

Abstract

EDWARDS, II, JOHN WILTON. Department chair roles in the community college.

(Under the direction of John S. Levin.)

The community college mission has been revised over the past three decades as the institution has redefined the populations it serves and how organizational work is accomplished in response to global influences (Levin, 2000). In the examinations of these alterations, the department chair has received little attention by those who study globalization and the community college (Levin, 2001). As community colleges revise their responsibilities according to local, state, and national mandates, department chairs find themselves in a maelstrom of change. The changing environment adds complexity to the chair position and influences chair behaviors. Chairs find themselves at critical junctures to influence key stakeholders within the college. This qualitative investigation examines two community colleges in the state of North Carolina as a specific context of institutional change. The data indicate that community college department chairs focus most of their attention on formal supervisory roles, followed by formal teaching roles, and then informal group maintenance roles. Perceptions of role importance were affected by constraints throughout the institution. Constraints on community college department chairs include the unequal dissemination of institutional resources among departments at the college and by college administrators and technology availability and training, as well as local variables that influence the community college. Department chairs are limited in their actions by role ambiguity and by institutional bureaucracy. This situation positions chairs as both “managed professionals” and “managerial professionals,” indicating a new category of professional in higher education. The identification of department chairs’ understandings of their roles may educate other practitioners on how to wield influence in their institutions and can advance the conceptualization of how community college leaders manage the department as the institution meets the challenges associated with globalization. This study adds to the body of knowledge by giving theorists and practitioners a clearer understanding of the complex nature of the department chair within the current global climate.

Department chair roles in the community college

by

John W. Edwards, II

A Dissertation submitted to the Graduate Faculty of

North Carolina State University

in partial fulfillment of the requirements

For the degree of

Doctor of Education

Higher Education Administration

Raleigh

2006

Approved by:

Committee Chair

John S. Levin

Committee Member

Duane Akroyd

Committee Member

J. Conrad Glass, Jr.

Committee Member

Donald L. Reichard

Dedication

It takes a special person to work long hours for low wages, knowing that some of those who are being served will not appreciate the efforts and sacrifices made in their behalf.

Such is the fate of community college faculty. To these outstanding individuals and to those who lead them, this work is dedicated.

Biography

John Wilton Edwards, II, was born and raised in Columbia, SC, where he graduated from Columbia High School. After serving a mission for The Church of Jesus Christ of Latter-Day Saints, he met and married Enid Frohman. John earned a Bachelor's Degree in Communication Studies and Psychology from the University of North Carolina at Charlotte in 1997.

At Murray State University John earned his Master of Arts in Organizational Communication. While there, John accepted a graduate teaching assistantship, where he was honored with the Graduate Assistant of the Year award for the 1998-1999 academic year. During this time John also worked as Director of Training for Leadership MSU under Dr. Sandra Flynn. In this capacity he developed leadership training modules and facilitated training experiences for rising sophomores who were identified as leaders in their class. While at MSU John was nominated for Who's Who among Students in American Colleges and Universities.

In 1999 John came to North Carolina State University to study leadership under Dr. George A. Baker, III, and work as a research assistant with the National Initiative for Leadership and Institutional Effectiveness (NILIE). John worked with the NILIE team until he obtained a job as a communication instructor at Fayetteville Technical Community College (FTCC). Upon Dr. Baker's retirement, John was accepted as a student by Dr. John S. Levin, who has provided him with a great deal of guidance in the completion of his studies. John was nominated to Who's Who among Teachers in 2004 and to The Chancellor's List in 2005.

During this time John and Enid's family has grown to include five beautiful children. John has also made time for church work and to volunteer with the Boy Scouts of America and the Cub Scout program. He enjoys reading science fiction/ fantasy and mystery novels. Upon completion of his degree, John hopes to continue his study of leadership and group dynamics and hopes to gain administrative experience in higher education.

Acknowledgements

A project the magnitude of a dissertation cannot be completed without assistance. I need to acknowledge those who helped me successfully complete this program. My wife Enid supported me in every way from beginning to end. This is as much her dissertation as it is mine.

My parents, Johnny and Dawn, were my biggest cheerleaders. They had faith that I would finish this dissertation when I was not sure of myself.

Dr. George Baker brought me to NC State and proved to be a great role model for me professionally. I will always be grateful for the training I received under his direction.

Dr. John Levin became a mentor to me when my original committee did not work out because of changed circumstances and I was not sure where to turn for help. He then held me to high expectations and pushed me with kind words and encouragement to complete this project.

Drs. Akroyd, Glass, and Reichard have given invaluable direction to me throughout my time at NC State and throughout this dissertation process. Their efforts on my behalf enabled me to navigate the program and the dissertation process successfully.

Charlie Macaluso, Phil Williams, and Ken Kirkland are three men who taught me to stretch myself in the pursuit of worthy ambitions. They taught me to set high goals and to give my whole self to reach those goals. I would like to acknowledge these men because fifteen years later I am still learning from the lessons they taught.

Table of Contents

List of Tables	vii
List of Figures	viii
Chapter 1 – Introduction	1
Problem statement & research question.....	5
Significance of the study.....	9
Methodology	9
Organization of the dissertation	10
Chapter 2 – Literature Review	13
Resource allocation & the revised institution	13
The professional status of college faculty.....	16
Department chair roles in the community college	19
Critical theory and the department chair.....	24
Conceptual framework.....	26
Research question	29
Chapter 3 – Methodology	30
Setting	33
Participants.....	34
Data collection procedures.....	36
The interview questions	37
Researcher's role in the study	38
Data analysis	40
Chapter 4 – Findings & Analysis.....	44
Institutional Profiles.....	44
Department chairs in the community college	46
Metropolitan Community College chair profiles	47
Rural Community College chair profiles	55
The work of North Carolina community college.....	65
chairs is influenced by global economic forces	
Centralized decision-processes in the community	66
college are driven by resource dependency	
Technology has changed how department chairs	79
work in the classroom and in the office	
Technology-intensive departments receive.....	85
proportionally more resources than instructor- intensive departments	

Table of Contents, Continued

Chapter 4 – Findings & Analysis, Continued	
North Carolina community college department chairs engaged in a variety of roles as they completed their duties	91
Chair as Supervisor	92
Chair as Troubleshooter	94
Chair as Scheduler	99
Chair as Information Disseminator	105
Chair as Evaluator	108
Chair as Resource Allocator	111
Chair as Liaison	113
Chair as Teacher	118
Chair as Developer	122
Chair as Recruiter	125
Chair as Advisor	128
Chair as Advocate	130
Chapter 5 – Conclusions	133
Implications for practice	135
Implications for research	138
References	140
Appendices	149
Appendix A – Interview Questions	150
Appendix B – Master List of Codes	152

List of Tables

Table 1. Leadership roles identified in the literature43

Table 2. Roles identified by all department chairs48

List of Figures

Figure 1. Creation of department chair role perceptions28

Figure 2. Organizational structure from faculty to74
President at MCC

Figure 3. Organizational structure from faculty to75
President at RCC

Chapter 1

Introduction

Fundamental changes are occurring in how American community colleges work to meet their goals (Levin, 2001). Community colleges seek to manage their resources in order to increase effectiveness (Todd & Baker, 1998). Efforts to manage the changes that occur are often constrained by economic, technological, and cultural forces; these forces affect how administrators work, from the college president to the department chair (Levin, 2000; Levin, 2001; Pfeffer & Salancik, 1978; Slaughter & Leslie, 1997).

Institutions once focused on meeting the needs of the local community are now driven by regional, national, and global forces that are pushing higher education institutions towards international roles in an effort to manage global economic influences (Levin, 2001; Pfeffer & Salancik, 1978). Traditionally known for its adaptability, the community college has adapted to the global economy by developing consumer-driven learning experiences that are designed for easy consumption in a fast-paced society bent on obtaining an education in as minimal time as possible (Levin, 2002; Slaughter, Kittay, & Duguid, 2001). In this environment, institutional resources become premium merchandise.

Pfeffer and Salancik (1978) argue that organizational behaviors are controlled by the availability, or lack, of assets necessary for the organization's survival. From the resource allocation perspective, institutions of higher education are no different than other organizations. Colleges and universities analyze their information flow and their environment in order to adapt as necessary (Pfeffer & Salancik, 1978; Slaughter & Leslie, 1997). As within other organizations, colleges distribution of resources among departments is not equal, a situation which creates different environments for departments within the same institution. In other words, research indicates that some departments face different constraints than other departments because of unequal distribution of external funding opportunities and department position relative to the marketplace (Volk, Slaughter, & Thomas, 2001). Those departments that acquire more funding tend to be more insulated against environmental change than departments that do

not obtain as many resources. Some departments, then, embrace change, whereas other departments abhor it. Thus, resource acquisition is vital in institutions of high education.

Resources for community colleges in North Carolina are governed by the state via the North Carolina Community College System office. The Department of Community Colleges was established in 1963 to consolidate the supervision of industrial centers, technical institutes, and community colleges in North Carolina (Segnar, 1974; Wiggs, 1989). Later changed to the North Carolina Community College System, this department provided for the education of any person in North Carolina who desired education past high school (Wiggs, 1989). The mission statement for the community college system indicates that North Carolina legislators were motivated in their actions by the need for workforce development and remedial education (Wiggs, 1989). In his first meeting with the state board of community colleges as president of the Community College System, Robert Scott stated:

“We have a large group of North Carolinians who are unskilled and unprepared and uneducated, and therefore unemployed. These are the adults who lack the survival skills for the routine tasks you and I take for granted. The sheer size of the group is almost overwhelming” (Wiggs, 1989, p. 274).

Later, Scott reinforced the link between basic literacy skills and workforce development by asserting that “you can’t teach anyone high technology unless he [or she] can read, write, and compute to begin with” (Wiggs, 1989, p.283).

From its inception, the North Carolina Community College System has sought to adapt to the technological and economic forces that Levin (2001) asserts are global economic influences. Levin (2001) finds that community colleges in the western United States and in western Canada have changed the focus of their missions from the transfer function of the college to a workforce training function. Workforce training is utilized by these institutions to develop a source of income in order to garner resources for the institution (Levin, 2001). However, North Carolina community colleges differ from the institutions in Levin’s (2001) study in that North Carolina’s community colleges were

founded on the premise of workforce development (Segnar, 1974; Wiggs, 1989). Nevertheless, North Carolina legislators debated the creation of comprehensive community colleges prior to the establishment of the first technical institutes and community colleges; and many state representatives approved the creation of the department of community colleges with the intention of “eventually [developing] comprehensive community colleges” (Segnar, 1974, p. 60). In 1963 the comprehensive community college system was organized and introduced the transfer program to the community colleges (Segnar, 1974; Wiggs, 1989). The community college system mission statement does serve to keep the system focused on vocational and remedial education, yet the comprehensive status of North Carolina’s community colleges has also provided a focus on the transfer function (Wiggs, 1989). Thus, as the institutions in Levin’s (2000) study have changed their focus from college transfer to workforce development, the institutions in North Carolina have begun to incorporate the transfer program in their work (Segnar, 1974; Wiggs, 1989). This change in North Carolina from technical institutes and technical education centers to comprehensive community colleges is indicative of an alteration in the mission of these institutions; thus, North Carolina community colleges are similar to Levin’s (2000) revised institutions. This revision impacts resource allocation in the community college, since vocational and remedial education programs have to share resources with transfer programs.

Critical theory has been used to examine the impact of resource allocation on departments in a research university (Volk, et al., 2001). In the academy, critical theorists view gender, ethnicity, and connection with constituents in the external economy as major determinants when considering resource allocation (Volk, et al., 2001). Critical theorists argue that departments which primarily serve lower-level programs and courses in their teaching loads are consistently placed at a funding disadvantage compared to graduate-level, research intensive departments (Volk, et al., 2001). This pattern of resource allocation typically under serves female and minority professors, who are most often found in departments that serve the lower-level students. While this pattern has been shown to exist within universities, it also exists within community colleges. Moreover, community colleges receive significantly fewer resources than their four-year counterparts (Baker, 2002; Hale, 1994). Within the community college, pressures exist to

funnel more resources to departments that provide students with marketable job skills than to departments that work towards fulfillment of the school's transfer function (Brint & Karabel, 1989; Pincus, 1994). Given such constraints, critical theory may be useful in guiding an examination of how department chairs view their roles in the community college.

Many scholars have found role theory to be useful in their examinations of higher education (Birnbaum, 1992; Bowman, 2002; Gillett-Karam, Cameron, Messina, Mittelstet, Mulder, & Thornton, 1999; Hamilton, 2000; McArthur, 2002; Mintzberg, 1990; Miller, 1999; Seagren, Creswell, & Wheeler, 1993; Smith & Stewart, 1999). Fiske and Taylor (1984) differentiate between "achieved roles" and "ascribed roles", which Rothwell (1998) calls "formal roles" and "informal roles". Achieved, or formal, roles are those expectations for action placed upon an individual by virtue of his or her position within an organization (Fiske & Taylor, 1984). The position of department chair possesses legal authority to fulfill certain organizational responsibilities (Gillett-Karam, et al., 1999; Rhoades, 1998). Mintzberg (1990) identifies formal roles played by leaders who have legal authority: for example, the department chair possesses limited authority to hire adjunct instructors and to assign teaching loads, as well as authority to schedule class sections within the department (Creswell, Wheeler, Seagren, Egly, & Beyer, 1990; Gillett-Karam, et al., 1999; Seagren et al., 1993). Additionally, the chair acts as a spokesperson to administration on behalf of the department and also mediates problems that arise among faculty (Bowman, 2002; Creswell, et al., 21990; Gillett-Karam, et al., 1999).

Ascribed or informal roles are those expectations of action that an individual self-imposes in working to further the organization's mission (Fiske & Taylor, 1984; Rothwell, 1998; Smith & Stewart, 1999). For instance, a chair may decide to act as a liaison between his or her department and another department in an effort to develop a joint marketing plan for both programs. While the chair may be a natural selection for such a role because of his or her many connections throughout the campus, this role is not always a formal role since it could easily be fulfilled by another department member. The chair is often also viewed as a mentor, especially to new faculty members, yet there is not typically a legal mandate from administration stating that the chair is required to fulfill

that role; often, in fact, another senior faculty member takes on the role of mentor as a way to demonstrate a welcoming attitude towards the new person (Creswell, et al., 1990). Smith and Stewart (1999) find that many new chairs seek out mentors for themselves in their new roles and that it takes a year or more for typical new chairs to feel comfortable with their duties. Chairs also learn many of their duties and roles through an informal process (Smith & Stewart, 1999). The roles of mentor and liaison are two examples of emergent roles that chairs take upon themselves. While managing constraints placed upon the department, the chair acts according to both formal roles and emergent roles (Fiske & Taylor, 1984). The rigors of learning new roles and new duties lead chairs to burn-out within a relatively short period of time; chairs experience job burn out at a rate higher than that of regular faculty members (Murray & Murray, 1998). It is important to understand how the pressures associated with the revised institution affect department chairs; therefore, understanding department chair roles is important to develop a greater knowledge of how departments adapt to changing community and institutional pressures.

Problem statement and research question

These changes in the academy are driven by cultural pressures to stay competitive in the marketplace (Levin, 2001). Critics of the community college system claim that cultural expectations of the community college create institutional cultures that push students towards two-year associate degrees and away from transfer programs to four-year institutions (Brint & Karabel, 1989). In turn, this push leads the institution to focus more resources on two-year technical programs such as computer sciences and other technical programs and away from general education programs such as English or Math transfer programs. This refocusing of institutional resources creates a competitive institutional environment (Levin, 2001; Pfeffer & Salancik, 1978). In recent years, higher education institutions, and especially community colleges, have acted more like profit-centered organizations and less like traditional institutions of higher learning. Working within this frame of reference, institutional leaders often attempt to run the college using the for-profit business model as the standard for success (Cox, 17 November, 2000; Slaughter & Leslie, 1997). Levin (2001) found that colleges that work from the consumer-driven perspective view knowledge as a commodity to capitalize on and instructors as cogs in a machine. The movement towards “corporatism” in college

administration reflects a focus on self-interest and movement away from interest in the public good (Levin, 2002, p. 122).

College administrators, in effect, change the institutional mission and influence faculty and staff to work towards a new mission as they respond to pressures and constraints from within the institution and from without by following the corporate model of management (Levin, 2000). The environment created by the corporate managerial approach overtaxes faculty members and leaves them burned-out at their jobs; the social functions of the college are lost in the consumer-driven approach to higher education (Levin, 2001; Simmons, 6 January, 2003). In this situation, department chairs play an important role in facilitating interaction at the department level of the community college. Understanding how department chairs view their role in the community college may help practitioners address the changing needs of the college.

The process of institutional adjustment enables community colleges to redefine themselves in relation to who they serve and how they serve them (Levin, 2000). Levin (2001) refers to the end result of these processes as the “revised institution” (p. 2). While Levin’s (2001) research focuses on the revised role of the community college in American society, including perceptions of administration and faculty alike, he neglects the role of the department chair in this new institution. As community colleges redefine their roles in relation to local communities, traditional roles played by faculty and staff may prove to be inadequate for managing the community college department.

There has been some applicable research on the roles played by leaders (Fiske & Taylor, 1984; Mintzberg, 1994; Yukl, 1999) and, specifically, the role that the department chair plays in the community college (Gillett-Karam, et al., 1999; Hamilton, 2000; McArthur, 2002; Miller, 1999). Leadership scholars outside the higher education realm have produced research on the role of middle management with implications for the department chair. Bruner, Eaker, Freeman, Spekman, and Teisberg (1998) analyze the challenges of “leading from the middle” in the corporate world, and suggest that typical middle management structures have failed in the modern, turbulent environment. Yukl (1999) and Mintzberg (1994) argue that leadership occurs throughout the organization, based on roles that people are assigned and roles that people take upon themselves. While these scholars have added to the body of literature, their work on roles within the

organization primarily addresses the corporate world, and they do so without critical analysis of ethnicity or gender within those roles.

In higher education, Hamilton (2000), McArthur (2002), Miller (1999), and Spaid and Parson (1999) all address appropriate leadership styles of the department chair; yet leadership, and particularly leadership style, is but one aspect included in the role of the department chair. Furthermore, Rhoades (1998) contends that leadership at the level of department chair is restricted by institutional bureaucracy and by larger economic and contractual restrictions; higher administration can and does establish a narrow framework in which department chairs may “lead.” In other words, “it would seem that ... [department chair] control of curriculum [and other decisions] is something of a myth” (Rhoades, 1998, p. 86).

Rhoades’ (1998) findings of the lack of practical and legal authority held by department chairs reinforce Birnbaum’s (1992) earlier study of higher education leadership. Birnbaum (1992) found that only 28% of participants agreed that department chairs were “important leaders” on campus (p. 107). A greater percentage of faculty members who are not department chairs (44%) are viewed as important leaders within their respective institutions. Thus we see that the department chair holds some authority within the department; yet the position does not hold as much authority as some presume. While both practitioners and scholars assume that the primary role of the department chair is that of leadership, empirical evidence does not appear to bear this assumption out.

Aside from the leadership function, the department chair plays a host of other roles in fulfilling the responsibilities of his or her position (Bowman, 2002; Gillett-Karam, et al., 1999). The department chair acts as resource allocator, liaison, faculty member, recruiter, trainer, negotiator, and motivator (Bowman, 2002; Gillett-Karam, et al., 1999; Mintzberg, 1994, Pettitt, 1999). The department chair is responsible for schedules and work assignments, departmental course offerings, appropriate use of personnel in fulfilling institutional assignments, establishing a common purpose throughout the department, student relations, and maintaining access to equipment for faculty members (Bowman, 2002, Gillett-Karam, et al., 1999; Hamilton, 2000).

Among the authors who have published work on the community college department chair, Bowman (2002) offers a review of the roles identified by other authors, but gives no empirical evidence and does not go beyond identification of roles perceived as necessary for success in the community college department. Gillett-Karam, et al. (1999) offer the roles necessary for department chairs based on Gillett-Karam's interviews with five community college presidents. Berg (in Levin, 2000) asserts that the use of interviews and informants is an appropriate data collection method. Hence the Gillett-Karam, et al. (1999) discussion may be considered an appropriate forum from which to identify roles necessary for department chair success in the community college, although these authors neither ascertained the perceptions of department chairs, nor did they approach the topic of the revised institution. Therefore, they may have not considered some aspects of the position in their analysis. Even so, Gillett-Karam et al. (1999) produced an extensive list of roles and duties of the department chair. Additionally, Gmelch and Miskin (1993) and others have attempted to provide direction for fulfilling the responsibilities associated with the department chair position (Atkins & Hegaseth, 1991; McArthur, 2002, Pettitt, 1999; Spaid & Parsons, 1999).

The literature suggests that there is a wide range of differences in how practitioners and researchers define what it means to be a department chair. Yet none have examined the role of the department chair in light of the changes that abound within recent scholarship on globalization and higher education (LeCompte & Priessle, 1993). In other words, one cannot understand the role of the department chair in a community college that is responding to global influences unless there is first understanding of the influences of globalization upon the institution and then upon the department. This study accounts for global influences as it attempts to clarify the role of the department chair in the community college. To this end, I address the following research question: Given the

constraints placed on the department by the college and by global influences, how does the department chair view his or her role within the community college?

