of their

challenges and their opinions of various aspects of their roles. A better understanding of these perceptions will serve to prepare potential associate deans, and can also be used to help ensure that those in the position experience job satisfaction. This, in turn, should lead to continuation in the role and possible advancement to higher levels of administration.

In my investigation, I conducted in-depth interviews with a total of 24 participants at 3 different research universities and, after analysis, have reached a point of theoretical saturation (Strauss & Corbin, 1994). This iterative analytical process began with the data collection. Each transcription was made immediately after each interview. Using open coding procedures, I also generated codes through a comparative process as I moved through the interviews. This iterative process allowed me to compare codes and to develop insight into their relationships to one another. By doing so, I was able to investigate patterns and understand the various experiences that the participants reported as I developed the themes that are discussed in Chapters 4 and 5. I validated this process through comparative coding with an independent researcher who coded a subset of the interviews.

The participants in this study were eager to discuss their experiences and almost all responded positively to my initial query for an interview. Finding participants was not nearly as difficult as I had anticipated, and they appeared happy that they were asked about their stories. As I described the study to each participant, I received many questions about the reasons for the study, as well as expressions of interest in the findings. The findings of this dissertation show that the transition into the associate dean role can be an abrupt and stressful change, and that the experiences in the role vary from those of extreme satisfaction to those of great dissatisfaction. However, it is striking to note that despite the stress and challenges, almost all indicate job satisfaction and a desire to continue in the job or to explore higher-level administrative positions.

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The themes and my conclusions that emerged from my thorough analysis of the data are summarized below using the concepts discussed in my conceptual framework. Implications from the findings for each theme are also presented. Following the discussion of findings for each theme will be a section synthesizing the findings as they fit into my conceptual framework.

Discussion and Implications of Specific Findings

There are three primary thematic stories arising from the narratives in this study: 1. Difficult Transition; 2. Identity Tension; and 3. Job Satisfaction. This section discussed these three overarching themes. First, the transition process is especially difficult. The transition into the associate dean role was, for most, an abrupt departure from previous professional activities. Administration was not a long term goal for the participants, a finding that supports previous research (Strathe & Wilson, 2006; Zappe & Gerdes, 2006). The new position had a significant and stressful learning curve for many of the participants in this study. The first several months are especially difficult, and many report feelings of being overwhelmed, feeling information overload, or feeling like a "deer in the headlights." For most, the position requires acquiring a new set of responsibilities and learning to navigate the broader organization. There are significant time constraints, a new physical working environment with new colleagues, and a departure from one's previous department. Almost all participants report entering the position without a full or realistic understanding of the role and the various components of what they would be expected to do in the position. This higher-level role in administration also entails working with a much broader set of faculty and others in the university community. The concept of professional role in the conceptual framework discusses how academic administrators occupy

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a much different professional role, which includes many different and new activities and responsibilities.

Almost all of the participants reflect on the immediate impact of the new role on their professional and personal lives. All of the participants report that the new job affected their abilities to continue faculty activities of research, teaching and interacting with students. The impact on the ability to continue research was a common theme in the narratives, and is important given their role as faculty in research universities. Others spoke of the reduction in teaching, and less frequent advising of and work with graduate students. Time is an important consideration, and time for these activities had to be carved out if they continued at all. Often, research and other faculty activities are done on weekends or "off-hours" time, which impinged upon their personal lives. Many discuss the loss of autonomy or personal freedom in their schedules. While there is very often a feeling of having greater impact because they are addressing research, faculty, student and curricular issues at a higher administrative level, there is at the same time a dramatic decrease in their personal abilities to engage in these activities. The participants report that the first year in the position is especially stressful due to the cyclical nature of higher education. For most, the entire first year was a new learning experience because different activities arise at different points in the academic year. In addition to the concept of professional role, which was discussed above, participants are also examining their personal and professional identities as faculty members and administrators.