Significance of the study

Within the institution, the department chair is the unique position where one leads from the middle (Bowman, 2002; Bruner, et al., 1998; McArthur, 2002; Miller, 1999; Spaid & Parsons, 1999). As the basic conduit that links faculty, students, and administration, department chairs are responsible to represent each group (Miller, 1999). This peculiar position pulls the department chair from both sides. Whether performing administrative duties, handling student complaints, or representing faculty views to administration, the chair is the first to receive criticism from administration, from faculty, and from students (Miller, 1999). Additionally, the chair's own department is impacted as the college itself faces tighter budgets, as technological and economic changes pressure local institutions, and as institutional priorities shift in response to complex influences (Amey, VanDerLinden, & Brown, 2002; Levin, 2000; Tschechtelin, 1994). As department chairs begin to understand their roles within the institution, they will gain a greater understanding of their work, including how they interact with the people with whom they work, how their role relates to the institution's culture, and how the pressures between administrators and faculty are mediated at critical junctures. This knowledge is important to the study of higher education administration because turbulent economic, technological, and cultural changes are not going away soon (Baker, 2002). Community college practitioners need to adapt to global influences or they may face failure in accomplishing their institutions' missions (Baker, 2002; Levin, 2001; Twombly & Amey, 1994).

Methodology

This study employs a qualitative, open-response methodology. The use of in-depth interviews enables the researcher to understand the context in which the department chair works (Marshall & Rossman, 1999). The researcher can then link data obtained from the interview to the larger institutional environment. This study utilizes two research sites in order to provide a larger pool of participants and also a larger context from which to derive data. Both institutions in this study are part of North Carolina's community college system. One school, Metropolitan Community College (MCC), is a

large multi-campus two-year institution that generates approximately 9,000 Full-Time Equivalencies (FTEs) each academic year. The other school, Rural Community College (RCC), is a smaller college located in a rural county in North Carolina. RCC generates approximately 3,500 FTEs each academic year. Both institutions demonstrate evidence of global influence in their economic and information domains (Levin, 2001).

Eight department chairs or division chairs from each institution were invited to participate in this study. Seven chairs from one institution agreed to participate and eight chairs from the other institution agreed to participate. A total of nine females and six male chairs were interviewed. Participant ethnicity included Caucasian, African-American, and Native American. Two interviews were not transcribed due to technical problems, which left a total of thirteen participant interviews for analysis. Additionally, a number of informal, unrecorded conversations with members from each institution provided greater understanding of institutional background and context. These conversations were held with administrators, department chairs, and faculty members at both institutions.

Participant interviews were analyzed using content analysis (Burgess, 1984). Globalization theory (Levin, 2001), Role theory (Birnbaum, 1992; Gillett-Karam et al., 1999; Mintzberg, 1979), and critical theory (Volk, Slaughter, & Thomas, 2001) provided the theoretical framework for this study. Institutional documentation provided additional background information, which enabled triangulation of data; a researcher's journal recorded observations and immediate impressions of participants and the environment. This combination of data sources provides a richness of information that contributes to a holistic picture of the community college.

Organization of the dissertation

The literature review in chapter two provides an overview of scholarship pertinent to the community college as a revised institution, to community college faculty as professionals, to the roles of the department chairs in higher education, and to critical theory applied to the community college. The concept of the revised institution comes primarily from Levin (2001), who finds that today's community college is experiencing a shift in its service area from a local county-wide service area to regional and state-wide

service areas (Levin, 2001; see also Tschechelin, 1994; Twombly & Amey, 1994). Global economic forces increased competition for resources, which motivated community colleges to move towards a consumer-driven model of management, similar to the business model used within the private sector (Cox, 17 November 2000; Slaughter & Leslie, 1997). Within this economic environment many colleges turn to alternative methods for instructional delivery that increase the number of FTEs by extending the institution's service range and creates flexibility for the instructor and students. The entrepreneurial approach of colleges has changed the focus from local needs and access of all students to the needs of the state and forces external to the institution (Levin, et al., forthcoming). In this revised context, which Levin et al. (forthcoming) call the New Economy, community college faculty have evolved from professionals as experts to professionals as production workers.

In this new economy, department chairs in the community college are viewed primarily as faculty members, with additional administrative responsibilities (Miller, 1999). The literature on the department chair has addressed leadership (Lindholm, 1999; McArthur, 2002; Miller, 1999), roles associated with the position of department chair (Gillett-Karam, et al., 1999; Seagren, et al., 1993), chair behaviors (Coats, 2000) and problems associated with the chair position (Atkins, & Hageseth, 1991). Additionally, researchers have developed strategies for handling the challenges associated with the position (Creswell, et al., 1990; Gmelch & Miskin, 1993; Lucas, 1994). The roles and duties of the department chair are made more complex by funding challenges in higher education. Critical theorists have found that institutional resources are not evenly distributed among academic departments (Volk, Slaughter, & Thomas, 2001). Theorists have also found that the unequal distribution of resources creates a different environment for different departments where some departments compete for resources more than other departments (Slaughter, Kittay, & Duguid, 2001; Volk, et al., 2001). This situation is compounded by cutbacks in state funding for higher education (Hale, 1994; Tschechelin, 1994; Levin, 2001; Levin, et al., Forthcoming). These challenges are important to understand because they impact how department chairs interact within their environment as they complete their formal duties.

Chapter three describes the methods utilized to address these issues. The use of in-depth interviews enabled me to describe the institutional context in which department chairs work, according to their perceptions (Marshall & Rossman, 1999).

Chapter four provides analysis of the data. Department chairs' perceptions of the impact of technology are discussed, as well as global economics and other constraints external to the institution. Content analysis enabled me to identify twelve roles that department chairs play as they fulfill their duties in the community college within this context. The data are also tied into a discussion of the professional identities of faculty and chairs as well.

Chapter five offers this investigation's conclusions. As well, the chapter provides the study's implications for both practice and research. The department chair is identified as a new category of professional, one who is both a "managed professional" and a "managerial professional" (Rhoades, 1998); implications are discussed. The discussion of the study's implications for practice includes suggestions for the training of chairs. The discussion of the study's implications for research proposes a longitudinal study of department chairs and recommends additional investigation into the impact of technological advances on the work of the department chair.

Chapter 2

Literature review

Resource allocation and the revised institution

Levin (2001) and other scholars (Slaughter, et al., 2001; Slaughter & Leslie, 1997; Rhoads, 1998; Twombly & Amey, 1994) claim that fundamental changes are occurring in how higher education institutions are working to meet their goals. These changes lead Levin (2000) to assert that the community college has become a “revised institution” (p. 1). Among the changes occurring is an institutional shift from an emphasis on liberal arts and general education, with an institutional focus on meeting the needs of the local community, to an emphasis on regional, national, and even global forces that are pushing the higher education institutions towards dominant, international roles in an effort to manage global economic influences (Levin, 2001). These changes force community colleges to develop consumer-driven learning experiences that are pre-packaged for students’ easy consumption in a fast-paced society that wants and expects commodification of knowledge (Levin, 2000; Levin, 2001; Slaughter & Leslie, 1997). One of the challenges to this mindset is that academic leaders who address such demands often fall into the trap of running a college according to the for-profit business model (Cox, 17 November 2000). This challenge has sparked a variety of opinions regarding the utility and appropriateness of equating businesses and educational institutions.

Levin (2001) argues that such changes are moving beyond cosmetic, first-order changes that address how the institution’s mission is fulfilled to deeper, second-order changes that manipulate the essence of the college’s mission. Second-order change efforts target dominant beliefs, values, and attitudes for change; the entire sociopolitical context of the institution is a major component of the change (Levy & Merry, 1986). Within the community college, various groups have disparate interests (Levin, 2001). At the institutional level, these various interests create challenges for institutional leaders; where some may be motivated to change policy, behavior, or direction, others may be more interested in maintaining the *status quo* (Birnbaum, 1992; Pfeffer & Salancik, 1978). The change process challenges institutional leaders as they attempt to bring different perspectives and ideas into alignment with their new visions for the institution.

In the community college, this change effort challenges the value of a liberal arts education and the concept of equal access to universal education for all people (Brint & Karabel, 1989; Levin, 2001). Community colleges initially justified their existence based on two arguments: First, community colleges asserted their ability to provide the first two years of university education as a transfer function, with the promise that all people would have the opportunity to prove themselves in a liberal arts higher education program; second, community colleges pointed to the need for remedial education for high school students in preparation for higher education (Cohen & Brawer, 2003; Levin, 2000; Zigerell, 1970). The third argument that community colleges used to justify their existence was to provide vocational education for workers – particularly in North Carolina where support for a comprehensive two-year institution was lacking (Segnar, 1974; Levin, 2000). Where the community college moves from a two-year liberal arts model to a market-based, consumer-driven model, the decisions made by faculty and administrators are often either incongruent with their espoused value systems or are based on a significant, deep change in their value systems (Levin, 2001). Most often, these changes are driven by the necessity of external sources of funding.

For example, state governments do not answer to just one community, as does the community college. State governments must balance concerns and duties to all communities within the state. Levin (2001) argues that beginning in the 1990's, state oversight of the higher education system tightened control of economic resources for the purpose of increasing and improving the workforce throughout the state. Using funding as leverage, state and federal legislative policy "coerced" higher education institutions, specifically community colleges, into focusing on workforce development and productivity over other areas of education (Levin, 2001, p.111). Tschechtlin (1994) identifies this as a pressure placed on the community college which occurs when community colleges are told "to raise academic standards and take a state-wide view" of education programs (p. 113). The funding provided by government gives control to external agents (Slaughter & Leslie, 1997; Pfeffer & Salancik, 1978).

When institutional control is granted to agents outside of the college, institutional leaders are often pressured into a second-order change situation. For example, one of the

bedrocks of the community college is the open-door policy, whereby any person can take classes at the college (Cohen & Brawer, 2003; Segnar, 1974; Zigerell, 1970). The raising of admission standards to a state-wide benchmark places academically disadvantaged students in an even lower starting position, while simultaneously refocusing efforts from the local community needs to a larger region (Brint & Karabel, 1989, Pincus, 1994). Also, the movement of colleges from a liberal arts transfer focus to job-training curricula limits the opportunities that graduating students have to further their education, and, some argue, limits career opportunities as well (Brint & Karabel, 1989, Pincus, 1994). Although this approach is contradictory to traditional community college values, as Slaughter and Leslie (1997) put it, “he [and she] who pays the piper calls the tune” (p. 103).

As cutbacks affected programs and services in the 1980’s, institutional leaders began to view the marketplace as a new supply of resources. Levin (2001) asserts that marketization – selling services to meet the needs of the marketplace – and commodification – packaging knowledge as an article of trade – have become common practice in the academy. This new focus on goods and services offered by the college impacts change initiatives led by deans and department chairs, in such areas as classes and programs offered, budget allocation, and learning technology. For example, Slaughter and Leslie (1995) find in universities that global economic forces have channeled resources away from social, liberal arts programs towards technological and science programs whose research positions the department closer to markets and will enhance departmental funding. While community colleges do not typically engage in research, efforts at reallocation of resources within community colleges are documented by Rhoades (1998), who argues that reallocation is done in two-year institutions in an effort to link these institutions more closely to external markets. Higher education institutions that employ unions and collective bargaining agreements, especially community colleges, often base faculty retrenchment and other reorganization efforts in “student demand-based rationales” (Rhoades, 1998, p.101). The language within the contracts that address these issues is often general enough to validate reorganization (and hence, reallocation of resources) with little justification (Rhoades, 1998). Rhoades’

(1998) study finds that reallocation of resources may mean increased or decreased funding, faculty lay-offs, or a host of other decisions that affect the department or program. Based on these findings, one may hypothesize that departments which teach subjects most useful to the marketplace obtain more adequate funding than other departments, perhaps with administration justification that these skills are most desired by employers, and therefore are in greater demand by students (Brint & Karabel, 1989; Levin, 2000, Rhoades, 1998). In this way, economic constraints revise the community college (Levin, 2001); these external influences impact the revised institution and influence the individual academic department as it works to fulfill the institution's new mission.

The professional status of college faculty

Societal, economic, and cultural variables influence higher education institutions and impact the way faculty are viewed in respective communities. Higher education faculty are generally considered to be professionals, as opposed to semi-professional, clerical, or blue-collar workers (Brint, 1994; Clark, 1987; Cohen & Brawer, 2003). The amount of training faculty go through to qualify for faculty positions, the autonomy they are provided upon entering the institution, the skill set required for a faculty position, and the application of their chosen vocation to the greater population of society all differentiate faculty as professionals (Brint, 1994; Clark, 1987). As regulation and licensure by state and professional organizations increased in importance for various professions, higher education institutions situated themselves more distinctly into the status and stature of professional organizations. Indeed, the formal training required of faculty for their disciplines to acquire professional status enabled university and college faculty to become gatekeepers to many professions, as well as a profession in and of itself (Rhoades, 1998).

A primary requirement for a field or discipline to be considered a profession is a high degree of formal training established before one can be considered a bona fide member of the profession (Becher, 1987; Brint, 1994; Cohen & Brawer, 2003; Outcalt, 2002). Higher education institutions are the means of such training for many professions. The Master's degree is the preferred degree to teach in the community college and is the

minimum degree required to teach in a four-year institution (Outcalt, 2002). The PhD is generally the preferred degree in the university. Both of these advanced degrees demand intense preparation to obtain. Depending on the academic discipline a person chooses, lab work, internships, assistantships, or fellowships are often required in addition to classroom preparation. The effort demanded is intensive and thorough. Faculty come from a variety of disciplines, with a plethora of backgrounds, yet they generally go through similar experiences to obtain the advanced degrees required by their profession.

Another aspect of training involved in higher education is continuing professional development of the educators. Cohen and Brawer (2003) and Murray (2002) assert that while most community colleges provide faculty training, the content and scope of training is not uniform across institutions. Some community colleges devote more time and resources than others to faculty development than others. Most higher education professional development is geared towards faculty development in their particular field, but not necessarily in teacher training (Murray, 2002). Community college administrators recognize that a significant proportion of community college faculty typically have teaching experience in the high school, which they use to justify their disinclination to require or promote teacher training among faculty. However, administrators may not consider differences that research has demonstrated between teaching adults and teaching youth; thus, even though community colleges are known as teaching institutions, relatively few college faculty receive formal training in working with adults (Cohen & Brawer, 2003).

In addition to achieving a high level of training, professionals are expected to apply their intellectual skills to the improvement of society (Brint, 1994). Rossides (1998) asserts that research is a valued activity within the university and is used to establish credentials for scholars. Once, professionals were expected to apply their specialized skills to socially important movements or services. Physicians, for example, served the public good through healing the sick; lawyers represented the average person in legal matters; higher education professors conducted research and taught subjects designed to create a more enlightened society (Rudolph, 1990). More recently, the professional expectation has changed to the application of skills to movements or services

of value in the marketplace (Brint, 1994). This evolution is exemplified in the movement of higher education towards the marketplace as a vehicle for resource acquisition, such as corporate funding for university research projects (Levin, 2001; Slaughter & Leslie, 1997). One effect of corporate research funding is that research is then used to further the power of interest groups rather than society as a whole (Rossides, 1998). Other institutions, such as community colleges, have established training programs for industry (Levin, 2000; Levin, 2001; Baker, 2002). Higher education institutions of all types have sought to expand course offerings justified, in part, by an effort to meet the needs of industry (Brint, 2002; Levin, 2000). Rhoades (1998) argues that professionals are now identified by their value to the marketplace rather than by their capability to act as social trustees (p.23).

Additionally, Rhoades (1998) argues that higher education faculty are “managed professionals” – that is to say that they are constrained in their work by a number of elements critical to the operation of an institution of higher education (p.4). For example, faculty do not decide to add or eliminate programs; they do not control the number of faculty that may join their ranks; and they generally can not decide to fire another faculty member. The only area in which faculty are not directly managed is within the classroom. Academic freedom is a hallmark of higher education. In the classroom faculty “work beyond the reach of [university] authority” (Leslie, 2003. p. 25). Yet, even though academic freedom enables faculty considerable autonomy in the classroom, faculty have little control over other elements of working conditions such as class size or the number of sections that they teach. The use of adjunct instructors and technology abets administrative influence over faculty (Rhoades, 1998).

Outcalt (2002) asserts that one indicator of a professional is the ability to self-manage. The widespread use of part-time instructors restricts the amount of autonomy given to faculty members as a whole; this practice limits faculty members’ ability to choose with whom they will work and limits the amount of funding for department personnel (Rhoades, 1998). Some departments have up to half of the instructional duties carried out by part-time instructors, an indication of a high need for standardization in many departments (Leslie & Gappa, 2002; Yantz & Bechtold, 1994). Technological

advances have increased the possibility for administrative oversight of faculty – especially in computer usage within the privacy of a faculty member's office (Rhoades, 1998). Furthermore, Rhoades (1998) states that faculty may be asked to do more work related to the use of instructional technology without a corresponding increase in pay. No longer are instructors to be available to students only during established office hours, but they should also promptly return emails and phone messages. Distance education forebodes additional work as instructors must develop new methods for delivery of material, often with little or no reimbursement beyond their regular pay. These new skills are desired by administrators, but Rhoades (1998) finds that few institutions provide a commitment to faculty for training. The training that most faculty receive typically comes from other faculty members on campus – faculty who are already on the payroll, thereby limiting the amount of institutional money expended for professional development. The use of adjunct instructors and technology increases the managerial discretion of administrators (Rhoades, 1998), and this limits the professional status of higher education faculty (Brint, 1994).

Department chair roles in the community college

The department chair is one who is caught in the maelstrom of administrative managerialism. Numerous researchers have examined the department chair (Bowman, 2002; Coats, 2000; Gmelch & Miskin, 1993; MacArthur, 2002; Miller & Seagren, 1997; Wilson, 2001). Attention has been paid to the roles, functions, responsibilities, and leadership styles of department chairs (Dyer & Miller, 1999; Gillett-Karam, et al., 1999; Gmelch & Miskin, 1993). Scholars have pursued the topic of the department chair in a variety of venues: Books, research articles, opinion articles, and monographs. I will summarize the literature and then will discuss role theory in relation to the department chair.

There are numerous books on the department chair. In *On being a department chair: A personal view*, Conway (1996) provides one chair's perspective of how to cope with the transition from faculty member to department chair and describes managerial elements that are vital to success in the chair position. In Gmelch and Miskin's (1995) *Chairing an academic department*, the authors identify four roles that university

department chairs play – leader, scholar, faculty developer, and manager – and discuss challenges associated with the chair position. The authors address strategic, resource, and faculty challenges and the manner in which the identified roles enable chairs to handle these challenges. Both Lucas (1994) and Tucker (1992) identify roles and responsibilities of department chairs. Responsibilities include faculty and student recruitment, budget management, report preparation, and faculty development (Tucker, 1992). Tucker employs a situational approach to departmental leadership; he identifies tasks, roles, responsibilities, and power that chairs utilize in various situations. These strategies include appropriate managerial approaches in departments of different sizes and types.

Perhaps the recognized standard on work concerning the department chair is Creswell, et al., (1990) *The academic chairperson's handbook*. Creswell et al. (1990) interviewed chairs from colleges and universities across the United States. Findings include strategies for managing an academic department. Management strategies are divided into categories: chair preparation strategies, department leadership strategies, and strategies for developing a supportive department climate. The success of these strategies depends upon a chair's ability to recognize the department's strengths and weaknesses and plan accordingly. As a chair reinforces the department's strengths and plans to buttress its weaknesses, the department can grow in quality of instruction and quantity of students enrolled. This expected assessment of the department begins with the department chair, with focus given to the chair's preparation for the position that he or she seeks. Focus should then be given to the direction towards which the department should work. Department faculty are expected to be brought together in order to assist in setting direction for the department and to collaborate on how to best achieve desired results.

Seagren, Creswell, Wheeler, Miller, and VanHorn-Grassmeyer (1994) also examine strategies for coping with challenges inherent in the position of chair. Seagren et al. (1994) identify nine categories of challenges and identify strategies for the management of these difficulties. These strategies include balancing personal and professional life, creating connections with others across campus, continuing in professional development opportunities, and working to keep academic programs current with job trends. Seagren et al. (1994) also identify skills necessary for department

operation. The skills that are important for chairs include their ability to work with people as individuals, their ability to administer the daily tasks of running the department, and their personal motivation to complete the many administrative tasks that the chair must accomplish.

In addition to various books regarding the department chair, the Association for the Study of Higher Education (ASHE) has published reports on the status of the department chair. In 1993 Seagren, Creswell, and Wheeler reviewed literature and research regarding department chair leadership and power within various types of institutions and departments. Chair roles and responsibilities were identified in relation to governance, decision-making, evaluation of faculty and the department, professional development, and student concerns. Seagren et al. (1993) also identified two types of power – authority and influence – thus recognizing that chairs enact formal and informal roles as they complete their duties (Fiske and Taylor, 1984; Rothwell, 1998). Seagren et al. (1993) present strategies for increasing the utility of faculty evaluations and professional development. As with other researchers (Creswell, et al., 1990; Tucker, 1992), Seagren et al. (1993) discuss the roles and duties of the chair in regard to the type of institution and type of department within which the chair is situated.

In 1999, Gillett-Karam edited an ASHE report dealing with preparation of the department chair in the community college. Within this issue, a collection of practitioners and experts provide literature reviews and strategies for practice. Gillett-Karam interviewed six community presidents to gain their perspectives on department chair roles and duties. Additionally, Gillett-Karam, Spangler, and Filan describe chair training programs at their respective institutions. Smith and Stewart describe how new department chairs in Texas community colleges transition into their roles and duties. Spangler and Parsons, Pettitt, and Yamasaki offer strategies for understanding the responsibilities and duties of the chair and for tying practice to theory.

In addition to books and monographs, journal articles and book chapters have explored the roles, the leadership styles, and the contexts in which department chairs work. As economic and cultural forces impact the college, department chairs obtain and utilize resources to meet the department's needs. As shown previously, the department

chair's behaviors are limited, in part, by forces outside the institution that bear down on individuals and groups within the institution (Levin, 2001; Rhoades, 1998). While managing constraints placed upon the department, the chair acts according to both achieved roles and ascribed roles (Fiske & Taylor, 1984).

Mintzberg (1990) classifies leadership roles into three categories: 1) informational roles, 2) interpersonal roles, and 3) decision roles. These roles belong to the leader by virtue of the formal, legal authority granted to the individual by the organization. According to Mintzberg's (1990) model, the formal authority with which the institution endows upon the department chair places upon him or her responsibility for meetings and other interactions that create connections with chairs, deans, support staff, and administrators throughout the college. The diverse connections bring the department chair information used to make decisions. Such information is critical for chairs to obtain because community colleges are bureaucratic in nature; faculty function as the operating core of the institution, with mid-level administrators forming a middle line to the strategic apex that consists of higher administrators. Chairs have multiple representative roles within the institution; they represent their group to other faculty, to the administration, and to other department chairs.

In the community college the chair position is located within the operating core (the chair is considered faculty) at the base of the middle line (the chair is the institutional link to administration) (Mintzberg, 1979). Within the structure of the organization, the official title of the chair position and associated responsibilities vary from institution to institution. Hecht (2002) states that institutions develop their own organizational structures. Differences in organizational structures between institutions complicate the use of multiple research sites. Some college presidents appoint department chairs who may direct a single program, while other presidents appoint division chairs who direct two or more program areas. The literature treats the positions of division chair and department chair similarly in the examination of roles, responsibilities, leadership styles, and behaviors (Coats, 2000; Gillett-Karam, et al., 1999; Miller, 1999; Murray & Murray, 1998).

Bowman (2002) argues that department chairs act as leaders when they focus on interpersonal roles – engaging faculty members in uncovering personal agendas and motivating them to work towards a common vision. Mediating conflict is a common part of engaging the faculty, but conflict does not have to have a negative context. Bowman (2002) cites Bennis who illustrates that numerous groups that are considered creative groups encourage conflict in order to identify faulty assumptions and build upon solid ideas. Effective department chairs can accomplish such a task because of their experience and knowledge of institutional processes and systems (Mintzberg, 1994; Pettitt, 1999). Additionally, department chairs, as leaders of small groups, often seek to motivate faculty members to change, to disseminate information, and to establish connections with external constituents (Mintzberg, 1994; Rothwell, 1998). One role that has found acceptance among many scholars and practitioners of academic leadership can be labeled the democratic leader. Various scholars have referred to this role by different names: Mintzberg (1990) names the facilitator as one who seeks input from the group in order to make decisions; Miller (1999) writes about the “Speaker of the House” (p. 1), who is considered the first among peers rather than a boss; and McArthur (2002) argues that the department chair is a facilitator of change and is responsible for faculty empowerment. Smart, Kuh, and Tierney (1997) talk about institutional leaders (including department chairs) as both mentors and entrepreneurs, depending on the institution’s culture. No matter how one refers to displays of democratic leadership, contemporary research indicates that in the academy, leaders who garner support through participative decision-making are generally viewed as principled leaders who care about departmental faculty members and are followed more readily than those who practice autocratic leadership (McArthur, 2002). Because department chairs typically come from the ranks of faculty yet also feel the pressure of administrative concerns, department chairs are more likely to seek advice from colleagues and to work through followers than are other institutional decision-makers in order to alleviate some of the strain (Miller, 1999).

Occasionally the roles associated with occupying a position between faculty and administration cause the department chair problems. Department chairs often have a difficult time balancing faculty goals and administrative goals. Role ambiguity increases

stress experienced by department chairs because increasingly blurred lines between work-role boundaries leave department chairs feeling burned out (Murray & Murray, 1998). Department chairs often lack a “clear mandate” to provide direction for the department (Murray & Murray, 1998, p. 16). Furthermore, unclear role expectations lead to dissatisfaction for department chairs and have led to low morale, which can be destructive to the department (Atkins & Hageseth, 1991, Murray & Murray, 1998).

Campbell and Slaughter (1999) assert that another issue of concern among department chairs is that faculty members generally act to retain their autonomy, while administrators often act to increase their regulation over faculty. Administration acts in several ways to supervise department chairs and the faculty they lead. Contractual language, internal resource allocation, and the introduction of technology in the classroom – for example distance education courses – are among the ways that administration increases influence over faculty (Rhoades, 1998). As innovations are introduced into the classroom, mandates and institutional regulations increase faculty oversight and provide administration greater opportunity to monitor faculty activity (Rhoades, 1998). The tension created by these types of administrative behavior places the department chair in the roles of negotiator and mediator much of the time and often causes strain when chairs perceive that their duties as administrators appear inconsistent with their role as faculty members within the department (Mintzberg, 1990, Murray & Murray, 1998).

Critical theory and the department chair

In addition to achieved roles, ethnic and class expectations create ascribed roles for the department chair (Pincus, 1994). Ascribed roles occur when people categorize an individual based on physical or ethnic characteristics that are obviously perceived (Fiske & Taylor, 1984). Women and ethnic minorities are sometimes viewed as having positions of authority in order to fulfill externally mandated requirements (Padilla & Montiel, 1998). In other words, they are sometimes viewed as the “token.” Once individuals are categorized into a physical grouping by race, age, or gender, they are typically perceived according to the stereotypes associated with that group, no matter the amount of variation

that may exist between the individual and the prototype group member to which he or she is compared (Fiske & Taylor, 1984). Lighter shades of skin color among African-Americans, for example, rarely lessen the prejudices of a racist; white males are often viewed as authoritative leaders, based on perception and expectation. Such stereotypes minimize the variability within a group of individuals, creates misconceptions of individuals, and often decrease the leader's credibility (Fiske & Taylor, 1984).

In the university (Slaughter & Leslie, 1997) and in the community college (Brint & Karabel, 1989; Pincus, 1994) socially ascribed roles have limited the institutional influence of minority department chairs. This limitation occurs in the selection process for leadership positions as well as in the allocation of resources (Fugate & Amey, 2000; Volk, et al., 2001). From a political perspective, women and ethnic minorities have never held much influence over institutional processes in the United States. Even as social paradigms shift towards greater acceptance of groups traditionally left out of decision-making, a dearth in the number of female and ethnic minorities in decision-making roles remains (Padilla & Montiel, 1998). There are a number of reasons for the lack of female and ethnic minority administrators.

Conventionally, most community college administrators are chosen from the pool of faculty who have experience within the college and who have demonstrated loyalty to the college mission. Studies have shown that decision-makers hire applicants like themselves significantly more often than someone different, thereby reinforcing the *status quo* (Wolfe, 1993). In the community college, as in other organizations, this practice often translates into women and minorities being left out of the dominant culture, typically the culture of the white male (Wolfe, 1993). In other words, African-Americans have to "act white" in order to be accepted by institutional decision makers (Dyson, 1996).

Also, historically, women have been discouraged from technical education programs; rather, they have been found mostly doing coursework that is supposed to translate into useful homemaking skills (Gordon, 1997). Women have typically outnumbered men in both education and child psychology programs, for example

(Gordon, 1997). Both of these programs are examples of higher education programs that can be applied in the home, as opposed to the engineering or the physical science fields that generally are not as applicable to running a household. Even in general education programs, the location of English and Humanities departments, the number of men has outweighed the number of women on many campuses (Gordon, 1997). The fact that men have outnumbered women for years in the number of graduate degrees tilts the advantage to males in leadership opportunities (Fugate & Amey, 2000). The consequence of such an institutional climate is that women and minorities are viewed in the context of male Caucasian culture (Padilla & Montiel, 1998). This narrow perspective is but one obstacle facing women and minorities.

Another obstacle facing women and minorities in higher education is the unequal dissemination of institutional resources. Critical theory suggests that faculty ethnicity and gender influence resource allocation in higher education (Volk, et al., 2001). Those departments led by, and holding more positions for, women and ethnic minorities consistently receive fewer resources than departments that are male-oriented (Volk, et al., 2001). Decision-makers channel significantly more resources towards male-dominated fields such as technological and science programs and away from social, liberal arts programs that tend to field more women scholars (Slaughter & Leslie, 1997). Women and ethnic minorities in the community college often garner less political support within the institution, further hindering their efforts at securing needed resources (Volk, et. al, 2001).

Conceptual Framework

The conceptual framework for this study pulls together concepts from Levin's (2001) global community college, Slaughter, et al.'s (2001) work on departmental positioning relative to the market, and Volk, et al.'s (2001) critical theory in higher education. According to the model of this framework (see Figure 1), economic constraints and societal expectations of the college impact the decision processes within the community college. Primarily this impact is perceived in the allocation of resources such as state funding, corporate funding, and support from community groups to the institution. These forces push departments to position themselves closer to the

marketplace for curricula and student programs. For example, as the state mandates that community colleges should take the onus of job training, the push in the community college is towards associate degree programs and away from transfer programs (Brint & Karabel, 1989; Levin, 2001). The department's proximity to the marketplace affects resource allocation, often giving preference to those departments that move students into the workforce over those departments that provide entry into further education.

As department chairs act within parameters set by the marketplace and available institutional resources, the chairs' expectations motivate them to act in ways that enable them to utilize department resources to accomplish certain goals. These goals include requisition of additional resources (Slaughter, et al., 2001; Volk, et al., 2001), maintenance of a productive department climate (Baker & Associates, 1992; Bowman, 2002; Gillett-Karam, et al., 1999; Gmelch & Miskin, 1993), furthering the institution's mission (Creswell, et al., 1990; Gillett-Karam, et al., 1999), and faculty empowerment (McArthur, 2002). These roles are influenced by global economics and technology (Levin, 2001) and the institution's culture (Baker & Associates, 1992). The chairs' perceptions also mediate the roles that they will adopt to manage their departments (Fiske & Taylor, 1984; Rothwell, 1998).

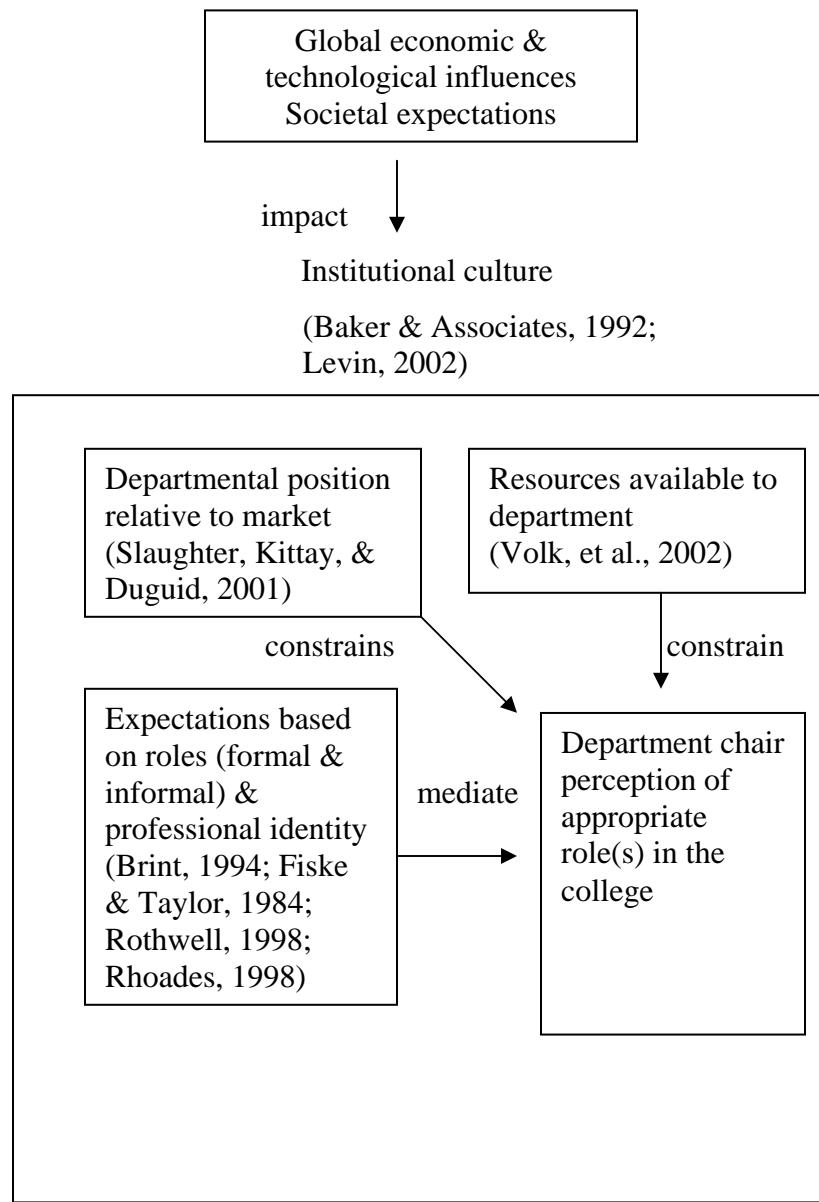


Figure 1. Creation of department chair role perceptions

Research Question

In order to understand how they can best serve in their positions, department chairs require an understanding of expectations related to their position in the college. The actions of department chairs are based in their perceptions of their work environment, their ability to persuade others, and the dominant institutional culture. Variables such as ethnicity and gender often create more complex challenges because department chairs in these categories are often overlooked in decision-making processes; they also tend to receive significantly fewer resources than non-minority department chairs (Dyson, 1996; Padilla & Montiel, 1998; Volk, et. al, 2001). Additionally, practitioners need to meet the challenges within the community college that are created by globalization; otherwise, those challenges will increase as funding continues to decrease and as apathetic faculty either retire or move to other pursuits (Baker, 2002; Cox, 17 November, 2000; Levin, 2001; Murray & Murray, 1998; Simmons, 6 January, 2003). This study examines two community colleges that address the chair position in slightly different ways. At one institution the chair is a department chair. This person reports to the Assistant Vice-President and may be responsible for two or three different program areas within the department. The other institution employs a department chair that facilitates the activities of one program and reports to a division chair. The division chair supervises multiple program areas through the department chairs and is the position that is located at the base of the institution's middle-line (Mintzberg, 1979). The variations in position characteristics indicate that the department chair at one institution is similar to the position of division chair at the other institution. Studying how department chairs work within the confines set for them and the confines that they set for themselves is important; therefore, the research question that this study addresses involves the department chairs' perceptions regarding their roles in the revised community college: Given the constraints placed on the department by the college and by global influences, how does the department chair view his or her role within the community college?

Chapter 3

Methodology

Delia, O'Keefe, and O'Keefe (1982) suggest that research methods should be appropriate to the questions asked and the nature of the phenomenon studied. Standard analysis procedures have their place, but new problems often call for new research methodologies. Reflection about the appropriateness of the method to the problem provides the researcher opportunity to ensure a good research design. Scales and psychometric measures are appropriate when specific information is needed. Other methods to be used include ethnographic analysis, interviews, role-playing, and naturalistic observation (Delia, et. al., 1982; LeCompte & Priessle, 1993). The ethnographic approach to research allows the researcher to collect rich, textual information that describes context, activities, and beliefs of participants (LeCompte & Priessle, 1993). When the researcher investigates phenomena that possesses multiple linkages to extraneous variables, ethnographic data help him or her present a comprehensive picture of naturally occurring events or behavior in a systematic manner (LeCompte & Preissle, 1993). Marshall and Rossman (1999) indicate that studies that focus on lived experience are best addressed using the ethnographic approach.

One method Delia, et al. (1982) call for includes the use of free response data. Free response questions offer a directed opportunity for the participants to reveal cognitive structure as they answer questions directed to appropriate research questions (Delia, et. al., 1982). Numerous scholars have acknowledged the validity of free response data collection (Burgess, 1984; Delia, et al., 1982; Marshall & Rossman, 1999). Delia and others (Delia, et al., 1982; Nicotera, 1995) understand that free response data force researchers to balance the need for rigor and reliability against the desire for trustworthiness and relevance (Delia et al., 1982). In-depth interviews are one method for obtaining free response data. In-depth interviews are generally bounded by context (Burgess, 1984). Participant responses illustrate how participants perceive and connect ideas related to the context of surrounding events. The mindful researcher draws out the information from the participant that enables him or her to put comments and ideas into a context, which enables understanding of the core ideas presented. In order to elicit

requisite information from participants, the researcher must establish a relationship of trust. This type of relationship is built when the researcher spends time with participants (Burgess, 1984).

In addition to interviews, data may be enhanced using participant journals, observation, institutional documentation, and other kinds of data that help capture insightful significance in participants' own words (Marshall & Rossman, 1999). Ethnography may be used within a variety of subjective and objective studies. Examples include language studies within schools, studies of power in desegregating communities, and studies regarding change and innovation (LeCompte & Preissle, 1993). The goal of this study is to gain a better understanding of how department chairs make sense of their roles throughout the change process. Considering this goal, the ethnographic approach appears to be an appropriate design. Additionally, keeping an interviewer journal will assist me in assessing biases, assumptions, and observations in an on-going manner.

I have identified four operating assumptions that influence this research project. First, Rhoades (1998) asserts that community college faculty (and by extension department chairs) do not have much influence in the institution. Rather, they manage the implementation of policy handed down from administration. I assume, however, that department chairs do wield both formal and informal influence. The formal position of department chair matters because there are numerous rules and regulations that have to be followed in the community college. The person who fills the position of chair is a steward in whom legal responsibility is placed. In an informal sense, the chair influences the department for better or for worse. Above and beyond administrative mandates, the chair can persuade, cajole, or influence department members to adhere to policy tightly or not. The overall departmental attitude towards institutional policy and procedures plays a considerable role in establishing the work climate. This climate is facilitated by the chair.

My second assumption is related to the first assumption. Due to the nature of the position of department chair, it is important to discriminate between formal and informal roles assumed by the chair. Formal roles include those that reside within the supervisory function of the position. For example, the chair is responsible for the proper use of departmental resources; and one formal role that the chair plays is resource allocator.

Additionally, the chair engages in informal roles that are not necessarily connected to the formal position of department chair. For example, a chair may play the part of mentor. One does not have to be a chair to fulfill this role; indeed many faculty members who may have longer tenure at the institution may be better suited for the role. Yet, the chair often plays this part within the department. I anticipate that I will find many of the same roles (formal and informal) played by the collective group of chairs that I interview.

My third assumption is that North Carolina community colleges have been and are influenced by global forces described by Levin (2001) that include a rise in the use of and reliance on technology in instruction, in record keeping, and in general college processes. Other global influences are cultural influences that are brought to the institution from a diverse faculty and student population. Global economics play a significant role in the community college as industries and businesses respond to international competition through restructuring themselves and retraining their workforce. The North Carolina Community College System was founded on the principle of workforce development, and as industry seeks to retrain its workforce, the state of North Carolina and the community college system are expected by businesses to respond to the same forces and influences that drive industry (Segnar, 1974; Wiggs, 1989).

My final assumption is that the roles and duties of the chair, and also the trends that occur within the community college, can be codified systematically. I assume that the application of systematic analysis will reveal findings that can be applied to specific situations within the research sites that I visit and that can be tied into the larger body of literature on community college department chairs.

Throughout the data collection process, these assumptions will influence my collection procedures in the questions that I ask and in my interpretation of the answers given by respondents. Data triangulation through use of institutional data, continual literature review, and discussion of data with recognized experts in the field of higher education will enable me to recognize the strengths of my assumptions and also fallacies created by my assumptions. These assumptions guide the design of this research.

Setting

Data collection was conducted on the campuses of two different community colleges. Both community colleges were located in eastern North Carolina and both have demonstrated excellence in meeting performance criteria set by the North Carolina Community College System office (NCCCS). These two North Carolina community colleges were chosen as research sites for a number of reasons. First, as a faculty member for a community college in North Carolina I have contacts at various colleges within the state. These contacts enabled me to gain access to the sites that I chose. Also, my experience with the community college gave me insight into issues that North Carolina faces, which provided opportunities for me to adequately probe certain of those issues within the interview. A second rationale for site selection was that North Carolina established its community college system as a means of workforce development, a beginning which linked North Carolina community colleges to the economy. This education/economy link highlights many of the economic influences that Levin (2001) identifies as having a global impact on the community college. Thus, there is theoretical compatibility. As a guard against potential negative information that may have arisen in the interview process and be a detriment to relationships between the researcher and practitioner, each institution is given a pseudonym.

One community college, Metropolitan Community College (MCC), is a large, city-sited college; the other institution, Rural Community College (RCC), is a smaller college set in a rural area. The investigation of department chairs at both a small college and a large college provides a broader picture of department chair role perception than would emerge if the study were completed at only one institution and ensures a large enough pool of prospective participants to complete the study.

MCC has more than 250 full-time faculty members and generated approximately 9,000 Full Time Equivalencies (FTEs) in the 2001-2002 academic year. Additionally, the NCCCS has documented that MCC met eleven of twelve performance standards, and was rated superior on all six performance-funding criteria (North Carolina Community College System, 2003). Classes are offered in the 16-week semester format during the fall, spring, and in the 8-week semester format during the fall, spring, and the summer.

MCC teaches a wide variety of students including full-time “traditional” students, part-time students that work. Because of its proximity to a military base, many courses are offered to military and military dependant students.

RCC is a small community college offering 21 curriculum program degrees, diplomas, and certifications. RCC employs less than 100 full-time faculty members and generated approximately 3,500 FTEs for the 2001-2002 academic year. Classes at RCC are offered in the 16-week semester format for fall, spring, and summer semesters. RCC has been identified by NCCCS as an institution of excellence for meeting twelve out of twelve critical success criteria, including a superior rating on six of six performance-funding criteria in 2001-2002 (North Carolina Community College System, 2003).