There are several applications for professional practice that arise from these narratives. Having a better understanding of the position and the requirements prior to assuming the role will help those entering the position. Mentoring and professional development programs, discussed in the literature review, are also shown to assist in the transition to new professional

leadership roles (Del Favero, 2006b; Flood, Johnson, Ross, & Wilder, 2010; Palm, 2006).

Therefore, administrators, as part of their targeting or identifying future leaders, should begin

preparing these people through mentoring and other professional development programs.

Another possibility is to consider providing dedicated time for research or teaching. Several

participants in this study had official percentages of time that they could devote to research or

other professional faculty activities. While these arrangements did not always work out in reality,

the persons with these generally expressed a greater ability to continue research and other

activities since they were sanctioned as part of their positions. Those without these arrangements

report being compelled to be full-time administrators, so that research and other activities were

relegated to their own time. As will be discussed in the next section, the transition of self-

identification from faculty to administrator is often difficult and entails a significant break in

one's previous daily activities. Administrators can help to ease this transition by formalizing

such arrangements that allow associate deans to maintain dual identities as both faculty and

administration.

The impact on personal and family lives is also significant, and this study offers some

practical implications for academic institutions. Several of the narratives demonstrate the need

for broad administrative and organizational support to assist those with families and children.

There were narratives that described deans who were supportive and provided more liberal time

for family issues, and others report deans who did not. Sensitivity to these issues by the top

leaders in the college and university is thus important. Others spoke of family-friendly policies

at their particular institutions. The importance of these policies has been described in previous

research, particularly in the research on female administrators discussed in the literature review

(Collay 2002; Maranto & Griffin, 2010; Probert, 2005).

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A second primary theme arising from this study is that there is tension between perceived identity of the participants versus the reality in which participants largely view themselves as having multiple professional identities. In the course of their physical move to the dean's office, most of the participants report a psychological parting that involves a separation from their relationships with former colleagues. This entails a period of personal as well as professional changes as the participants gain a new understanding of how they are perceived by others. This prompts changes in their own self-perceptions.

Nearly all of the participants report feelings of isolation, loneliness and the loss of face to face interactions with their colleagues. Many reflect on feeling that they no longer have a peer group or that their new peer group of other associate deans does not physically surround them as their previous faculty peers did. In addition, for many, there is a shift in the nature of their previous personal relationships. Relationships shift from one of being faculty colleagues to one of supervisor/subordinate. Others report more adversarial types of feelings, as they are perceived as crossing to the "dark side" and are now enemies of the faculty. The realization that former friends and colleagues now view them differently is significant and, for many, completely unexpected. For the participants, this caused self-examinations of both their professional role as faculty/administrator and their personal and professional identities.

As the associate deans gain experience in their roles and as they interact with other academic leaders, they report gaining an understanding of effective leadership traits or ideals about leaders. The development of this cognitive frame around ideal characteristics for leaders serves as both a guide for their own behaviors and also provides them with vital information about how well they meet these ideals. The characteristics cited by the participants are: having vision; the ability to make decisions; having good communication/listening skills; being able to

understand and work with people; humor; sincerity and personal integrity; being hard working; and being fair. These closely match the findings of previous research into ideal characteristics of leaders, which was discussed in the conceptual framework under the concept of personal characteristics. An awareness of these ideals is important for practice because they help in gaining an understanding of how well a person might succeed as an academic leader, and can also be used in the selection process.

For current associate deans, this set of ideals also helps them to understand their fit and their identification as faculty, administrator, or both. This process of understanding is thus related to the concepts of professional role and identity which were discussed in the conceptual framework. In order to gain an understanding of how current associate deans identify themselves, two scales were used. The findings from the first scale, asking whether the participants view themselves as "faculty" or "administrator", indicate that all participants self-identify more toward the administrative side of the scale. The results also show that participants view themselves more toward the administrative side the longer they had been in the position. This finding indicates an increasing self-identity as administrator the longer one stays in the position, but that all participants place themselves somewhere on the spectrum, rather than solely as administrator or faculty member. The scales and supporting narratives show that for all of the participants there is a simultaneous self-identification as both faculty and administrator, but with some feeling a stronger identification with one or the other. The second scale measured affiliation or allegiance to one's academic discipline versus one's current institution. These findings show that new associate deans, with one year or less of experience, indicate more affiliation toward their discipline. But with one more year of experience, this shifts to a greater

affiliation toward the current institution. This trend continues the longer one stays in the associate dean position.

The associate deans in this study thus report a range of identities as faculty and administrator. Most of the participants report maintaining multiple professional identities as both faculty and administrator, with some reporting that they feel more strongly as one or the other. This finding is in alignment with existing research showing the existence of multiple professional identities among those in professional organizations (Johnson, Morgeson, Ilgen, Meyer, & Lloyd, 2006; Russo, Mattarelli, & Tagliaventi, 2008). Some report a desire to keeping a "foot in the door" by maintaining research or teaching activities so that the option of going back to the faculty remains possible. These findings show that while there is a transition into a self-identification toward being an administrator and to an allegiance to the institution over time, that there is almost uniformly a simultaneous self-identification as both faculty and administrator and a continuation of allegiance to one's discipline, as well as to one's current institution. This indicates an unwillingness to shed identification as faculty or to lessen involvement with one's academic discipline even when moving into the associate dean role. This is an important finding which supports the notion that higher education leaders need to foster and support the simultaneous self-identification as faculty and administrator by associate deans.

A third primary thematic finding is that of job satisfaction. Despite the difficult transition period and struggles with their emerging identity, nearly all of the participants report that they did not regret their decision to become an associate dean. Only one stated that he did regret the move into the associate dean position and that he wanted to step down at the end of the first year of the job. Many were emphatic in their statements that they had absolutely no regrets. Several did not regret accepting the job per se, but did have regrets about some of the effects on their

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personal or professional lives. Nearly half, 11 participants, report that they liked their experiences so much that they either would like to be a dean or would consider the possibility. While nearly all recognize that it is difficult to look ahead, and that changing deans and other circumstances can impact the future, the majority see themselves continuing in the position. A few who are near the end of their careers plan to stay until they retire. Thus, the participants have come to identify themselves in this professional role as academic administrator, even though most still simultaneously view themselves in the role of faculty, and possess positive feelings regarding career decisions about academic leadership.

These findings indicate that, for almost all participants, there is a feeling of job satisfaction in the position and a willingness to continue and to consider higher-level administrative positions. This is an important finding because, even though administrative jobs are challenging and can be difficult, it is apparent that these challenges and difficulties do not outweigh the positive benefits of the position for these associate deans. The experience, for many, is thus an incentive to move into even higher levels of administration.

Synthesis of Findings with the Conceptual Framework

The conceptual framework, presented fully in chapter 2 and shown in Figure 6.1 below, contains the concepts of personal characteristics, professional role, identity, institutional factors, leadership development, and career decisions. This section outlines the key findings of the study as they relate to each of these concepts.

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                    ┌──────────────┐
                    │ Institutional │
                    │   Factors     │
                    └──────────────┘
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Institutional
Factors