Studies have shown that larger community colleges are different than smaller colleges in many important ways. Larger institutions are perceived as more effective in their use of resources. They are also more likely to have different decision approaches than smaller institutions (Smart, Kuh, & Teirney, 1997). Larger institutions also tend to have a greater variety of curricula with which to attract students than do smaller institutions (Palmer, 1999) a situation, which creates greater challenges in managing student enrollment and retention than those faced by smaller institutions (Huddleston, 2000). Larger institutions not only obtain more resources based on FTEs, but they tend to obtain proportionately more resources. Thus, larger institutions are better insulated against external pressure to change (Bradburd & Mann, 1993).

Participants

Participants for this study were chosen from the universe of department chairs and the population of department chairs for curriculum programs at the two participating institutions. For the purposes of this study, the department chair is defined as an individual responsible for the management of one or more programs areas with both supervisory and teaching responsibilities. These responsibilities included scheduling classes, mediating between faculty and administration, mediating between faculty and students, and handling other general problems within the program as they arise. In some institutions, this position is called the department chair, and in some it is called the division chair. Within the institutions used in this study, the differences between division

chair and department chair are structural, but their responsibilities are similar. Division chairs are found at the larger of the two colleges. Division chairs supervise two or more academic concentrations. They typically have program coordinators or department chairs, who assist the division chair in the supervision of their departmental concentration and report to them. The division chair reports to the dean of the program area. The department chair at the other institution reports to the assistant vice-president. This chair typically has two or more academic concentrations under his or her direct supervision. These chairs do not have assistants to help oversee the department, but they tend to rely on senior faculty members to help with specific issues within the department. Their main responsibilities consist of scheduling classes, resolving concerns for faculty and students, and facilitating communication between faculty and administration.

For both institutions I emailed, then called, the president to request permission to conduct the study. The president at RCC asked all chairs if they were interested in participating in the study. Nine of ten chairs agreed to the president to participate, at which time the president contacted me with permission to conduct the study. Of the nine chairs who agreed to participate, two chairs declined to set an appointment with me. One cited a busy schedule; the other did not return calls or emails. Of those that completed the interview process, two are Native American females, two are Caucasian females, one is an African-American female, one is an African-American male, and one is a Caucasian male. One of the Caucasian female's interview was not transcribed because of technology failure. All other interviews were completed and transcribed.

The president at MCC gave me permission to conduct my research and appointed the vice-president of Human Resources as the administrative point-of-contact for the study. I obtained a list of chairs from this VP and created a list of possible participants with the intention of purposefully selecting chairs based on ethnicity and gender. Using this strategy, I contacted nine division chairs. I elected to interview division chairs at this institution because this is the position most closely related to the position of department chair at RCC in the institution's reporting structure and in responsibility. Of those contacted, one African-American female indicated that she was new to the position and did not feel confident in her ability to provide pertinent information for my study;

therefore she declined to be interviewed. I completed an interview with a Native-American male, but was not able to transcribe the interview because of technical difficulties. I completed and transcribed seven interviews. All of these participants were Caucasian; four are males and four are females. One of the participants stepped down from the chair position the semester before I began interviews in order to go back into the classroom. Another was in his first semester as division chair, but had previously held the department chair position for 15 years; this included time before the creation of the division chair position. Consequently, he had many years of experience as the department supervisor. For the purposes of this study, both participants from both institutions will be referred to as “department chair” or “chair.”

Data collection procedures

Face-to-face, in-depth interviews were the primary means of data collection in this study. I met with each participant for approximately 1½ - 2 hours. I followed up with a few chairs via email or phone calls for clarification on issues, but no follow-up interviews were necessary. The interview was designed to set participants at ease and encourage them to reflect upon their roles and duties as chair. All participants gave consent to record the interviews. Recordings were transcribed and analyzed using role theory (Birnbaum, 1992; Gillett-Karam, et al., 1999; Rhoades, 1998), globalization theory (Levin, 2001), and critical theory (Volk, et al., 2001). The interviewer journal includes notes from the interview based on observations and impressions of the environment and the participant. Institutional documents were collected, where available, in order to triangulate data collected in the interview. The interview, the researcher’s recorded observations, and the collection of documentation provided a variety of data from which to draw conclusions regarding the department chairs’ perceptions of their roles in the community college.

This variety of data sources provided for the triangulation of data. Triangulation occurs when multiple data sources are used to verify participants’ observations and claims. For example, in an interview, a chair may claim that his or her department does not receive the same amount of resources from the institution as another department. The researcher may discuss this issue with a dean or other administrator, and then obtain

budgetary information for both departments in order to determine the accuracy of the chair's perceptions. Triangulation of data provides the researcher with a more complete picture of the environment studied and enables the researcher to fill in gaps left by the participant (Marshall & Rossman, 1999).

The interview questions

The questions for the interview were taken from the literature on the globalized community college (Levin, 2001), the roles of the department chair (Gillett-Karam, et al., 1999), and faculty roles in higher education (Birnbaum, 1992; Rhoades, 1998). The format and categories were modeled primarily after questions asked in Birnbaum's (1992) study of leadership in higher education (see Appendix A). I began all interviews with background questions in order to set the participant at ease and to obtain information regarding the participants' views of their preparation for the position, as well as obtain information on the organizational structure of the institution. The next sections of questions examined the influence of the state and community on the community college and also institutional pressures on the department. Global theory indicates that the state views community colleges as a means for mediating global economic pressures on the state. The state encourages community colleges to act in ways that push the college towards workforce development and job training in order to improve the state's economic outlook, including the use of technology for the purposes of distance education and tying curricula to local industry. In order to examine this phenomena, I asked questions about the use of technology in the classroom and across the campus. I included questions about the impact of the economy on the institution and on the department. I also asked participants about their use of community advisory committees and about other ways that the community impacts the program the chair supervises.

In order to investigate the various roles and duties of the department chair, I included questions about the participants' perception of the importance of their duties and about the methods they used in order to fulfill their duties. I asked how much time was spent in various responsibilities and with whom the chair interacted throughout each semester. I included questions regarding the chair's perceptions of personal leadership and decision styles and how these styles were affected by various situations which the

chair encountered throughout the semester. In order to provide a critical view to the study, I included questions in the interview that enabled me to examine resource allocation, perceived institutional actions in relation to the institution's mission, and the impact of ethnicity and gender on each participant. While I modeled many questions and categories after Birnbaum's (1992) study, I discarded categories not relevant to this study.

Researcher's role in the study

Both Marshall and Rossman (1999) and Creswell (1994) assert that in qualitative research the researcher is the instrument for data collection and analysis. As such, the researcher is actively involved in the research process. In-depth interviews consist of the highest levels of interaction with participants (Marshall & Rossman, 1999). This suggests that the researcher be aware of personal subjective biases in structuring questions and recording observations during the interview. I relied primarily on the memory and openness of the participant. Marshall and Rossman (1999) and others indicate that a researcher should be aware of the revealedness of the study, the accessibility of the participants, and the ethical relationship the researcher maintains with participants.

Revealedness is the amount of information about the study the researcher gives the participants. At times, participant knowledge of the process of the study will impact the actual variable under study, thus revealedness should be low in those cases. However, there is no foreseeable reason for secrecy with participants. The goal is to gain a better understanding of how department chairs make sense of their roles within the institution. Participant preparation for the interview and open and honest questioning on my part enabled me to elicit in-depth answers to my questions. Also, accessibility is always a practical issue with ethnographic research (Creswell, 1994). One of the primary reasons that these two institutions were chosen was that professional connections that I have established allowed me entrance to both campuses and that close proximity to both campuses provides convenience in meeting with participants.

The last issue that needs to be addressed in regards to the role of the researcher deals with the relationship between the researcher and those under investigation. There are ethical aspects of ethnographic interviews that do not always exist when undertaking

survey research. A researcher's relationship to the participant can be framed in a number of ways. Those conducting quantitative research view their relationships to participants as objective and unbiased, while qualitative researchers view their relationships with participants as subjective, sometimes to the point of sympathizing with participants (LeCompte & Preissle, 1993). Ethnographers work in the participant's natural settings, gathering data from the person and the environment. Research has shown that community colleges function within organizational cultures, and these cultures differ from one institution to another (Roueche, Baker, & Rose, 1989; Tagle, 1992). By knowing how participants perceive the researcher's entrance into a culture, a researcher can interact effectively and respectfully within institutional boundaries. The researcher needs to demonstrate familiarity with the behaviors, goals, and beliefs the constituencies being researched (Marshall & Rossman, 1999). My experience in teaching in a community college provides a set of experiences that I have in common with other community college faculty members. The shared experience of working in the community college enabled me to set the participants at ease and to relate to each of them in a professional manner.

There was a potential disadvantage aspect to this research. Participants who chose to address negative issues, or areas that they were dissatisfied with, may be less inclined to talk to a researcher on the record. Participants might feel or think that they are, and might actually be, at risk when they propose ideas that are critical of their institution (LeCompte & Preissle, 1993). To relate these ideas in a forum where ideas are recorded may be an inhibitor for many participants. The primary method for handling potentially negative situations was to tell the participants that they had the ability to stop the interview at any time. Any participant who was uncomfortable answering a question had the option not to answer that one question or to terminate the interview. These options provided participants power and responsibility within the interview process. Another strategy for handling sensitive information was to use pseudonyms in reporting results to protect the identity of any participant giving negative information (Marshall & Rossman, 1999). All participants were assigned pseudonyms, as were as any other individuals named by participants. Additionally, where appropriate, negative information was

collated and presented within groups at a given institution, thereby shielding individuals from identification. I did not experience any situation that required intervention. In case such a situation were to arise, my plan was to obtain information that might empower the participant within the stated situation and take necessary steps to ensure anonymity on the participant's behalf. I found it unnecessary to take these steps.

Data Analysis

Data were analyzed using content analysis in order to determine what roles were most widely used in the community college. Content analysis includes a range of techniques designed to describe, clarify, and explain communication in a systematic way (Crano & Brewer, 2002). In contrast to a researcher in the "hard" sciences, the social researcher depends on data that are not easily codified or categorized; the data are sometimes not recognized in a straightforward manner. Content analysis enables the researcher to organize data in a meaningful way in order to recognize patterns and relationships (Jones, 1985).

Content analysis begins when the researcher determines that the technique is compatible with his or her research goal(s) (Crano & Brewer, 2002). Delia, et al. (1982) assert that selected research and analysis methods should be appropriate to the questions asked and the nature of the phenomenon studied. The nature of exploratory studies limits the usefulness of quantitative methodology, and the use of ethnographic interviews has been shown to produce data that may appropriately be analyzed using content analysis (Crano & Brewer, 2002; Jones, 1985). The current study is an exploratory examination of the self-perceptions of community college department chairs. In order to analyze data for the self-identified roles played by department chairs, constraints faced by chairs were identified and categorized using participants' responses to interview questions (see Appendix B). The research question asked: Given the constraints placed on the department by the college and by global influences, how does the department chair view his or her role within the community college?

One potential constraint on the community colleges that participated in this study that was examined was the dissemination of institutional resources among departments at the college. Using Volk, et al. (2001) as a model, I considered resource allocation within

the critical framework to determine if department chair race, gender, or program is related to resource acquisition. I asked participants for their perceptions of institutional resource allocation compared to other programs within their institution. I also utilized institutional documentation to verify this information in order to triangulate the data. By calculating a proportion of resources distributed compared to the number of students served by each department I was able to compare small departments and large departments. This approach enabled me to determine if structural constraints impacted departmental expectations and performance. Additionally, I examined the data using Rhoades' (1998) concept of managed professionals to establish the extent to which department chair roles are constrained by higher administrators, institutional culture, technology, and other forces that impact the community college.

Furthermore, department chair gender and race were examined using transcripts, observations, and appropriate documentation for examples of the participants' perspectives on obstacles facing them because of their race or gender. Institutional documentation includes organizational structure, departmental budget information, and instructional policy in order to create a larger picture of institutional behaviors. Documents and observations were compared to replies during interviews to determine if the participants' stated views correlate with the institution's documented policy or if there is a discrepancy between the interviewee's perception and institutional practice.

After I analyzed transcripts, documents, and observations to determine how department chairs view their roles, the information gathered in this study was examined to identify which roles are most applicable to community college department chairs. Using Mintzberg's (1990), Gillett-Karam, et al.'s (1999), Seagren, et al.'s (1993), Creswell, et al.'s (1990), and Bowman's (2002) roles as a preliminary framework, I categorized participant constructs to determine which concepts participants used to explain department chair roles most often. Table one lists the roles identified within the work of each of these researchers. Mintzberg's (1990) roles are based upon his work with CEOs of a variety of organizations including corporations, military organizations, and educational institutions. Seagren et al. (1993) and Creswell et al. (1990) examined department chairs in universities and other four-year institutions of higher education as

they developed their lists of roles played by the department chair. Rosemary Gillett-Karam, et al. (1999) identified several roles and duties of community college chairs during interviews with six community college presidents. Bowman (2002) identified roles played by university department chairs based on perceptions and expectations of department faculty members. These roles provided a starting point for interviews. Initial categories (supervisor, teacher, information disseminator, liaison, problem-solver) were identified based upon the literature and were reinforced by comments made by participants in the interviews. Additional role categories were constructed based upon the data.

Table 1. Leadership roles identified in the literature

Mintzberg (1990)	Seagren, et al. (1993)	Creswell, et al. (1990)	Gillett- Karam, et al. (1999)	Bowman (2002)
Information Disseminator	Liaison	Evaluator	Scheduler	Listener
Entrepreneur	Decision makers	Advocate	Recruiter	Manager
Resource Allocator	Manager	Liaison	Trainer	Leader/Problem Solver
Mediator	Resource Allocator	Professional Developer	Figurehead	Devil's Advocate
Disturbance Handler	Leader	Change Agent/Catalyst	Liaison	
Figurehead	Faculty evaluator	Listener	Student advisor	
Leader	Faculty developer	Role Model	Mediator	
Liaison		Mentor	Motivator	
		Coach	Committee member	
		Resource Allocator	Instructor	
		Motivator		
		Collaborator		
		Feedback Provider		

Chapter 4

Findings and Analysis

This study attempted to examine the community college from a global context and determine in which roles the department chair engaged within the context of the globalized community college so that greater light is shed on our understanding of the practical components associated with the position and how individuals who hold this position are affected by the institution. The research question asked: Given the constraints placed on the department by the college and by global influences, in what ways does the department chair view his or her role within the community college? An analysis of the data led to findings and conclusions that should lead to researchers and practitioners rethinking how chairs accomplish their work. Findings include the following: 1) The work of North Carolina community college chairs is influenced by global economic forces; 2) department chair power is limited by centralized decision-processes in the college; 3) technology has changed how department chairs work in the classroom and in the office; and 4) technology-intensive departments receive proportionally more resources instructor-intensive departments. In the following pages I describe each institution and its place within its community, and I profile each participant for whom an interview transcript has been completed. Then I address the findings listed above. Finally, within the context of these findings, I discuss the roles that chairs engage in order to fulfill their duties and responsibilities within the community college.

Institutional Profiles

Metropolitan Community College

Metropolitan Community College (MCC) first opened its doors in 1961 as an Area Industrial Education Center, with one building and a faculty and staff of nine. When the Department of Community Colleges was established in 1963, the institution was given the status of “Technical Institute.” In 1988 the state of North Carolina allowed technical institutes to include “community college” in their names, and this institution adopted its present name, which I refer to as Metropolitan Community College. From that day until the present, MCC has grown to include over 834,000 square feet of facilities and 1250 faculty and staff. MCC enrolls approximately 40,000 students each year in

vocational, technical, and adult education programs. This gives MCC approximately 9000 full-time equivalencies (FTEs) per academic year. MCC is accredited by four state, regional, and federal higher education accreditation bodies and has at least seventeen curriculum programs that are accredited by various commissions, committees, boards, and professional organizations. Furthermore, MCC met or exceeded performance criteria published by the North Carolina Community College System office in eleven of twelve standards and gained a “superior” rating by the North Carolina Community College System (NCCCS) for the 2003-2004 academic year.

MCC is the third largest community college in North Carolina. According to US Census data for 2004, MCC is set in a city with a population of 121,000 residents, and also serves a county that includes 303,000 people. The majority of the county’s population consists of Caucasians (55%) and African-Americans (34%). Other minorities in the county include American Indian, Asian/Pacific Islander, and other races. Government agencies employ twenty-eight percent of the county’s workforce. The retail and service industries follow with twenty-three percent and twenty-one percent, respectively. Other industries in the county include manufacturing (11%), construction (5%), finance/insurance (3%) and other minor industries. Annual county unemployment averages range between 4.2% - 4.6%.

MCC is situated within five miles of an urban downtown area. The institution is also relatively close to a military base; therefore, a large segment of its student population has military connections. The military presence adds to cultural diversity among students and faculty by bringing individuals who have military connections from all over the world to blend into the community. Furthermore, MCC has partnered with the military in providing on-line educational services via EARMYU, the military’s educational program comprised entirely of internet classes; however, these online courses are available to anyone with computer access. This program enables members of the armed forces to complete class work anywhere in the world. Participation in this program has affected the curriculum and strategic decision-making of some departments, notably the Computer Technologies and the Business Management divisions, both of which have established completely on-line curricula for the EARMYU program.

Rural Community College

Rural Community College (RCC) is located in a small town that is the county seat for a rural county in North Carolina. Census data indicate that the total population for the county in 2000 was 123,339 residents. Rural County contains a greater percentage of American Indians than it does Caucasians or African-Americans (38%, 32%, and 25%, respectively). Median household income for Rural County residents is \$28,202.

Education is not a high priority for residents of Rural County. Sixty-five percent of Rural County residents over twenty-five years old have a high school diploma or a GED, while eleven percent have a Bachelor's degree. RCC offers a number of diploma programs that target the undereducated population.

RCC is a mid-sized college sits on a 78-acre campus located in North Carolina. The campus utilizes classrooms, lab facilities, and offices that occupy fourteen buildings and encompass more than 187,000 square feet. The campus has an aesthetically pleasing landscape which incorporates a lake bordered by benches where students and visitors may sit and enjoy the scenery. The Health programs, Emergency Services education, Business Education programs and Auto Body programs are the programs located farthest from central campus; these programs are housed in the newer buildings on campus, some of which are new construction projects for the institution. The other programs are all centrally located in buildings that form a central courtyard, where students can congregate between classes. The campus has been through several building and renovation phases, the most current of which are a new building and renovations funded by bond money approved by referendum in 2000.

Department chairs in the community college

Over all, the responses given by participants in this study indicate some general trends in the roles played by department chairs. Table 2 displays the frequency of comments made by department chairs. Twelve participants made a total of fifty-three general comments regarding their roles as supervisor. Within the category of supervisor, participants discussed five roles that are specific responsibilities of a supervisor. Ten participants made twenty-one comments about playing the role of troubleshooter for students and faculty. Nine participants made seventeen comments about constructing

faculty schedules. Five participants made five comments regarding information dissemination from administration to department faculty. Three participants made three remarks regarding their responsibility to evaluate faculty and one participant talked about resource allocation. Other formal roles that participants engage in include teacher, recruiter, and advisor. Eleven participants made eighteen comments about their responsibilities as teacher. Six participants made fourteen remarks about their role as both student and faculty recruiter. Six participants made eight comments regarding their role as student advisors.

All of the chairs in this study claim to practice participative leadership. Five of the chairs agree that they have little authority within the institution, yet have responsibility for faculty members individually and the department generally. Because MCC chairs have greater numbers of faculty to supervise than RCC chairs, they tend to delegate responsibility to department faculty more often than RCC chairs. Department chairs pay close attention to industry trends, especially chairs in technical departments. Advisory committees enable community leaders to offer input to chairs and give feedback regarding program decisions. Department chairs enact several roles as they work to fulfill these responsibilities.

Metropolitan Community College Chair Profiles. Metropolitan Community College employs a total of twelve division chairs, from which seven interviews were completed and transcribed. These chairs represent a variety of academic programs across campus, and each division chair was identified as one who has appropriate experience as a chair. The chairs were selected in order to provide diversity based upon academic background, ethnicity, and gender. Each chair proved to be generous with his or her time and answered all questions. The following profiles describe each MCC chair who participated in the study.

Table 2. Roles identified by all department chairs

n	Role	Total number of comments
12	Supervisor (general sup. comments)	53
10	Troubleshooter/problem solver	24
9	Scheduler	17
5	Information Disseminator	5
3	Faculty Evaluator	3
1	Resource Allocator	2
10	Liaison	30
11	Teacher	18
9	Developer	13
6	Recruiter	14
6	Advisor	8
5	Advocate	9

n = number of participants making a reference to a given role

Julie has held the Computer Technologies Division Chair position at Metropolitan Community College since it was created in the fall of 2000. She taught math in public high school and middle school for 10 years. When she decided to obtain a graduate degree, she chose to pursue a Master's degree in electrical engineering. Julie worked in industry at two different companies. The lure of teaching eventually took her to a community college in another county until a position opened at MCC. she interviewed for the position, which entailed a position description much like that of division chair, although MCC had not reorganized into divisions yet. From Julie's perspective, she was hired with the expectation that she would be division chair when that opportunity arose.

As division chair, Julie supervises twenty-two full-time faculty members and approximately twenty-five adjunct instructors. The division includes all computer-related programs. She appears to have primarily a political approach to leadership. This is especially evident in a statement she made about how she works with her division faculty

members: "If you are going to ask me [for favors], then I don't mind asking you either. Everything in life is a trade-off."