Personal
Characteristics

Professional
Role

Identity:
Personal
Professional
Leadership

Career
Decisions

Leadership Development
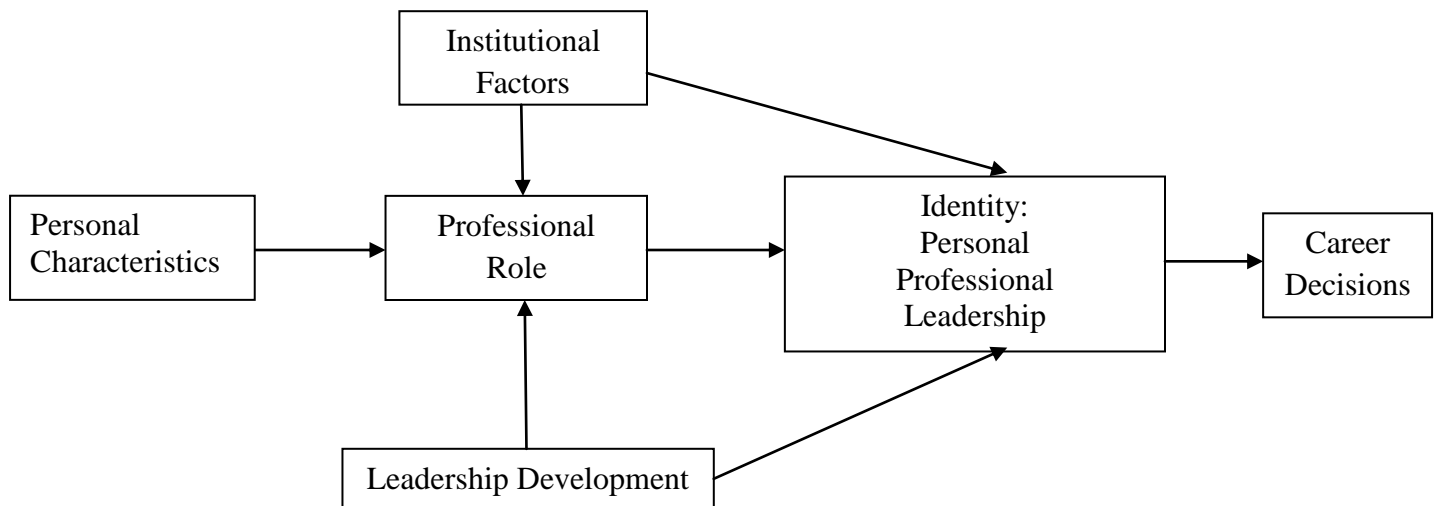
Conceptual Framework

Figure 6-1

Personal Characteristics

This study finds that new associate deans have already exhibited some kind of successful

leadership or administrative experience, often as a department head or program coordinator.

Potential associate deans are often targeted or identified by other administrators or colleagues for

their broad experience, organizational commitment, and potential to be a successful associate

dean. The associate deans do not typically have a preconceived or master career plan to become

an academic administrator, but instead have found that they have had positive experiences in

their prior roles involving leadership and administrative activities. The finding that nearly all

moved up within their own institution rather than being hired from another institution indicates

the importance of the participants' experience within the college. Some of the participants also

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report a sense of obligation or "it's my turn" as a reason for moving into the role. Finally, in some cases there is a consideration of how one's academic background and experience fit with other members of the dean's office, so as to ensure a balance of disciplinary backgrounds or other experience.

The findings from this study demonstrate that an important factor for new administrators is the acquisition of meaningful administrative or leadership experiences while they are still primarily faculty members. Thus, the relevancy for professional practice is that there needs to be a continual process of leadership and administrative development in which faculty members are given opportunities to gain these kinds of experiences. The concepts of leadership development and institutional factors in the conceptual framework support this notion that potential future leaders need opportunities for experiences and development. These initial experiences not only provide individuals with opportunities to explore their aptitude for these kinds of activities, but also provide a pool of potential administrators for academic leaders to identify and cultivate. As this study shows, as does supporting existing research, identification by others is an important component in the development of new leaders in organizations.

This study illustrates the importance of identification or "targeting," particularly by higher level administrators. As this study shows, many of the participants were not actively pursuing administrative positions, so the process of being targeted or asked to apply or assume the associate dean role was one that started the process of considering this move. It also brought about or reinforced positive feelings in the candidates and positive affect toward the institution. For current administrators, it is thus important to cultivate and to actively pursue individuals or advancement into the associate dean position. It is also important for administrators to understand the importance of professional and personal fit in the decision-making process and to

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take an active role in facilitating and discussing these issues while potential faculty are considering this move.

Professional Role

For the participants in this study, the decision-making process consists of an examination of one's professional role as a faculty member who engages in research, teaching, advising, and service activities. The decision-making process thus consists of reflection upon one's existing professional role as a faculty member and consideration of how the new role of administrator matches or fits with other priorities in their professional and personal lives. Timing of the move to associate dean, as it relates to personal and professional lives, is an important component of the decision-making process. The study finds that the transition process itself is typically stressful and one that entails many new activities and responsibilities. The first and even the second year in the associate dean position entail a great deal of learning and adjustment. The associate deans also find that their ability to participate in research and teaching, and to interact with students, is greatly diminished. At the same time, the associate deans are learning about leadership and the characteristics of ideal leaders and are undergoing a self-examination process to understand how suited they are to leadership positions in higher education. They are also coming to understand the various challenges of the new position and how well it matches their own professional and personal interests. The associate deans typically spend time during the first and second years in their new position coming to an understanding of the job and undergoing a process of examining their own self-identity in their professional roles as faculty member and as administrator.

Institutional Factors

As discussed above, institutional factors impact the selection process for new associate deans. In this study, nearly all advanced from within the same institution because their demonstrated experience and backgrounds in the college were important factors in their selection. In one institution, the standard practice is to select new associate deans for three-year terms, a practice that made the transition less difficult since the job could be viewed as temporary. Associate deans in this university also felt less of a separation from their collegiate faculty, and a willingness to interrupt their research and teaching activities, since these moves are widely regarded as temporary.

Other institutional factors that are important are the presence and availability of mentors, the support of the dean and other administrators in the transition process, and the availability of resources to support leadership development and also to continue research or teaching activities. This study shows that mentoring is an important but often neglected area. New associate deans indicate that mentors would have been a welcome resource during the transitional phase, but the availability of mentors is often lacking. In addition to the assignment of a formal mentor, the other implication for practice is that those considering the move to associate dean, or those who have moved, should seek a variety of mentors and peers that they can turn to for advice and as a sounding board. Many of the associate deans in this study report that they feel isolated in their new positions because they no longer have their old faculty peer group. Also, in the dean's office they solely in charge of their broad responsibilities, so outside peers or mentors are especially important. Those participants who report that they actively sought out a similar peer group or mentor from outside of their own college report that this is especially useful. This is a course of action recommended for new associate deans.

Support of the dean and other administrators, as well as the support of central university administration, is also important for participants who are attempting to successfully transition into their new role while managing the considerable time constraints of their jobs, research and teaching agendas, and personal lives. Most of the participants report taking part in university-sponsored or other leadership development programs to assist in learning about the new job. These are all important institutional factors that impact the success of the transition and ultimately the self-identification and satisfaction with the role of associate dean.

Leadership Development

As discussed above, leadership development is one important institutional factor that impacts the success of the transition to associate dean. This study shows that learning about the new position takes considerable time due to the cyclical nature of the academic calendar. For many of the participants, the first and even the second year on the job are ones in which the new associate deans are acquiring leadership skills. As discussed in the conceptual framework section in chapter 2, leadership development involves an understanding of the various functions and responsibilities of the job, and the subsequent development of specific leadership skills. Therefore, much of leadership development is a combination of formal programs, mentoring, orientation to the new position, and on-the-job learning. It is also a process whereby the individuals develop an understanding of their strengths and weaknesses while they begin to self-identify as a leader. This study confirms that leadership development for associate deans is an ongoing process that develops over time.