Julie was direct in her responses to my questions. In the interview she presented herself as politically astute in numerous ways. She has an understanding of the need for empirical support for needs when making requests. According to Julie, she has dealt with conflict within her department and between her department and others in the institution constructively. She recognizes that resolving many of these issues is a process that takes time and effort. She categorizes herself as a teacher first, and then as a chair, indicating that her primary feelings and efforts are for students; and indeed, most of what she discusses comes back to serving students in some way.

Julie's activities include serving on a state-wide project committee and developing a new technology security program that will target people from the military base, as well as the high tech industry in general. She also spends time each year putting together professional development workshops for her faculty members and others on campus and is actively involved in the faculty association, another indicator of her political view of leadership.

Bob was appointed division chair of Humanities and Social Sciences in fall 2000 when MCC reorganized it's faculty to create divisions. Bob holds a PhD in psychology and teaches a variety of psychology courses. As division chair, Bob supervised one department chair, 21 full-time faculty members, and approximately 56 part-time instructors. In addition to his duties as division chair, Bob was department chair for the Social Science program, where he had 12 full-time faculty and approximately 40 adjuncts report directly to him.

Bob held the position of division chair until fall 2003, when he stepped down from the position for personal reasons. Bob told me in his interview that he stepped down because he needed more time to deal with personal matters and he wanted increase his in the classroom presence. When he stepped down from supervisory responsibilities, MCC separated the social science department chair position from the division chair position. The institution created two new program coordinator positions for this division, thereby relieving the division chair of a number of direct reports. Where Bob had responsibility

for approximately fifty direct reports as well as one department chair, the new division chair has one department chair and two program coordinators.

In his interview, Bob presented a “professorial” demeanor. I would ask him a question, and he would answer as if we were in a lecture hall, looking past me as he recited facts and information for me to take down in notes. Bob appears to be more focused on his role as teacher than as an institutional leader. When asked about his goals, he was hesitant and then referred to the institutional mission without citing any specific elements of the mission. During the interview, Bob spent most of his time talking about classes: scheduling classes, finding instructors, and teaching. This pattern reflected his current role as instructor (rather than the role of chair). The fact that he stepped down from the chair position in order to return to the classroom full-time indicated that teaching is more important to Bob than “being in charge.”

Kim has been the business services division chair since the creation of the position in fall 2000. She supervises sixteen full-time instructors and twenty-five part-time instructors who teach on four different campuses. Her responsibilities also include maintaining contact with three secretaries across six departments within the division. Before becoming division chair, Kim spent thirteen years as department chair of the Advertising and Graphic Design department. She still holds that position and, in fact, does not want to give it up. Kim states that the only reason she applied for the division chair position is so that she can protect her interests in terms of resource allocation: Kim states that she can not depend on anyone else to look out for her department in the context of the larger institution; consequently, she accepted division chair responsibilities.

The eclectic nature of the departments within the division affects Kim’s managerial approach, which tends to be laissez-faire. Kim’s perspective is that the department chairs, not division chairs, have the authority to hire and fire part-time instructors. For example, because she does not have experience in some departments within her division, she claims that she can not tell part-time instructors that they will not be hired back for low evaluation scores; this action is the responsibility of the department

chair or program coordinator. Other division chairs indicate that dismissal of part-time faculty is among the few actions for which they are responsible.

Within the institution, Kim describes a climate focused on bureaucracy rather than authority. In this climate, she states that the “chain of command” replaces authority at the lower levels, with the division chair acting as liaison rather than as manager or leader. Division chair responsibilities may include the responsibility to pass information up and down the chain of command, but not much more than that. For Kim, the basic job of the division chair is to be a troubleshooter for administration with regard to student and faculty problems – she can not necessarily resolve all the problems that cross her desk, but she continues to keep administrators detached from most of the conflict at this level.

Mark has been the chair of the Business Management division at Metropolitan Community College since fall 2000. Before becoming division chair, Mark was chair of the Hotel/Restaurant Management department. As division chair, Mark manages twenty full-time faculty and forty-five part-time adjuncts. Mark organized his division so that he has eight people responsible to him, two department chairs and six program coordinators. The remainder of the faculty reports to one of these eight individuals. This division structure is informed by two elements of Mark’s leadership style: one is his participative approach to leadership, and the other is the business background of those in his division. Mark states that the reporting structure is the product of a division meeting about which everyone was provided the opportunity for feedback in how the division should be run. The second element that informs this division structure is Mark’s own business background, which was apparent throughout the entire interview and which Mark openly expresses.

Mark understands that the college mission focuses upon workforce development – student preparation for entry-level jobs, primarily in the service area where the college is located. Critics (Brint & Karabel, 1989; Pincus, 1994; Zwerling, 1978) of the community college argue that community college programs reinforce existing class structures. Mark appears to reinforce some of the claims made by these critics in his perspective of workforce development. Mark’s focus is on the Associate Degree programs offered by the college with only a brief acknowledgment that “more recently, we are to develop the

college transfer stuff.” Because most community college students come from lower socio-economic backgrounds, it could be argued that this approach to education creates a class of drones for society without offering the hope of advancement to those with lower class backgrounds (Brint & Karabel, 1989; Pincus, 1994).

Mark’s attitude towards administration is heavily informed by his background. Mark came to the community college after an executive career ending with his retirement as a Senior Vice-President in a corporation. He brings with him an understanding of corporate management that he applies to the community college. This managerial approach assumes that American corporate leadership and higher education leadership work in a similar manner. Mark illuminates his assumption that corporate leadership describes the normal methods of leading: “My understanding is that the purpose is – it’s ironic – at a time when America, business America, was cutting out middle management, we added a layer of management, which went against the grain of the typical process in America.” There is an assumption by Mark that what is done in the business world is typical and everything else is atypical.

Stephanie has been chair of the Public Services division at MCC since fall 2000. Prior to becoming division chair, Stephanie was a department chair for approximately twenty years. As division chair Stephanie has three department chairs and two program coordinators who report to her. In addition to the position of division chair, Stephanie holds the program coordinator position for MCC’s recreation program.

Stephanie expresses a community-oriented perspective, likely a consequence of her program area; she states, “My division is public service … because of our title, because of the program we have, we probably fall under that category of community more so than maybe College Transfer, Associate of Arts, or Associate of Science.” Stephanie’s role is also influenced by the diverse nature of her division. She delegates leadership responsibilities to her department chairs: they schedule classes and contact the advisory boards who are “the ones doing all the legwork” for obtaining resources or proposing new programs.

This approach is slightly different than a laissez-faire leadership style, because Stephanie does not leave her faculty members completely without direction. She is more

of a mentor, keeping an eye on the division, but not making any decisions for her department chairs. Rather, she views her role as both a liaison and a sounding board. She states that she does not supervise her division; neither does she coordinate the activities of departments within her division. Yet, she makes certain they have institutional information as she receives it, and she listens to faculty members when they come to her for help. She assists them by pointing them in the right direction to obtain needed resources and to navigate the institutional bureaucracies. Because of the organizational links she has across campus, due to the nature of her division, and also because of the many years she has spent on this campus, Stephanie is highly qualified to facilitate solutions to the problems of her faculty members.

Linda has been a department chair of Nursing since 1990. When MCC was reorganized in 2000, Linda became chair of the Nursing and Health Support division. As division chair, Linda supervises thirty-seven faculty. In addition to holding the division chair position, Linda continues as department chair of Nursing, which includes the Associate Degree Nursing and the Practical Nursing programs and a total of twenty-seven faculty. Surgical Technology, EMS, and Respiratory are the other programs in the division that are supervised by Department Chairs or Program Coordinators, who report to Linda as division Chair.

Linda practices a participative leadership style. In her division, decisions such as program changes or updates to the curriculum, are made by committee. Linda also encourages faculty to meet together before division meetings to work out proposals to be approved within the meeting. She delegates numerous decisions to faculty, pending her approval of the final decision. Linda's perception is that faculty should handle issues that arise to the best of their abilities before coming to her. She states "I never want it to get to the point where they ask me to make decisions that they can make." Once Linda decides a course of action for the division, however, she expects faculty to follow her lead. When MCC asked all divisions to identify courses that could be taught on-line, Linda did not ask for a decision by a committee. She informed her division that on-line courses were going to be offered. Her expectation that faculty will follow her lead once she has made a decision is illustrated by her characterization of faculty responses to this situation:

We have ... developed [online courses] and ... [the faculty] are half and half. Some are “oh no, I can’t do that online” and the other people are fine with it. I think it will be fine. The ones saying they can’t do it, they’ll probably be alright (Linda, Chair of Nursing, MCC).

Within the division, Linda perceives her credibility among faculty to be based on her ability to navigate institutional bureaucracy. She views her role as a mentor, helping faculty to make appropriate decisions as they grow in their jobs. She recognizes that within the institution, she has little power to change the processes that influence her division. State mandates, regional forces, and institutional policies all affect the outcomes of her program. She manages those influences to a small degree, but for the most part she is managed by them.

Robert is chair of the Science division at MCC. Robert became division chair at the beginning of the Fall 2003 semester, but has held the position of department chair since 1979, long before MCC reorganized into divisions. I originally approached another individual in this division regarding participation in the study. This person held the division chair position from the 2000 (when divisions were created) until 2003. This individual declined, stating that Robert has actually been a chair much longer and was the person that he went to for help as division chair most often. Robert held the position of department chair of Physics from 2000 to 2003. The division consists of the Chemistry, Biology, and Physics departments.

Robert is a scientist by trade and, not surprisingly, he presents himself as such in the interview. Robert is logical in his statements; he refers to documentation at times. For example, when I ask him what some of the goals of the institution are, he refers to the mission statement. Robert also becomes “professorial” when answering questions. He looks past me to the wall behind or to the ceiling. He recites facts easily throughout the interview. Robert focuses his discussion on the transfer function of the community college more than other chairs do, which is not to say that he ignores the technical function of the college. Other chairs generally recognize that the community college has

some students that do transfer to a four-year institution and do not say much more than that. Robert goes in to some discussion of the transfer program as well as the technical function.

In response to regional economics and community interest, Robert has worked on implementation of a new program in biotechnology. He has obtained funding to create new lab space and new equipment for this program. The program started in 2004. Robert reports the need for new equipment in order to update the program, but he does not emphasize technology in order to create on-line courses within the division. Robert reports that internet courses have been attempted in this division and have not worked well because most classes have a lab section or some other hands-on component that does not work well with distance learning.

Robert views his role of division chair as primarily a supervisory role. He talks about managing day-to-day processes and obtaining resources for the department more than other responsibilities. He spends time talking about teaching loads, but little time talking about students in the classroom, as others have. He talks about the programs, but not about how these programs affect individual students. He talks more often about how economics and community need affect the programs.

Overall, the chairs at MCC are concerned about the maintenance of working relationships with students, faculty, and administrators. There is a focus on technology in the classroom due to an institutional push to expand MCC's service area through distance education. Additionally, the chairs at MCC agree that a participative leadership style is important at this institution. All of the chairs in this study plan how they can best utilize the resources that they have and how they can obtain more resources for their division. Although RCC is a smaller institution, chair there have similar concerns.

Rural Community College Chair Profiles. Six out of ten department chairs at RCC completed interviews that were transcribed. Two chairs classify themselves as Native American; two classify themselves as African-American; and two classify themselves as Caucasian. Two chairs are male and four chairs are female. These chairs represent a cross-section of the academic programs offered at RCC. The following profiles describe the chairs from RCC who participated in the study.

Thomas is the department chair for the Technology department at Rural Community College. Thomas has taught in the community college since 1990, and has been chair of his department since 1995. Before he came to the community college Thomas served in the military, where he received the bulk of his technical training. He also received two degrees – one in what he termed “technical management” and another in business. The degree in business appears to influence his perspective. Similar to Mark, Thomas often talks about students as if talking about a commodity – recruiting students in to increase his department size (higher FTEs translate into more resources) and providing a “quality product” (student) for industry in the area.

Thomas supervises three programs – electronic technology, industrial systems technology, and heating and air conditioning. These program areas offer two-year degrees as well as diplomas. The department is relatively small, having three instructors (one for each program) and thirty-to-forty students per year. Thomas’ focus seems to be on recruiting more students to grow his program through workforce development. He is actively engaged in recruiting efforts, which take him into the community. As a result, he appears to be sensitive to what community members and industry employers want.

Thomas’s approach to leadership is informed by his military experience. He focuses on “being the leader” in his department. While Thomas is authoritative in his approach to leadership, he also makes a point to lead by example. He reports that as a leader he sets a standard by demonstrating what he wants his followers to do; then he expects them to follow suit. Thomas does not talk about institutional collaboration or offer the impression that he puts a concerted forth effort to establish links with other parts of the institution, except with his direct superiors, and briefly with one other chair from the computer services department.

Alicia is the department chair of Math and Science at Rural Community College. She supervises nine full-time faculty and between nine and twelve part-time faculty. Physical space is a premium in her department. Nearly all of her faculty members are in the same building, but at least one faculty member voluntarily keeps an office in another building for lack of office space. This situation affects her leadership style because Alicia is intent on not leaving people out of discussions or meetings. She has a need to be

constantly aware of who is present and who is not, especially when she calls faculty together for impromptu meetings to disseminate information that she may bring back from a meeting with administration. She reports that she has caught herself giving out information and then telling everyone “wait a minute, someone go call Julie and ask her to come down here.” This management approach is also seen in other aspects of her interactions with faculty.

Alicia works to understand her faculty members’ motivations, and they turn to her for help, advice, or guidance. She tries to focus on sharing the same interest level as other instructors in their classes. She says, “I think you have to be willing to validate; and it may seem, because I don’t teach math, and some things that come up, I think I have a hard time … I dismiss it, because it doesn’t seem important at the time.” Identification of this issue enables Alicia to empathize more fully with her faculty members through creation of a shared passion for the subject taught by the faculty member. She gives examples of how she tries to understand her followers. She does not take personal credit, but shares the “glory” when her department has good results. For example, when asked which of her accomplishments gives her the greatest satisfaction, she responds with “We have an Associate of Science program now, which we kind of pushed.” Her emphasis upon “we” suggests her focus upon shared accomplishment rather than claiming credit for herself. The empathic approach to working with department faculty enables Alicia to garner influence within her faculty, which is important because from her perspective Alicia possesses little authority within the institution.

Alicia stated that she does not have decision power in and of herself. Consistent with her managerial approach, Alicia garners influence within the institution by bringing together groups to lobby administration. She gives examples of encouraging students and faculty to accomplish certain goals. She states “as a collective body, we can be influential, I think. We have more power as a group than we do individually.” Alicia struggles with validation of instructors in her department, but she gives examples of validation of her faculty members through listening. From Alicia’s perspective, this approach is the only effective way to obtain the resources she needs for her program, which is indicative of an astute political understanding of the institutional climate.

Mary is the chair of the Early Childhood Education Department at Rural Community College. She has held this position since the fall semester 2000. Mary came into the chair position from an institution-level coordinator position. This background situates her to have a particular insight into how the college functions that someone from a more traditional chair background may not have. Additionally, Mary is proud of establishing an articulation agreement with a local university. This was an accomplishment for her and her department in that the agreement will help her department grow and will enable her to garner additional institutional influence and resources in the process. Mary was motivated to complete the articulation agreement by a variety of factors, one of which is her concern for students:

I think it's me actually working with the students, in the advisement process and in the classroom instruction, where I was constantly asked, and daily called. Because when word gets out that "they're working on [the articulation agreement]," the students want to hear that it's a done deal, they don't want to hear that forever – that it's being worked on. So that was a big part of it, and the fact that I knew that I was going to get those phone calls, that I was going to get asked (Mary, Early Childhood Education department chair, RCC).

Mary implies that she has a specific vision for what she thinks should happen with her department in the future. Her insight into the institution and community trends leads her to believe that she and her department can become major influences in the college. She explained how her program fits into the institution and the community:

We have certain criteria that we have to meet. They are governed by PBIS, which is Performance Based Incentive Systems, where, early care in education is one of the components that they have to meet, with that Smart Start money. We fit into early care in education, where we are actually training providers to have that education, so they can provide that quality

that needs to be provided. It's quite a bit of money coming into the college, a lot of FTE's, so they like that. And primarily, the students cannot participate unless they are enrolled in Early Childhood classes at the college

In order to run her department, Mary obtains resources via grants and state sources so that she does not have to tap into institutional resources that are already stressed from other programs.

Although she supervises twelve faculty members, Mary is presently challenged because she is the only full-time instructor in her department. At the time of the interview, she related that she was hoping to obtain another full-time position for the department. As it stands, however, she has to schedule the program around part-time faculty. This gives the part-time faculty power within the department, as they are not bound contractually to work any hours that they do not want to work. Mary is forced to check with each adjunct's personal schedule in order to schedule departmental courses. Additionally, Mary is challenged by lack of space for her department. She indicates that she does without classroom material now so that she will have greater justification for requesting resources later. When current renovations and construction projects are complete she hopes to move into a larger classroom area that may include space for lab rooms; at that point she will need equipment to fill the rooms. This indicates patience and a systemic perspective of the institution. In other words, Mary does not focus just on her own needs, but views her needs in relation to other departments and events in the college. Her apparent success in her current situation is indicative of her ability to "read" people and influence them. She states that she knows she is an effective leader because she has "a good rapport with the students, the faculty."

Shane's title at the time of this interview was chair of the Criminal Justice department. Since that time, his title was changed to program director of Criminal Justice. Prior to coming to RCC, Shane worked in law enforcement. He began teaching part-time at RCC in 1996 and started teaching full-time when he stepped into the chair position in 2000. Shane teaches in the Criminal Justice program and the Basic Law Enforcement

Training (BLET) program, both of which are housed in the Criminal Justice department. The Criminal Justice program has two full-time instructors and the BLET program has approximately sixty part-time instructors, most of whom are also part-time police officers.

In managing his department, Shane is constrained by state regulations and shows political acuity in obtaining resources for his program. He states that he has not had any requests denied for his department and states that the reason is that he ties all requests into student needs and state mandates. His approach gains his department resources that require unique equipment. Shane claims that his leadership style is participative. He relies heavily on department faculty and staff to practice high quality instruction. He especially relies on his administrative assistant in the day-to-day running of the department.

Shane presents himself as having an authoritative approach to his work. He indicates that he is authoritative in the classroom, that he's "the disciplined type – I want it done this way." Shane appears to take this approach in the classroom and in the department. Because most of his faculty members come from the field of law enforcement, they tend to understand this approach and are apparently comfortable with it. According to Shane, there seem to be few personality conflicts within the department that stem from this leadership style.

My discussion with Shane indicates that he supports administration just as he expects his faculty members to support him. For example, Shane is direct in his discussion about the Huskins program but brief in his responses. The Huskins program is a state-wide initiative that enables high-school students to take college courses. This contract is individually negotiated by the high school and the college involved and may be arranged in a variety of methods. The instructor may travel to the high school to teach a class, or the students may come to the college to take the class. Furthermore, the college may establish a "Huskins class," which indicates that the class will consist only of high school students; or the "Huskins" students may blend with traditional college students at the college. The data indicate that the administration at RCC established a Huskins connection program with local high schools where classes are taught at the high school.

Shane points out problems that his department has experienced in the program; however, showing support for the administration's decisions, he does not disparage the program:

The students were sleepy when they came into class, a little bit unruly; problems with, well, basically the students doing what they wanted to do rather than what our school says they have to do because they have to be under our school policies, not the high school's rules and regulations, so there were some problems (Shane, Chair of Criminal Justice, RCC).

Shane's leadership style influences his experience with the Huskins program. He states that he is the "disciplinary type," that he wants tasks carried out in a certain way. When students from the Huskins program come into the classroom ,his approach to teaching the students clashes with their expectations for learning. This is problematic from Shane's point of view. Shane implies that he would rather make changes in the way that the program is administered or not participate at all. Shane's support for this administration is at the same level that he expects of those who work for him in his department.

While he states that he is a authoritative leader, he integrates a democratic approach to leadership as well.

I think [with people you work with] ... you need to know what their feelings are, what they need, and if you can accommodate it, do it. It's when you make decisions on your own, and I'm talking about always on your own, that you are going to run into problems with the people that work for you (Shane, chair of Criminal Justice, RCC).

Shane gives his faculty members opportunities to provide input so that the best decisions possible can be made. Once the information is gathered, then Shane makes a decision and expects the faculty to abide by the decision. In this way, Shane assimilates an authoritative and a democratic approach to leadership.

Beth is the chair of the English and Humanities department at RCC. She has been with RCC for almost 20 years and has held the Chair position since 1995. Her duties include management of ten full-time faculty members and twenty part-time faculty members work in Beth's department, which includes management of English, Humanities, History, Psychology, and Sociology instructors. Beth also co-chairs the College Transfer program and the Developmental Studies program. When she talks about the roles she plays in the department, Beth talks about her relationships with people; she does not talk as much about process. Beth appears to be loyal to her department faculty. She also identifies herself as an information disseminator for the department. Beth talks about resolving conflict and about mentoring faculty and students. She is proud of the high standards for their students: all students, associate degree students and college transfer students, are required to take college transfer courses for their programs. This holds everyone to the same standards that apply at four-year institutions. Beth also reports that the maintenance of interpersonal contacts across campus is important to her ability to troubleshoot problems for faculty and students.

Beth appears to have a good working relationship with all of her instructors. She begins working on this relationship from the first time she meets a potential instructor:

[In the interview] I look for their interests, and their abilities, and their appearance, foremost. But that's something I take into consideration, is their fit in the department. And our success, I see our success this year, for the students and for the college as a whole, as totally dependant on our ability to work as a team (Beth, chair of English, RCC).

Teamwork is important to Beth, and she reports that she practices a participative leadership style in order to facilitate teamwork within the department. She does not call for meetings on a regular basis, but holds impromptu meetings as the need arises. These meetings are typically short: she disseminates information and then receives faculty feedback after everyone has had time to assimilate the information. Her typical approach to accomplish administrative mandates is to give her department the guidelines and the

expected outcomes that administration provides her and then ask for input on how to accomplish the goal. She states “my management style focuses more on making sure that we’ve met the needs of the department, within the guidelines of the administration.” Beth reports positive feedback from faculty for her management approach and her ability to help them resolve problems.

Beth shares several examples of how she interacts with faculty, and each involves her helping others solve problems by empathizing with faculty so that she understands from their perspectives to enable her to act as a troubleshooter to help them work through problems they have. She refers to her approach to faculty as “mothering”:

But I’m one – just call me “mother” – I’m very sensitive to what the needs are, I’m very concerned. I watch them daily to find out, maybe, where they’re having problems. I try to remember camaraderie, to make sure everybody’s getting along (Beth, chair of English, RCC).

By showing sensitivity to her faculty members, Beth communicates to her department that their concerns are important to her and that she is willing to give of her time to help them work problems out. She is able to create the type of collaborative climate that Baker (1992) asserts contributes to increased teamwork and greater productivity.

Morine is the chair of Nursing at RCC. She does not currently teach in the department, but does fill in for instructors who miss work. She monitors student progress and supervises clinical experiences for students. Although she is more supervisor than teacher in her current position, Morine sounds more like faculty than administrator in her comments. She is student-centered in all of her work: she focuses on student needs in her role as chair. Morine approaches the program from a competitive perspective, recognizing that students choose to apply for the nursing program rather than searching for jobs elsewhere. Morine works to meet students’ needs as they navigate the program; she also works to meet community needs in preparing students for the workplace. Her

perspective is that if students leave RCC well trained, then RCC's reputation is enhanced. Morine fosters a nurturing climate for students in her department.

I feel that we pretty much have a strong belief in the student and in student success. So we nurture. Sometimes I think that maybe we nurture too much, but that is our tendency, to bring the students in and work with them so they can be the best that they are capable of being (Morine, chair of Nursing, RCC).

While she works to build a supportive climate, Morine feels the strain of other duties. She interacts with students, faculty, college administration, hospital administrators, and accreditation agencies, all of whom influence her department in some way. Morine emphasizes that "becoming very familiar with the rules, regulations, and laws that govern nursing and the education of nursing" is vital to success as a chair. Therefore, as chair Morine is required to stay familiar with state and federal regulations. She states "our curriculum is mainly modeled on what the State Board model says should be included in our curriculum." Morine presents herself as a competent chair as she handles all of these duties. She develops credibility with faculty by acting as an advocate for faculty concerns with administration. She speaks up in institutional settings in support of her program. She states that she is "cautious" about speaking up in meetings, but when she shares information or states her view she is able and willing to share with others the information that she has found regarding the policy or procedure under discussion.

Each of the chairs that participated in this study find themselves in unique situations. Because of the number of variables that affect each department there is variation in the requirements of each program, as well as within the larger context of each institution. Each college has its own organizational structure; and while both colleges focus on workforce training as a primary goal, each markets itself to a slightly different

audience. As well, the size differential of the colleges has specific influences upon the institutions.

Even with the differences between the two colleges in this study, there are similarities. Technology plays a significant role in both colleges. Economic concerns driven by global influences that occur in industry and in the state affect both institutions. State mandates and community concerns are noted by participants and often acted upon by each institution. In North Carolina the state community college system exhibits influence on the actions and behaviors of individual community colleges. The system office acts as the political vehicle for the state's community colleges with state legislators and also acts as the funding conduit for individual community colleges (Segnar, 1974; Wiggs, 1989). Both institutions in this study are influenced by the community college system policies and by state political influences. Following is a discussion of how department chairs in the community college are affected by a competitive, global environment.

The work of North Carolina community college chairs is influenced by global economic forces. The global economy has pressured companies with a presence in North Carolina to leave the state, and the country, in search of cheaper production costs (Simmons, 2003). Companies that once employed hundreds or thousands of North Carolinians have moved operations to South America, China, and other countries in an effort to reduce costs and improve profits. Thomas indicated that companies that downsized their labor force or reorganized their structures send workers to the community college for retraining and sometimes these companies simply lay workers off. In either instance, North Carolina's community college enrollments have increased dramatically in the last few years because of global economic factors. Thomas said "we've got people who have been around here for 20 years get laid off. They had nowhere to go." Other chairs also recognized that an economic downturn, such as the one experienced in 2000-2002, motivated more people to enroll in the community college. For example, Mary stated that she faced challenges because many of her students have come back to college after being out of school and in the workforce for years.

These labor and economic factors brought growth to the community college. This growth affected the institutional climate, which both motivated and constrained department chairs. Chair behaviors were influenced by increased enrollments due in part to unemployment, institutional and departmental resources, and the use of technology in the college (Levin, 2000). In this climate, chairs reported that they performed multiple roles related to the duties associated with the position of department chair. The data collected from chairs indicated that some of these roles [e.g., supervisor, teacher, liaison] were more important than others [advocate, recruiter]. These roles enabled chairs to facilitate institutional processes as the institution reacted to a changing environment – an environment marked by centralized decision-making and by changes in technology and in regional unemployment rates.

Centralized decision-processes in the community college are driven by resource dependency. In an effort to stabilize the environment in the face of global economic pressures, the state has increased fiscal oversight of the community college with a goal of utilizing the community college to promote and provide job training and other initiatives that will help the state manage an economic recovery. Levin (2001) documented the promotion of government policy intended to lead community colleges to achieve economic goals. Levin's (2001) findings indicated that the state placed a large portion of the responsibility for economic and workforce development onto the shoulders of the community college. In return, the state expected effectiveness and accountability as institutional outcomes. Gee, Hull, and Lankshear (1996) argue, by implication, that community colleges transformed their missions in an effort to flourish in the current economy. Levin (2001) argues that the process of institutional transformation created an environment where community colleges became more business-like in their programs and also in their behaviors – emphasizing production and efficiency over “human achievement and worth” (p. xx). This emphasis was acknowledged in both institutions in this study.

The emphasis on production and growth was one motivator for department chairs to increase FTEs generated by their departments. The increase in enrollment was vital for North Carolina community colleges, which were funded by the state based upon FTEs.

Participants reported that FTEs – North Carolina’s primary funding mechanism – have increased by as much as ten percent in recent years. The production of FTEs was important because North Carolina community colleges were funded by the state based on the previous year’s student enrollment, thus current enrollment for a given semester was used to establish future funding. The result in North Carolina, as well as in other states, was a degree of uncertainty each year in the amount of funding for higher education; and lack of funding is a primary constraint for many community colleges (Tschechtelin, 1994).

Julie recognized the importance of FTEs and stated that they “are the bottom line for the school.” Julie has worked to increase the number of programs offered by her division in order to attract new students. She then ties requests for resources to the increases in FTEs for her department. Similarly, Mary acknowledged that FTEs were vital to her institution because “[they] bring money into the institution.” Because of the importance of FTEs to community colleges, administrators supported activities designed to increase FTEs.

Another response to fiscal limitations and economic uncertainty was to cut costs through the use of more adjunct instructors and fewer full-time instructors than in the past. Additionally, community college instructors taught more students with proportionally fewer resources than their university counterparts (Bradburd & Mann, 1993; Rhoades, 1998). The use of adjunct faculty provided a cost-cutting mechanism to administrators who worked to utilize fiscal resources effectively. In a period of increasing state restraint on community college spending, administrators found the use of adjunct instructors important. Chairs in this study reported high percentages of adjunct instructors relative to full-time instructors. Bob asserted that he hired enough adjuncts to teach up to 70% of the department’s courses. Another chair, Mary was the only full-time instructor in her department, although she stated that she expected to hire another full-time instructor the following semester. These findings portrayed an institutional climate marked by large teaching loads, large class sizes, and stressful working conditions for instructors. In this environment chairs were motivated to “grow” the department by attracting new students, expanding course offerings, and utilizing new technologies to offer distance education.

Thomas acknowledged that he focused on his perceived duty in order grow his department:

I take on the responsibility, basically, to grow my program. And that's one of the things that, as a chair I feel, and looking at the guidelines for what we are responsible for, that if I want the department to grow, and the college as a whole to grow, I feel that those responsibilities are part of that job (Thomas, chair of Technology department, RCC).

The chairs in this study were motivated to increase student numbers because resource allocation was tied to FTEs in the community college. North Carolina community colleges were funded based upon the number of FTEs generated by the institution; therefore, department chairs understood FTEs to be linked to funding at the department level as well.

As the community college environment changes, administrators act in ways that centralize decision processes within the college. Strategic planning and bureaucratic processes ensure control of decision-making and resource dissemination throughout the college. Resource dependency theory suggests that strategic planning in the community college is an effort by the college to manage internal and external complexity and uncertainty in order to adapt internally to the external environment (Euske & Roberts, 1987). The institutional climate created by the FTE-driven approach led to increased administrative control over faculty. Mark noted that while the business world has flattened the typical business organization and pushed responsibility onto the shoulders of workers, the community college has done the opposite – added a layer of management that increased the bureaucracy within the institution. The effect appeared to be less responsibility on individual members as decision-making was pushed upwards. Resource and budget decisions were based upon a centralized strategic plan.

One problem that community colleges face is that strategic plans and yearly budgets are not synonymous – indeed, they often contradict each other (Rhoades, 1998). Practicality dictates that yearly budgets supercede long-range considerations. The data

indicated that, from the perspective of department chairs, college planners planned for the future but made immediate decisions based on budgetary constraints. Thus, a number of chairs in this study talked about personal or departmental goals in relation to the institution's mission and strategic plan. Each chair in this study recognized that college planners "do not budget to plans; more typically, they 'plan' to this year's budget" (Rhoades, 1998, p. 88); and they also described how they approached these issues in order to adapt their departments to their environments in order to fulfill goals that will, eventually, lead to fulfillment of the institution's mission. One chair, for example, stated that every equipment request she made was related to student enrollment and was also tied to the institution's strategic plan.

Within the strategic planning process, Rhoades (1998) asserts that administrators worked to limit faculty autonomy. In other words, strategic planning is a tool used to maintain influence over faculty. The data indicated that Metropolitan Community College (MCC) administrators limited decision-making power through the use of bureaucratic decision-making procedures. For example, one chair pointed out that if a faculty member came to her with a request for new equipment she could approve the request, but her approval was symbolic only. The request still needed approval from the Dean, the Associate Vice-President, and the Vice-President in order to be funded. The process of obtaining approval for requests pushed decision power from the chair up the bureaucratic line to upper administration. Chairs at RCC reported that they also had limited decision power. A chair at that institution reported that "as a collective body we can be influential, I think. We have more power as a group than we do individually." She also stated "it's not as though we have the authority to make decisions. We can give input, say things like 'I feel' or 'This is what I think,' but ultimately I don't think we are given much power or authority." She also acknowledged that if the collective body of chairs expressed a preference on an issue, then administration generally concurred with the collective decision.

As chairs worked within the constraints of the institution's strategic planning process, they also worked to maintain flexibility by responding to community needs and requests. Community colleges often seek to increase FTEs through flexible response to

community needs. Community colleges become more consumer-oriented and gear more curricula and program planning to the political economy, including training for industry and the use of technology in the classroom and in the management of the institution (Gee, et al., 1996). Part of this transformation of the community college includes flexibility in meeting popular needs and desires, not just of industry or employers but also of the students themselves. One example of the flexibility of the community college was described by Stephanie, chair of Public Service Programs at MCC. In discussing how her program met the needs of the students, she gave the example of a new Criminal Justice Associates Degree with emphasis in latent evidence. Asked about the impetus for the program, Stephanie stated that the primary driver was student requests. The rise in popularity of the hit television show *CSI* multiplied interest in the field of latent evidence. Student requests for such a program, generally derived from the television series, increased enough that the institution added a new program that has grown since its inception. Likewise, Thomas reported that a course in motorcycle maintenance was added to his school's course offerings because of requests from community members.

The challenge of flexibility in meeting constituent needs was compounded by rising unemployment, which tended to correlate with increased enrollment in higher education programs. As more adults came back to school for retraining, the demands upon the college increased, while the rewards for handling an increasing amount of work generally did not. Recently, instructors found themselves teaching more students for no more benefits than in the past. Economic, political, and community demands impact the community college as enrollment increases create a climate of fiscal constraint and environmental upheaval (Gillett-Karam & Pena, 1992; Levin, 2001). This combination of demands played havoc on North Carolina's retraining efforts.

In North Carolina – traditionally a state that depends upon mills and factories driven by human workers on assembly lines for much of its economy – technological influences combine with economic pressures to create a challenging environment for community colleges. Job loss in North Carolina affects a number of both high-skilled and low-skilled workers, sending them back to school for retraining. According to the US Department of Labor website, North Carolina's unemployment rates went from four

percent in 2001 to seven percent in 2003 (The Employment Security Commission of North Carolina, 29 November 2004). Experts say that a large number of plant closures across the state are to blame for this rise in unemployment (Greenwood, 24 July 2004). Numerous chairs in this study report that they see increases in enrollment as one of the primary ways that the economy impacts a community college. Thomas viewed local industry as “a major driver” of the Technology program at RCC: laid off workers come to the community college to be retrained. Mark reflected that the mission of North Carolina’s community college system is centered on workforce development. This implied a focus in the community college on retraining and technology. As a consequence of rising unemployment, North Carolina’s community college enrollments have burgeoned. As institutions have grown to accommodate enrollment growth, the amount of bureaucracy, which decreases chair power and influence within the institution, has grown as well.

The data indicate that, from a department chair standpoint, bureaucracy is a “necessary evil” in the community college, yet there is an assortment of opinions regarding the utility of bureaucracy in the institution. Only one department chair at RCC, Beth, alluded to bureaucracy. She described bureaucratic procedures for faculty evaluation. These procedures appeared multi-faceted and offered a form of three hundred sixty degree evaluation from students, faculty, and the chair; yet the results of the evaluation went directly to administration. The faculty member’s direct supervisor, the department chair, did not view student evaluations for instructors within his or her division. The bureaucratic procedures for evaluations kept department chairs from viewing student evaluations of faculty. Beth stated that this is a hindrance that she would like to change. While Beth was the only RCC chair to talk about bureaucracy, five MCC chairs discussed bureaucracy.

The difference between schools in attention to bureaucracy may be because MCC is a larger institution with more layers of administrators and supervisors. Linda noted that MCC is a “good” school, but that the institution’s size and many administrative levels create an institutional climate that requires teamwork to obtain administrative approval for many departmental initiatives. Administrative attention to bureaucracy at MCC can

also be seen in the reorganization that the school underwent in Fall 2000. At that time the position of division chair was created, ostensibly as a position to assist the Deans in managing academic programs (See Figure 2).

The difference between the division chair and the department chair was explained by Robert, division chair of Science.

The real difference is that the division chair position is just another step in between the Dean [and faculty]. And a department chair cannot resolve or ask issues; then instead of going directly to the Dean, it would then go to the division chair. So, it is just another layer in between [department faculty and the Dean] (Robert, chair of Science, MCC).

Each division has a chair, who reports to the Dean, and then has department chairs and program coordinators, who assist with the various departments and programs within the division. Department chairs at MCC are faculty members who assume low-level administrative duties to assist the division chair. Historically, department chairs at MCC have multiple programs under them. Program coordinators provide the same type of assistance for one program. A Dean at MCC related that, in practice, both positions were treated the same in the matter of duties and reimbursement from the administration's perspective. Even so, MCC administrators have found that some division chairs have been given more responsibility than is reasonable, resulting in additional reorganization of some divisions. When Bob stepped down, the division was reorganized to include a department chair and two program coordinators. At MCC, program coordinators are considered by administrators as the same supervisory level as department chairs. From the Dean level, MCC's reporting structure includes an Associate Vice-President, who reports to a Vice-President, who reports to the President of the institution.

RCC does not include as many administrative layers. RCC employs department chairs, whose responsibilities may include two or three programs or program areas. These chairs report to an Assistant Vice-President, then to a Vice-President, who then reports to the President of the institution. MCC's larger size requires five levels of hierarchy

between faculty and the president. RCC's organizational structure contains three levels between faculty and the president (see Figure 3).

As the college adapted its organizational structure to global influences, additional layers of bureaucracy were created. While the institutional bureaucracy may respond favorably to certain organizational issues, and indeed ameliorate problems, it removes administration farther from the instructional activities of the institution [e.g., classroom]. Kim observed that the new organization at MCC is useful in its purpose, but she is not certain that the changes are good for the institution as a whole:

I honestly think that it is helping to relieve [Deans] from having them to answer to so many people. That's the only thing. Instead of having every department chair come to their office with problems and complaints all the time, now the department chair comes to me. From what I've seen, something else was put on [the Deans'] plate in place of that, but it really just removes them one more step from the front line, I think. It's making the administration more removed from the faculty. And I don't think it's helping them keep the family feeling (Kim, chair of Business Services, MCC).

Another chair agreed with this perspective, reflecting that years earlier he knew everyone on campus; now he is not certain if he knows half of the faculty members across campus. From the perspective of some chairs, the addition of bureaucracy and supervisory personnel is changing the "family" climate that once pervaded this institution. Administrators are farther away from faculty than in the past, creating a need for faculty members to work together to do their jobs.

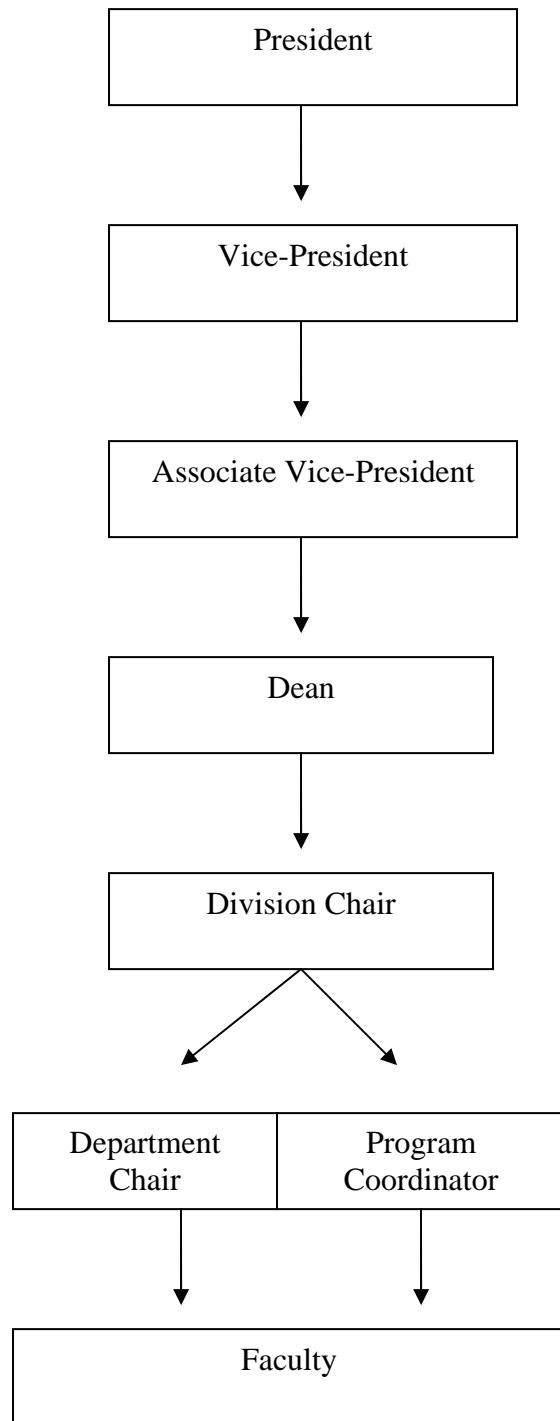


Figure 2. Organizational structure from faculty to president at MCC

The organizational structure at MCC is different from that at RCC in that RCC has department chairs who report directly to the Assistant Vice President. Numerous

departments at RCC have more than one program area within departmental confines; yet generally, department chairs at RCC do not have the assistance that division chairs have at MCC. For example, the Technology department at RCC includes electronic technology, industrial systems technology, and heating and air conditioning.

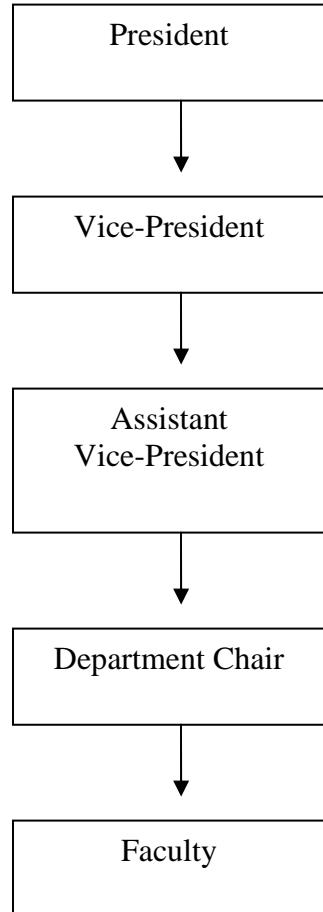


Figure 3. Organizational structure from faculty to president at RCC

The English department includes Humanities and Sociology. In both of these cases the department chair supervises all the classes. While the chairs at this smaller school do not have the same level of assistance to run their departments, my observations indicate that they have a much more direct line to administration. As I met with one of the Vice Presidents at RCC to acquire background information on the institution, he told me that either he or the president met with the department chairs regularly. Indeed, as I left his office, I found three of the department chairs waiting to meet with him. At MCC, this

type of meeting does not occur as often. Linda at MCC reinforced my observation with one of her own:

It's more of a challenge at a larger school. Sometimes I listen to my cohorts, and they have a daily link with the President, almost. And I think, 'Hmmm, that's not happening at MCC.' But you are in a school with maybe three thousand students, and so therefore you don't have as many levels, anyway. I feel like they're a department or division chair, just like I am, but it's dealt with differently at different schools.