Identity

The professional role of the associate deans, which is shaped by their own backgrounds and personal characteristics, and impacted by both institutional factors and leadership development activities, influences the personal, professional and leadership identities of the participants. In this study, the transition process into the associate dean role is one in which the participants begin to assess their identities. The first year is especially difficult for the associate deans as they learn about the new role and responsibilities while also learning how to navigate the broader college and institutional environments. This process also affects their personal lives and causes significant changes in their research and teaching activities. In addition to the changes in their professional activities, there is also a physical and psychological parting from their old departments and colleagues. Almost all participants report feelings of isolation, loneliness, and a sense of being treated differently by former colleagues.

The participants report that the first and second years in the associate dean position is a time when they are learning a lot about themselves in terms of their own leadership characteristics and skills. They are also learning about their interests and are developing a better understanding of desired leadership skills. Further, they are developing an understanding of the ideal characteristics for leaders in higher education. This awareness and understanding of their own characteristics and of those they consider ideal characteristics for effective leaders allows the participants to analyze how well their feel they fit into the role of academic leader. Almost all of the participants report a desire to find balance in their lives and to maintain their identities as both faculty and administrator. Information gathered from the two scales employed in this study indicates that there is a range of identities as faculty or administrator. Some identify more as either faculty member or administrator, but all except one indicate a simultaneous self-

identification as both faculty and administrator. The data from the scales indicate that self-identification as administrator increases with length of time in the role, so that those who are associate deans longer tend to view themselves more as administrators. However, they still simultaneously maintain their identities as faculty. The study thus shows the presence of multiple professional identities as both administrator and faculty member.

Career Decisions

This study finds that the great majority of the participants do not regret their decision to become an associate dean. Many have no regrets at all about their decision. Some of the participants do indicate some regrets about the impact on their personal or professional lives although they do not regret their decision to move into the associate dean role. For almost all there is a feeling of job satisfaction and a willingness to continue in the role. Many also report that they are considering or would consider higher-level administrative positions.

Limitations

As a qualitative study, the goal of this research project was to gather narratives and to explain experiences and personal reflections about the transition from a faculty member into the role of associate dean. Therefore, finding causality or prediction were not goals of the study. For example, I was not interested in predicting what characteristics or backgrounds would lead to a successful experience as an associate dean. In addition to the limitations described in chapter 3, another limitation was the subjects themselves. While I did attempt to stratify across different colleges and academic disciplines, the sample was not uniform from institution to institution simply because of the size of the pool of possible participants who had five or fewer years of

experience as associate dean. Also, when designing the study, I did not differentiate on the basis

of different types of associate deans, but rather based my sample on academic discipline. My

rationale was that I was interested in the transition from faculty, and primarily the impact on

research activities, as one moved into the associate dean role. I assumed, since these were all

research institutions, that research would be a primary focus of the participants' previous

academic career. While this was largely true, in actuality there were some varieties in the

proportion of time that participants had spent on research, on teaching and advising, and on

service activities. The result was that the associate deans in this study held a variety of job titles,

with some focusing on research and graduate studies, others on undergraduates, others on

"academic affairs," and still others serving as associate deans for specific disciplines (i.e.,

humanities or social sciences). My study did include analyzing narratives among those with

similar job titles, and I did not find major differences that rose to the thematic level. However,

the resulting size of the participant pools within specific job titles was very small, and is noted as

a limitation of this study.

<center>Conclusion</center>

The conceptual framework through which I approached this project served as a useful

model for conducting this research study. Previous research into the backgrounds of leaders and

the influence of institutional factors and personal leadership development on professional

identity and on future career decisions fit well with the results of this study. The research on

managing multiple professional identities is especially relevant as the participants in this study

self-identify as both faculty and administrator, albeit that length of time on the job does have an

effect on the degree of identification.

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This research study adds to the existing body of research on the development of academic leadership by filling a large gap in the literature about this important level of academic administrator. The existing research on associate deans was lacking in studies that analyze how they progress into these positions and how their experiences impact their identities and career decisions. This study helps fill this gap by demonstrating that there are some common themes for these associate deans. The importance of institutional support and mentoring, including the importance of a work environment in which research and other faculty activities can occur while associate deans are also engaging in their administrative activities, is a key finding. This study also provides findings that will serve as an important source of information for future associate deans or for potential associate deans. These personal narratives provide valuable insight into the personal and professional experiences of those who transition into this role, and will serve to better prepare those who are considering or are beginning a move into an associate dean position. A positive finding is that these positions can serve as motivation for future and higher-level administrative positions in higher education. Given the current and future difficulties in attracting qualified leadership to higher education, it is important to make sure that those in the pipeline are having personal and professional experiences that are favorable to continuation or advancement. This study confirms that this is largely the case for associate deans.

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APPENDIX

Demographic Survey and Interview Questions

Demographic Survey

What is you gender? (Male or Female)

What is your age?

_____20-29

_____30-39

_____40-49

_____50-59

_____60+

What is your racial/ethnic background?

_____ African American/Black

_____ Latino/Hispanic

_____ Asian American/Pacific Islander

_____ White (non-Hispanic)

_____ American Indian, Aleutian, Native Alaskan or Eskimo

_____ Other (Please specify)_____

What year did you receive your Ph.D or other terminal degree? _____

What year did you begin working at your current institution? _____

What is your academic discipline? _____

In which department/college do you work? _____

Are you married or living with a partner? Yes_____ No_____

Do you have children under age 18? Yes_____ No _____

Is your current position permanent _____ or temporary_____?

What is your job title (i.e. Associate Dean for XXX): _____

Interview Questions:

Would you please briefly describe your career progression, beginning with your academic background and your first faculty position?

Would you please describe how you first became involved in administration in higher education?

What do (did) you believe were the key factors that influenced you to become an administrator?

Can you describe your transition into the role of administrator? How did your organization handle this transition and what did you do to prepare? Do you have suggestions for new administrators that would assist in the transition to their new role? What can the organization/college do to assist in the transition?

Please make an "X" on this scale to indicate how you view yourself: more as a faculty member (more toward 1) or more as an administrator or leader (more toward 10):

Faculty Member   Administrator

_____

        1   2   3   4   5   6   7   8   9   10

Why do you view yourself this way?

Please make an "X" on this scale to indicate whether you feel more affiliation toward your academic discipline (more toward 1) or more affiliation toward your current institution (more toward 10)

Discipline   Institution

_____

          1   2   3   4   5   6   7   8   9   10

Why do you feel this way?

How do (did) you balance your own academic interests and expertise in research/teaching with the demands of an administrative position?

 How does (did) your administrative job impact your personal life?

How did your transition into your administrative role impact your relationships with colleagues/co-workers and family/friends?

Could you please explain whether or not you view(ed) your administrative position as a career change from your previous non-administrative position and why or why not?

What advice would you give to a faculty member without any administrative experience who asks you what they would need to do to attain a position similar to yours (the one you held)?

What should a new administrator expect to experience personally and professionally?

Based on your own experience and your interactions with other administrators and faculty, why do you believe some faculty aspire to administrative positions while others do not?

In your opinion, what are the advantages and disadvantages of hiring an administrator from within the same institution versus hiring somebody from another institution?

What do you believe are the greatest challenges for you in your position (someone who is an administrator)?

What do (did) you like and dislike most about being an administrator?

Do (did) you have any regrets about your choice to become an administrator?

Where do you see yourself in the future?

The following questions will be asked if the respondent indicates that they are in a temporary assignment:

How do you feel about going back to your previous position?

Do you foresee any challenges in doing so?

What is your opinion about assuming another administrative position in the future?

The following questions will be asked in the respondent has stepped down from their administrative position:

Why did you step down from your administrative position?

Would you reflect on your administrative experience? What did you like/dislike about the position?

What are the positive and negative aspects of your position now that are different from those you experienced as an administrator?

Would you return to an administrative position in the future? Why or why not?

VITA

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