The institutional bureaucracy appeared to be one of the vehicles for administration at MCC to keep decision-making power centralized. Mark said that MCC was centralized in its managerial approach. "Decision-making is held very closely to the chest at the very top of this organization. You follow chain of command. You get permission all the way up." Mark also indicated that the myriad of regulations is vital to MCC's success in securing funding for the institution:

You have to have rules and regulations; you've got a board here, and you have funding that comes from two or three different places. And we don't want to do anything to jeopardize that funding. Therefore, we cross all the 't's' and dot all the 'i's.' I understand those things. Do they cause frustrations? Yes. But we have to do it. We have to do it because the school's growing.

One MCC chair found that the established structure creates a meaningless system that offers little authority within the institution. This chair cites an example of a purchase order. She signs off on a purchase order for someone in her department, but the paperwork still has to be approved three levels past her to be accepted, and any of those administrators may reject the request. "So my question is," she asks, "why take the time to go through all of this process?" This chair has found frustrations in the bureaucracy

and stated that the only reason she took on the chair position is because nobody else would work to acquire resources that she needs for her program. Another MCC chair agrees that there is little authority within the institution. “We have a very limited force for change,” asserts this chair. Department chairs from RCC also take the view that they have little authority. One of these chairs said that sometimes the administration makes decisions for the department, and while “none of those decisions have been decisions that have been to the detriment of our department … I feel that, with some of those, if I had the final say, they would not have gone through.” Another chair stated, “It’s not as though we have the authority to make decisions. We can give input, say things like ‘I feel’ or ‘This is what I think,’ but ultimately I don’t think we are given much power or authority. I don’t feel like I [have power as an individual].”

Although administration keeps decision-making power “close to the chest,” as Mark put it, administrators give chairs some influence. A chair at RCC said, “we are included in meetings, and collectively, input is gathered. And, pretty much, if the chairs feel this way, then it goes that way.” Chairs at MCC report that they have some influence when they can align their interests with the college’s mission or frame a request in terms of student need. For example, a chair reported that her department wanted to change an institutional policy that affected students. Faculty members did not believe that administration was listening to them on the topic, thus “we have been telling [students], ‘You need to go complain’ [because] students kind of drive things around here.” Additionally this chair reports, “as a collective body [chairs] can be influential, I think. We have more power as a group than we do individually.”

Additionally, chairs gained influence with faculty members and students as they showed individual concern for them. Alicia stated that she gained the trust of faculty members by ensuring that all faculty members were included in meetings and in decision processes. Alicia described her approach to faculty as one of “validation.” She has worked to improve her listening skills and understanding of issues from the faculty members’ perspective. Likewise, Beth described a situation in which she exhibited influence with a faculty member that would not listen to anyone else. She had shared an office with this person and knew him on a more personal level than other faculty

members. Therefore, when a conflict situation arose that involved her former office-mate, she was able to approach him with a more clear understanding of his motivations than others had and was able to help resolve the issue. This type of influence did not come from formal authority, but came from an understanding of the motivations of administrators and faculty members within the institution.

The bureaucracy and centralized decision-making in these colleges create a climate where chairs spend a major portion of their day with the “administrivia” associated with running a department, such as the day-to-day details associated with running the department, the endless meetings, the paperwork, and the general minutia that come across the department chair’s desk (Creswell, et al., 1990, p.15). Indeed, “administrivia” may entice a department chair to lose focus on priorities and spend too much time on activities of relatively little importance. Participants in this study allude to the types of activities that may be called “administrivia,” although none make the case that these activities overwhelm their workload to the point they lose focus on their priorities.

Administrivia include actions taken by the Chair because no one else wants to act, a default behavior. Kim from MCC states, “I take care of that kind of stuff: the stuff that no one really wants to take care of, but it has to be taken care of. So, going to the meetings, yes. And just the administrative kind of stuff that you have to do.” According to Stephanie, also from MCC, the types of activities that can be considered administrivia may be increased by the proliferation of technology in instruction, particularly related to on-line coursework in the department: “And forty of those classes are on-line, so we set up the templates, and make comments … that takes up a big chunk of my time.” Reports have to be completed, equipment obtained for classroom instruction, accreditation criteria have to be met, and instructors recruited. These responsibilities add to the workload of department chairs. Centralized decision-processes increase bureaucracy and administrivia for participants, which takes time from teaching students and working with department members. Changing technology is another variable in the community college that adds to the workload of department chairs.

Technology has changed how department chairs work in the classroom and in the office. The increase in the use of technology that is associated with the spread of globalization has motivated the community college to rely upon cutting edge technology for instructional purposes. Department chairs note the impact of technology as they teach, as they advise students, and as they perform various other college duties. Many chairs demonstrate enthusiasm regarding technology in the college. Julie, for example, stated that she embraces technology to the point of advocating its use at every possible opportunity.

In both institutions instructional delivery is heavily influenced by technology. The acquisition and use of technology are indicative of the community colleges' focus on teaching. Rhoades (1998) states that most faculty are "stuck in the age of blackboards and overheads" (p. 174). Furthermore, Rhoades (1998) states that while new instructional technologies may have not yet disseminated far enough to warrant a study of the issue, evidence indicates that use of instructional technology is rapidly expanding. The data indicated that technology-intensive departments require more resources to function than low-tech departments, yet all the chairs in this study viewed themselves as responsible for obtaining appropriate technology for instructors in the classroom. Computer programs such as information systems generally have a much larger budget than the typical general education program in the community college. High-technology departments moved towards new instructional technology faster than low-technology departments. However, with the rise in distance education and on-line instruction, technology had an effect on teaching across all departments in the college. While technical departments and science departments required expensive lab equipment and various tools, the general education departments have moved towards internet teaching, which required newer computers and personnel training.

MCC is an institution that is actively pursuing internet-based instruction as an enrollment management strategy. Levin (2001) asserts that an increase in the use of technology decreases the need for certain types of workers in the community college, but increases the need for "technically proficient" instructors (p. 93). The data indicated that chairs encourage instructors to make use of the most current technologies in their fields in

order to offer students high quality education. Departments in the general education program lead the college in the number of internet courses offered. One reason for this is that distance education was used as a method for increasing FTEs at MCC. Pressures to increase FTEs have led community colleges to utilize technology in the classroom in order to recruit faculty and to reach students that previously could not attend classes due to distance or time constraints. Mark described the impact that distance education has had on MCC's Business division:

We have students and instructors that live out of town. We do both. For instance we have an economics professor in the state of Washington. We have a marketing professor in Maryland. We have a ... business law instructor in South Carolina. We're getting resumes all the time from people who want to teach for us. So it's not only something that's great for students. When you're trying to build a program it's great that you can have people teach from anywhere in the country. As long as they can get into our blackboard platform.

Distance education enabled institutions to hire instructors with little regard for space or time constraints. Similarly, internet technology enabled students to take classes with little regard for geographical concerns. Mark stated that he has taught students in many different states of the US, and also as far away as Germany, Kuwait, and in the Middle East. Mark reports that his division has two entire curricula on-line, in which students could obtain these degrees without stepping foot on MCC's campus.

Technology was also important at RCC, yet few internet courses were taught at this institution. Chairs at MCC reported that administrators have emphasized the use of instructional technology in the classroom. Each faculty member at RCC had access to a laptop computer for his or her work, and each classroom is equipped with multimedia projectors and other instructional audio/visual equipment. Several of the chairs report that RCC administration provides all of the equipment that their program needs. The data indicates that instructional equipment for the classroom is important at RCC because

administrators sought to raise the quality of instruction within the classroom. One chair indicated that this desire stems from the point at which the institution's accreditation was put on probation. This chair stated that there was frustration in the fact that the probationary status was not linked to faculty efforts or program quality, but rather to a conflict between the institution and the county government.

Just knowing that [being put on probation] had more to do with the conflict within the county than having to do with what went on here, and all of our work and all of our efforts [were frustrating]. [P]eople saw that, instead of seeing that we had absolutely no recommendations at all on the property – in our educational programs, in student services, or anywhere else. And we feel better now that we have reached Superior status with the Community College System (Beth, chair of English, RCC).

Beth addressed the institution's motivation to push the use of instructional technology this way: "Perception has to do with us being on the cutting edge and being on the cutting edge in our areas." The use of presentation equipment was viewed as an opportunity for instructors to be viewed by the students as professional.

This difference in degree to which technology was used was indicative of the focus placed on teaching technology by the administration at each school. RCC administrators utilized technology to enhance teaching in the classroom, while MCC administrators used technology to provide greater access to higher education. Both examples illustrate an institutional focus on student service through the use of technology in teaching.

In addition to internet technology and multimedia technology in the classroom, other types of technology are important in the community college. Health programs at MCC and RCC both utilize the most current technology that they can obtain, including monitors, computerized dummies, and computer programs. Linda, chair of Nursing at MCC, stated that it is important to have the latest instructional equipment because "we would get a snicker, if we were not there doing the latest cardiovascular surgery

technique or whatever.” The law enforcement training programs at both colleges also need the latest technology in order to stay on the cutting edge of the field. At RCC Shane stated that the Basic Law Enforcement Training program requires “all types of things – specialty equipment, firearms, all of those things.” At MCC Stephanie reported the need for updated technology because the program is in the process of introducing a new concentration: “we are jumping into forensics … so now we [need] different microscopes and new computers – software programs, etc.” Departments acquired cutting-edge technology as they worked with the college budget to obtain funding, and some chairs reported that they obtained some technology from local industry. Thomas asserted that local industries donated equipment to the Technology program in order to ensure that students were trained using the technology that they will use in the workforce.

Not all departments required high-tech instructional equipment. Stephanie, chair of MCC’s Public Services division, noted that her division is eclectic, with a range of technology needs. She stated “we go from funeral service to early childhood to law enforcement. So early childhood probably has the least amount of technology on campus.” In addition to criminal justice, the “funeral services [needs technology for] embalming.” Then Stephanie observed that “most of our programs (which also includes physical education and recreation) are people-oriented. That why they’re termed ‘public service.’ They are people-centered. And then the technology is behind that.”

The technology required to administer a program differed widely throughout the college. This was evident when high-tech departments such as the Technology and Nursing departments were compared to low-tech departments such as the English or Humanities departments. The chairs of Nursing and Technology departments at both institutions asserted that their programs needed cutting-edge technology in order to prepare students for industry. However Bob, chair of Humanities and Social Science at MCC, stated that instructors can teach up to fifty students at a time with no more than chalk and a blackboard. Chairs at RCC reported that the institution provided faculty with laptops and presentation technology upon request. Yet not everybody in the institution needed or wanted this technology. Some faculty members used this technology, but many did not.

In addition to technology in the classroom, new office technology affected the work of faculty in the community college. Levin (2001) finds that the increase in the use of email and voicemail has increased the work load of instructors. These technologies are perceived to increase service to students, who can now leave a message for an instructor at any hour of the day rather than settle for an unanswered phone. Students have greater access to instructors for more personal instruction. Even as they make use of technology in order to serve students better, chairs also made personal contact a priority. Julie from MCC and Mary from RCC both claimed that they focused on meeting students. Julie, who teaches online courses, stated that while she used email extensively, she preferred that her students visited her at least once per semester to receive face-to-face assistance as needed. Mary from RCC did not teach internet courses, yet she used email frequently to contact students regarding class schedules and other issues that enabled her to provide the necessary resources for student progression from one semester to the next. Likewise, Mark reported that, using appropriate computer programs on his desktop, he could serve any need that a student had except for financial aid; and he stated that he “has a form to give the student for that, to make sure that the student is helped.”

In addition to assisting faculty in the advising process, new information technology enabled institutions to bring together information about students in order to serve them better in the registration process. Levin (2001) states that information technology has become an indispensable part of the institution, which brings together a wealth of information quickly. Both institutions in this study utilized computer programs to register students, track open course sections, and monitor tuition charges. The computer programs placed requisite information at the fingertips of chairs and other decision-makers. In an open-registration situation, computer technology provided vital information that allowed the chair and other advisors to make appropriate decisions for the student utilizing up-to-the-second information. In this way, technology eased the decision process for advisors in the community college.

As community colleges embraced technology to deliver instruction and to perform office functions necessary for the maintenance of college programs, global theory states that the increased use of information technologies diminishes boundaries

between home and work and that additional pressure is placed upon faculty and staff to stay current in the use of new technology. Yet faculty and staff often have a difficult time receiving proper training for the new equipment (Levin, 2001; Nippert-Eng, 1994). The data indicated that those who teach on-line tend to take work home more often. Mark stated “Anybody who has taught or taken an on-line class knows the time involved. It probably doubles your prep time and dealing with students.” The data indicated that this fluidity created flexibility in work schedules, and also some expectations between chairs and faculty. Chairs reported that they negotiated schedules with instructors who come to them with suggestions for the following semester. Classes were offered that none of the faculty wanted to teach. In both of these cases, the chair and faculty member both had to be flexible in order to meet the needs of the instructor and the needs of the department.

Julie recounted an example:

I had a young man who had his first baby, and his wife worked, too. We set his schedule up around those issues, and I had no problem with that. And when the baby is sick, he sometimes can't come in. And that's ok, but then I also expect that when you're going to be here, be here. And it's not just him. I have other people who come to me for things. And I will go out of my way to provide it for you – but it's going to cost. Because if you are going to ask me, then I don't mind asking you either (Julie, chair of Computer Technology, MCC).

In order to balance the needs of the instructor with the needs of the department, chairs set clear expectations and boundaries. With the growth of North Carolina's community colleges the need for instructors has increased, yet fiscal resources limited the number of instructors available for instruction. The dissimilar instructional and office technology requirements among departments led to unequal resource dissemination among the departments, which created disparate climates within departments across the community college.

Faculty and staff sometimes found it difficult to engage in training activities in order to learn proper use of new technology. Julie stated that she approached professional development for computer instructors by assigning one or two instructors to attend a conference and having them train the rest of the department in the new applications. Another tactic Julie used is to conduct in-house training for faculty and staff within her division. Thomas reported that he has brought in engineers from local industry from time-to-time in order to have them provide instruction to faculty and students on the latest equipment used in industry. In order to assist faculty in using distance education technology, MCC conducted a professional development course entitled “Developing an Online Course.” The course was provided to faculty who are developing an internet class for the first time. This course was taught by full-time faculty members to faculty members at the college.

One chair asserted that the lack of training on the part of faculty and staff caused occasional conflict within the institution. Julie reported that the Computer Technology division has experienced conflicts with the MIS department at MCC. The conflict centered on restrictions placed on computers by MIS that interfered with coursework planned by instructors in the Computer Technology division. Julie stated that she had to negotiate with the head of the MIS to meet the needs of all of the parties involved. As chairs work through the issues surrounding the use of technology in the community college, resource acquisition is very important.

Technology-intensive departments receive proportionally more resources
instructor-intensive departments. Global pressures create technology advances, which place stress on department chairs as the needs of various programs require new equipment. Distance learning efforts create the need for additional computer resources and faculty training. Traditional courses require multi-media equipment more often than in the past. For department chairs, obtaining additional resources to meet the needs of departments and students is challenging.

From a critical perspective, Volk et al. (2001) argue that an inequity exists in the dissemination of resources in higher education. Specifically, they state that university departments traditionally chaired by women and ethnic minorities receive

fewer resources than do departments chaired by Caucasian men. This study found that there was inequity in resource allocation in the community college, yet this inequity did not occur for reasons of gender or racial discrimination. Volk et al. (2001) report that one reason for discrimination in resource allocation is that women and minorities are concentrated in the lower level programs in the university. Community colleges were created to teach the lower levels of university instruction (Rudolph, 1990); therefore, it is not surprising that in the community college a substantial number of women and a higher proportion of minorities than in universities serve in faculty roles.

In the community college, a large number of minority and female instructors leads to greater numbers of minority and female chairs. Both institutions in this study have more than half of the chair positions filled by minorities and females, including in program areas often dominated by Caucasian males (for example, criminal justice, math and science, computer technology) which negated racial and gender effects in resource dissemination.

With respect to educational qualifications of instructors and students, transfer programs are considered to be the “upper-level” programs in the community college, while associate degree and vocational/technical programs are considered to be “lower-level” programs. RCC has ten department chairs, only two of whom are male. MCC has twelve division chairs. Of these, five are male and seven are female. Volk et al. (2001) found that in the university, men dominated the chair position in upper-level departments and research departments such the physical sciences. In comparing the community college to the university, we expect to find male chairs of the technology-oriented departments and women chairs in the general education departments. At MCC, the data showed that men sit as division chairs in the industrial systems technology program, in the science division, and in the math division. Yet the computer technologies division had a female chair. Additionally, business services division and public service division (home to traditionally male-dominated programs such as the criminal justice and latent evidence programs) had female division chairs. RCC employed female chairs in two departments that are traditionally male-dominated departments: math and science and information systems.

The data indicated that in the community college, the gender or race of the chair had little to do with resource allocation; rather, the type of department was more indicative of funding. Technology and health programs and departments received more money per student enrolled than low-tech, general education departments. The variables that impacted funding include the level of technology utilized in the program compared to the number of students served by the department. For example, at RCC the respiratory care program did not receive as many financial resources as other departments; however, it did not have as many students enrolled as most other departments. Therefore, it possessed the highest proportion of funding per student enrolled (\$2516.87). Conversely, general education (\$127) and early childhood education (\$221) both operated at a fraction of the cost per student; and each department served over 500 students each year. The data indicated that resource allocation was related to department need based more on technological requirements than on the number of students served. Chairs of technology-intensive departments received more funding than chairs of low-tech departments. Conversely, chairs of low-tech departments typically had a greater number of faculty than chairs of high-tech departments. Thus, in the community college, departments obtained greater resources for technology than for full-time instructors.

Levin (2001) reports that in response to funding pressures, the colleges in his study obtained additional funding through training contracts with industry and also through grants. Only four of the chairs in this study reported funding outside of state-sponsored funding based on FTEs. The constraint on additional funding came from the state: North Carolina's community colleges had state-mandated fiscal constraints; institutions were prohibited from raising funds that total more than fifteen percent of project budgets for administrative costs (Levin, et al., Forthcoming).

Additionally, both institutions reported that they seek grants; for example, RCC obtained a Perkins grant that provided for technology expansion across campus. The amount of funding and equipment that the chairs obtained did not approach the fifteen-percent impediment. As instructional costs increased, community colleges had to pay close attention to resource allocation. The chairs in this study primarily identified two

types of resources necessary for effective operation of the department: technology and personnel.

Community colleges are turning to technology in order to increase production of FTEs while decreasing costs associated with instruction. Levin (2001) argues that schools are turning to internet-based instruction for a variety of reasons, not the least of which is that internet technology decreases the number of instructors needed to serve students. Colleges can now employ less expensive faculty, some of whom may be off-campus or even in another state. The effort to utilize technology effectively modifies the structure of the organization. On-line classes save physical space on campus, which enables the institution to increase the number of classes taught. As higher education institutions increase the use of technology to lower instructional costs, they also increase the pool of potential students and adjunct instructors (Rhoades, 1998). Because student enrollment generates FTEs for the institution, community colleges can utilize the technological advances in distance education to bring more low-cost adjuncts to the institution in order to increase the institution's fiscal bottom line.

Internet courses have been taught at MCC for approximately seven years. The college taught over 300 sections of on-line courses each semester and enrollment was growing. The Humanities and Social Sciences division taught sixty-six college transfer courses. The Business division taught thirty-four internet classes, with two complete Associate Degree programs online: Accounting and Electronic Commerce. The English division taught twenty-six internet courses, some of which are more appropriately considered hybrid courses because students are required to meet together on occasion to fulfill certain requirements. The other internet sections were dispersed among almost every other division on campus. The only divisions that did not teach internet courses were the diploma programs that are performance-based, such as the plumbing, masonry, and carpentry curricula. To facilitate the development of internet-based courses, MCC developed a professional development curriculum for instructors interested in teaching on-line classes.

As with the colleges in Levin's (2001) study, data from MCC indicated that academic departments in this study that tied instruction to technology increased revenue

and decreased costs. There were, however, consequences from increased technology. Divisions that utilized internet technology experienced a blurring of boundaries between work and home life for faculty members. One chair stated that she taught only online classes, so that she had flexibility among her duties in the classroom, as chair, and at home. Because her teaching duties did not require her to be in the classroom physically, she had time for her family responsibilities, even during the day. She also reported that she brought work home from the office many nights and weekends. Other chairs stated that they tried to keep the work/home boundaries distinct in various ways, including avoidance of on-line classes. RCC had not moved as far along the road to on-line curricula, yet administration at this institution intended to move the institution towards a more developed set of on-line curricula in the near future.

The increased use of technology in the community college has advantages for academic output and decreasing costs, yet many scholars and practitioners recognize that increased use of technology in the community college places additional pressure on institutional resources in various ways. Besides the immediate cost of purchasing new equipment, the increased need for equipment maintenance, salaries for personnel, and equipment upgrades all increase the costs to the institution. For fiscal expenditures, the data showed that technology-intensive departments required more resources to function than low-tech departments. At both institutions in this study, computer programs such as information systems had two-to-three times the budget for technology as general education programs. Chairs from low maintenance departments generally understood the disparity. One chair observed that requests from her department tended to be conservative; thus her department rarely had requests turned down. “We don’t ask for the world. We understand budget constraints. We understand allocation of funds, and we ask for what we need.” Another chair said, “FTEs are the bottom line for the school, and I use that every chance I get [to obtain resources for assisting students].”

Departments not only needed technological resources, they also required human resources. Full-time faculty represent the single largest cost to higher education institutions (Rhoades, 1998). Increased enrollment places a burden on departments that do not increase the number of teaching faculty. In an effort to alleviate this burden,

community colleges increase the numbers of adjunct instructors, who are less expensive than full-time faculty and can be employed strategically from one semester to the next. Adjuncts are especially critical resources in health-related fields and other high-demand technical fields that enable workers to earn more money in industry than they can in the community college:

Faculty do not earn what a staff nurse can earn in hospitals. We require Master's Degrees. Nurses don't have to have Master's Degrees. It is hard to recruit people to come, so I am always short of nursing faculty (Linda, Nursing Chair, MCC).

In this situation the community college can employ full-time nurses to teach on a part-time basis. The use of adjuncts in this situation provides an advantage to the institution because adjuncts are paid significantly less than full-time faculty. This gives the department chair flexibility in hiring from one semester to the next. This process is not unique to health-related fields.

Other personnel issues arise when faculty coordinate with support staff. In a professional bureaucracy, support staff employ a different reporting structure than the operating core. In the community college this difference translates into faculty and support staff working side-by-side but under different supervisory processes. One group does not have authority over the other; thus when conflict occurs there is not always a clear process for resolution. For example, Julie reported that she experienced coordination problems with Management of Information Systems (MIS). She stated that a rift between the two groups sometimes arose because "we want to do something in our classes, and MIS does not want to give us the rights, the access to the computer network to do those things, so it's a battle." While Julie described challenging experiences coordinating with MIS, she also stated that the situation has become less adversarial. Changes in MIS personnel created a condition of greater collaboration between the two groups, including joint training and greater flexibility for everyone involved. No other chair at MCC reported any problems with the support staff at the college. At RCC,

coordination between support staff and faculty tended to be collaborative. Beth shared an experience she had that illustrated the collaboration between the two groups. She requested grade book software so that faculty could track and archive grades more conveniently. Rather than spending money on software, a staff member helped her set up a grade book on spreadsheet software that the college already utilized. This met the needs of the faculty and saved money for the institution. This is one of many examples showing how faculty, chairs, and administrators within the community college act in order to work within confines placed upon them from the state.

State policies driven by rising unemployment and global shifts in the workforce motivate colleges to utilize technology to accommodate increasing numbers of students and also to employ greater numbers of adjunct instructors in order to serve greater numbers of students so that the institution controls expenditures. Faculty were asked to serve more students than in the past, often without additional remuneration. In this climate, departments in technology-driven fields receive a greater proportion of funding and resources than do general education/ college transfer departments. They receive high-tech equipment because they need it, while general education departments have to “make do” with adjunct instructors, which may leave students with questionable instruction quality.

These findings illustrate a community college setting that was responsive to state-perceived needs and influenced by industry that is in a state of transition. Department chairs found themselves responsible for much within their departments, thus they had little institutional authority to correct many of the problems that department faculty faced. Several chairs agreed that they were given little authority from the institution; thus they had to rely on interpersonal skills and political skills in order to resolve faculty and student concerns. Chairs also looked to administration to assist with problems, especially problems that stemmed from lack of resources and problems navigating institutional bureaucracy.

Within this context, North Carolina community college department chairs engaged in a variety of roles as they completed their duties. Chairs enacted twelve roles as they accomplished their work. Five of these roles – troubleshooter, scheduler,

information disseminator, faculty evaluator, and resource allocator – were related to the more general role of supervisor. These roles consisted of those expectations and duties that chairs were formally assigned by administration and were designated specifically for the chair. While the other seven roles may or may not have been formally assigned duties, they could be performed by any other faculty member in the department.

Chair as supervisor. The role most frequently claimed by department chairs at MCC and RCC was the role of supervisor. The construct of supervisor is a formal role, where an individual is given institutional authority to act within specific parameters in order to oversee, to direct, or to manage (Yukl, 1999). The role of supervisor was closely related to five other roles that chairs engaged in order to complete their duties. The department chair was specifically responsible for this collection of roles. No one else had authority to complete these duties, although the chair directed a faculty member to assist him or her at times. Supervisory responsibilities were accomplished when the chair took on different roles according to what tasks were important at the moment (Yukl, 1999). A chair acted as liaison to different areas of the institution, obtained and allocated resources within the department, and evaluated faculty members, all of which were examples of specific roles and responsibilities that fell under the more general role of supervisor. Additionally, the supervisory responsibilities of department chairs were affected by the institution's organization and power structure. Both MCC and RCC appeared to have centralized power structures: that is, chairs were often limited in their authority to make decisions without administrative approval. This combination of bureaucracy and limited decision power led to chairs' perceptions that much of their time spent was dealing with administrivia.

Within the context of bureaucracy and centralized decision-making, chairs reported utilizing a participative leadership style in order to persuade faculty to accept changes in the institution and in the department. For example, in describing his initial approach to leadership of the business division at MCC, Mark stated:

I sat down with [division faculty] and ... gathered input, sought advice – because I agree that input is buy-in – and said “how do you think we ought

to set up this organization?" And they said "why don't we pull all of the program coordinators and other chairs out, and let them report to you, and then we'll reallocate all of these other people under them?" They felt that this was the way it should be done. And we set up the organization that way within 2 or 3 months of me becoming the division chair.

Similar to Mark, other chairs also described themselves as participative leaders. Thomas stated that in order to be successful, he had to involve his faculty members in decisions. He actively sought ideas from those in his department and reported that they often brought him new ideas or perspectives.

Participative leadership was particularly important in academic departments that had a diverse composition. For example, Stephanie's division, Public Services, housed the Early Childhood Education, Criminal Justice, and the Recreation and Leisure programs. In this case, Stephanie stated that she employed a laissez-faire leadership style; she had program coordinators who completed paperwork and facilitated work within each of the programs. Stephanie sought input from program coordinators when issues affected their particular program. When this was not the case, she left her program coordinators to work for themselves.

As chairs worked with department faculty to facilitate institutional policies and procedures, they realized that it was important to establish their credibility with faculty. Several chairs reported that they built credibility by setting an example in their own work: both Julie and Alicia stated that they did not ask faculty to do anything that they did not do themselves. Julie reported that leading by example was one of her strengths. From Alicia's perspective, if faculty members saw her working registration duty, then they did not complain when they were assigned registration duty. Thomas said, "I will show you, and then you follow. That's the type of leader I try to be."

The leadership approach used by department chairs is important in how they accomplished their work within the institution. Several chairs reported that

because of the centralized nature of decision-processes in the community college, they are asked to take responsibilities for which they did not necessarily have authority. For example, if a chair is asked to institute a new institutional policy within the department and a faculty member decides not to cooperate, the chair does not have authority to discipline the faculty member formally. The chair would refer the faculty member to administration for disciplinary action. In this context, leadership style enabled chairs to maintain influence within their departments and within their institutions. Shane stated that part of his job was to handle problems at the department level to relieve administration of this responsibility. He employed a leadership approach that enabled him to influence faculty members and provided him the opportunity to resolve the problems within the department. The chair's leadership approach also influences how he or she fulfills his or her role of troubleshooter.

Chair as troubleshooter. Chairs in this study refer to the role of troubleshooter, also called problem-solver, most often when they speak of specific supervisory roles. Among the many day-to-day issues faced by chairs, solving problems for students and department faculty members is a basic responsibility. The chairs in this study troubleshoot for students and faculty in an effort to solve problems at the department level. Several chairs specify that one of their goals is to minimize the number of problems that reach the administrative level in their institution. Even though some chairs report that they do not have authority, they tend to take responsibility for their respective departments. Morine exemplifies this attitude when she says, "... if Dr. Andrews and Dr. Brown come here to put out all the little fires, then they are missing out on other areas for the school to grow. So this is the area that I am entrusted with, to try to make this run as smoothly as possible. That will enable them to do some of the things they need to do to help the overall college." To this end, nine of the thirteen chairs in this study refer to or discuss their roles as troubleshooter within their respective departments. Most of these respondents talk about helping students, while fewer report that helping faculty solve problems is an important part of their jobs.

Among the issues that chairs routinely handle are student complaints. The chairs in this study appear to have the authority to handle most student problems within their respective departments. Several chairs report that their efforts to help students solve classroom performance problems center on tardy and attendance policies, grading procedures, and other issues that enable students to complete a particular course. For example, Shane says that most of the problems he handles are “grades [or] a student thinks an instructor is being not fair.” Many of these cases require chairs to balance the good of the student and the good of the instructor. The chair can act as a counselor to the student, or the chair can discuss the situation with the instructor in order to help solve the problem. During this process, chairs sometimes find that they act as the “bad guy” towards students in order to support department faculty. Kim describes such an experience with a student whom she teaches in one class and who continually came tardy to another class under another instructor, then complained to her about how the second instructor handled her tardiness. Kim reported the end result was that she told the student that the instructor had acted appropriately and that the student was wrong. Kim then stated “... and of course now it’s difficult for her to like me, because I’m the bad guy now. But that’s the kind of thing that the faculty appreciate.” Chairs sometimes sacrifice their relationships with students in an effort to support faculty.

While some chairs describe problems student have in a particular course, other chairs describe problems students have in navigating graduation requirements. Mary took an active approach to troubleshooting graduation requirement problems for students: “I am already working on the summer schedule and trying to email students and find out what courses they need to graduate, making sure those kind of needs are met.... And that can be very hard.” Other chairs talk about program requirements as an area where students need help. Morine and Linda both describe their efforts at helping students manage the high standards that the state places on health-related programs. Morine describes her efforts to help students trying to complete the RN program:

I think by our open door policy, that we encourage them to come here.

And then once they come here, we attempt to keep them here until they

can complete their goals. [I focus on] scheduling, considering family situations that may come up. [We are] flexible within the guidelines that we can be flexible within. I think sometimes students come into a program or school and everything is so closed or blocked that they don't think anybody cares what's going on with them, that they don't think that we ... really have any interest in them (Morine, chair of Nursing Program, RCC).

Similar to others, Morine works actively to anticipate problems and eliminate roadblocks to graduation through program design before they become a serious hindrance to students.

Mark talks about troubleshooting for students at the institutional level: he helps students navigate not just his program, but also the myriad of resources that the college has to offer. Mark tells students, "Come to me for anything you need, except for financial aid. But I give them a document from me to give to financial aid, to make sure they have been helped." Community college chairs troubleshoot for students in almost all areas of academic life, not just within their own department. For chairs who help students with institutional issues, the role of liaison is important. That role is discussed later in this chapter.

These situations in which the chair plays the role of troubleshooter exemplify the impact of institutional climate on chairs' authority within the community college. The language used by chairs in this study indicates that both campuses possess an institutional climate driven by Full-Time Equivalencies (FTEs), the formula by which colleges are funded in North Carolina. This climate is customarily described as an institutional environment focused on student success. Chairs use the institution's student-driven climate to obtain resources for their departments. For example one chair says, "FTEs are the bottom line for the school, and I use that every chance I get [to obtain resources for assisting students]." Chairs who describe their actions as supportive of students do not have their authority questioned by administrators as often and requests couched in student-oriented language are more likely to be granted. Chairs' responses during interviews support this finding. For example, Mark says "I get more done working with

students than I do on the bureaucratic side trying to help my faculty." Thomas relates that his institution's ultimate goal is to "try to provide our customer with what they want," and that this attitude begins at the top at RCC. Stephanie observes that the MCC administration appears to have a similar attitude; she says "all the years I've been on this campus it's always been that way. You ask for something, you show how it will benefit students, benefit the community, and you get it."

Regardless of how chairs approach their administrations in the quest to help students, most chairs view students with the same intention: retention through customer service. Beth notes that a student-oriented attitude permeates her campus.

Other participants in this study also state that students are a high priority. Most chairs maintain a perspective similar to Julie's: "[A]s long as I keep my bottom line as concern for the student; that's my primary focus and everything else falls into place." Mary says her priority is "the students, because they, you know, they keep us running." This student-centered attitude is apparent with the chairs at both institutions. However, students are not the only constituency for whom chairs must troubleshoot. Another constituency for whom chairs troubleshoot is the department faculty.

While faculty members tend to be an independent group, student complaints, faculty conflicts, and administrative mandates create situations where faculty need help. The data indicate that most problems that chairs face with full-time faculty are resolved through information dissemination. Stephanie asserts that among her duties as chair is bringing faculty together to solve problems and to give out new information. According to Rhoades (1998), faculty responsibilities are defined in a relatively ambiguous way; for example, faculty have to keep office hours and hold class, but they have a high degree of discretion in their use of time outside of these obligations. As long as end-of-term reports are in on time, chairs and administrators rarely mandate instructor activities outside of these activities. Many instructors use their autonomy to develop their own contacts within the institution, and they develop resources other than their department chair for solving problems. This contributes to a climate in which the longer an instructor stays at an institution, the less help he or she needs solving problems. Indeed, in many instances, faculty members act as troubleshooter also. Stephanie recognizes the importance of

mature faculty members in solving problems by asserting that the faculty in her department have been at the institution long enough that often faculty from across campus come to them for help. Stephanie's management style is directly affected by the maturity of her instructors. She says that her main job is "to work with them as a team as they hit obstacles." Stephanie does not attempt to solve problems for her instructors; she brings them together to help each other solve problems.

New full-time faculty members and part-time faculty members are those who most often need assistance in solving problems. Bob exemplifies the responses of the chairs who discussed problem solving for part-time faculty: "You are in communication with [adjuncts] a lot, to see if they can work the next semester, if they have the supplies they need." Rhoades (1998) documents an increase in the number of part-time faculty members in the community college. Bob, more than other chairs at MCC, describes his dependence upon adjunct instructors. During Bob's tenure as chair, as many as seventy percent of the classes offered in his division were taught by part-time instructors. From Bob's perspective, handling problems for numerous full- and part- time instructors takes a significant portion of his time. Not all MCC divisions have as many adjuncts, but five of the MCC chairs discuss the use of adjuncts and acknowledge the problems associated with finding part-time instructors and the time spent in helping them with classroom-based problems.

RCC chairs also report that troubleshooting for part-time instructors takes a significant portion of their time. Beth's statement that her "responsibilities involve mentoring part-time instructors, getting them what they need" exemplifies those of the chairs at RCC. Among RCC chairs, Mary appears to face the largest challenge associated with adjunct instructors. The only full-time faculty member in her department, Mary has eleven adjunct instructors who teach regularly. She reports that considerable time is given to fulfilling their needs. The preponderance of adjunct instructors means that these instructors have power within the department. Adjunct instructors are hired on a class-by-class basis and are not contractually required to teach classes that they do not want to teach. When asked how she handles scheduling, Mary replies that she "[checks] with the part-time staff to see when they are available and what courses we feel that they can teach

and that is basically the way it goes." Mary has to pay particular attention to problems for these instructors. Otherwise, Mary has the potential to lose her instructors. The effect of this situation is that Mary spends time troubleshooting for her instructors, leaving her little time to "do some of the innovative things" that she wants to do with the program.

In addition to troubleshooting for adjunct faculty, chairs often act as troubleshooter for full-time faculty members. On occasion, a chair may step in when there is a conflict between two faculty members. Kim says that when faculty in her division have conflict "they come to me. And I try to help them work things out between them, and they're going to sit down and talk things out." Stephanie and Beth also state that they occasionally have to step in to help resolve conflicts between faculty members. All three chairs report, however, that such intervention tends to be rare.

In their role as troubleshooter, chairs spend most of the time helping students, followed by helping part-time instructors. Generally, chairs help instructors (full-time and part-time) in their preparation for classes. Occasionally a chair steps in to help resolve a conflict. Chairs report that most of the problems they help resolve are not major problems, yet the number of issues that require the chair's attention on a daily basis is high. Thus, while the chair is not usually involved in major problems, troubleshooting problems takes considerable time for most chairs.

Chair as scheduler. Respondents in this study reinforce the literature on department chair roles -- that scheduling courses is one of the primary responsibilities of the department chair (Gillett-Karam, et al., 1999; Seagren, et al., 1993). Scheduling classes is one of the core supervisory tasks of the department chair; neither the department nor the college could function without the coordination of course schedules. Coordination of course offerings and instructor schedules occurs as chairs take part in the institutional planning process. Institutional planning occurs when college officials collaboratively set direction for the institution as a whole. Chairs plan for their department within the context of the institution's larger plan. One chair at MCC relates the typical planning process as she is involved: "My portion [of the planning process involves me] and the Dean ...let's see, the chairs [and program coordinators] work with

me; then I work with my Dean, and then the Dean works with the Vice President" to establish goals consistent with the institution's plan.

Community colleges practice strategic planning in order to establish control over college members, over the future of the institution, and, as much as possible, over the external environment (Euske & Roberts, 1987; Mintzberg, 1994; Rhoades, 1998). Levin (2001) contends that in response to global influences, community colleges are shifting from a historically general education, liberal arts, and vocational education focus to a focus on workforce development. Chairs in this study reinforce Levin's (2001) contention. Mark states that he understands the main thrust of the MCC mission to be workforce development within the city and the county; similarly, while Thomas and other chairs at RCC suggest that community and workforce development is a primary focus of their institutions' strategic plan. Zan (in Mintzberg, 1994, p. 20) states that "planning [is] a means of reducing external complexity to manageable forms." Resource dependency theory suggests that strategic planning in the community college is an effort by the college to manage internal and external uncertainty in order to internally adapt to the external environment (Euske & Roberts, 1987). Chairs schedule courses according to the department's role in the college mission. Courses that are required for programs receive priority in the schedule; electives are included as needed. For example, although the college catalogue lists seven communication courses, MCC offers only two communication courses. Public Speaking is required by every transfer program and almost every degree program at the institution. The second is Interpersonal Communication, which is only offered in one section a year. This class is offered because one degree program requires it rather than Public Speaking. No other communication courses are offered because they are not considered central to the school's stated mission. The data indicate that from the perspective of department chairs, college planners plan for the future, but make immediate decisions based on budgetary constraints (Rhoades, 1998).

Rhoades (1998) contends that faculty members do not have flexibility in their positions; their duties are mandated from administration. By inference (since the data suggest that chairs are viewed by administration as faculty members), chairs do not have

much flexibility in their duties, either. This may be the case in many instances; yet Mintzberg (1994) states that planners generally work for goals expressed by management to the extent that institutional goals coincide with personal (or departmental) goals. In the community college, this means that chairs use the institution's long-range plans to justify departmental or personal goals. For example, if a chair wants to offer a course that is not currently offered, he or she may work with chairs in other programs to find a program that will accept the course. Then the chair is justified in offering the course. Two chairs in this study link their efforts to create articulation agreements with four-year institutions in order to increase their department's size and prestige. These actions represent efforts by department chairs to provide stability in a turbulent environment.

The largest part that chairs play in the planning process is determining which courses will be offered to students in support of the institution's academic programs. Offering courses that fulfill program requirements, that meet accreditation requirements, and that develop students is central to the fulfillment of the community college mission (Wiggs, 1989). Chairs who consider student need when scheduling classes take into account which classes are most beneficial to students for workplace preparation and which times and locations are most beneficial. The structure of the academic program often mandates that specific classes be offered as prerequisites before others, in order to prepare students for the more advanced work in the subsequent class. It is common to find a program that offers the first part of a course only in the fall semester and the second part of the course only in the spring semester. In addition to decisions about which courses should be offered, chairs consider the days and times for classes. This decision is influenced by the student population as well as the number of faculty available to teach. In the Humanities and Social Science division at MCC, humanities courses are offered in a variety of formats, including those for night and day classes. This variety is possible because there are a large number of adjunct instructors and because the student demand justifies a large number of course sections. Bob says that in preparation for the following semester, he often had to consider different classes necessary for student progress. This assessment includes variety in content and in format; Bob says you have to consider "the whole scope of the class schedule." Mary states that she schedules classes

“in the early afternoon and evening, because most of our students work.” Traditional day classes that have been scheduled in the past have not worked well for her department. Beth and Alicia both talk about student needs beyond the program that they co-chair. They note that the school requires general education courses of all students – college transfer and associate’s degree students, so that students with associate’s degrees have the option to come back to school with less difficulty, if they choose. Chairs act to accommodate student needs in scheduling.

In addition to student needs, chairs also consider community needs in scheduling classes. The primary source of community feedback from the community is the advisory committee. This committee consists of industry leaders across the community who meet with department and institution leaders in order to discuss the educational needs of future employees from the institution. The number of committee members varies among departments and institutions, as does the tenure of committee members. Some chairs report that they enforce a two-year rotation for committee members in order to encourage participation in the community, while other chairs invite committee members to serve as long as they desire in an effort to promote continuity on the committee.

Advisory committees have more influence in some departments than in others. Highly technical departments tend to accept more advice from advisory committees than other departments. Thomas, chair of RCC’s Technology department, states that advisory committees have more input into classes offered than anyone else. His advisory committee consists of executives and other experts from area plants, and of an occasional guest lecture by area engineers. Mark heads a department that is not as technology-oriented as others, but he focuses heavily on advisory committees, which he views as a vehicle for student contact with employers. Mark says, “We use advisory council meetings to bring employers in at least once a year to look at our ed plans and review our course designations. [And] they [hire] our students for co-ops.” Advisory committees are tools used by community college departments to maintain awareness of the ways to address industry needs for student training and technological currency.

Another vehicle for addressing community needs is the Huskins program, a college connection program that enables high school students to take college courses for

college credit. Many of the chairs in this study had experience working with the Huskins program and understand the costs and benefits that the program brings to the department. Those chairs that work with the Huskins program have reported mixed results. Mary says that the new articulation agreement she has with a local university will enable interested students to move from high school through the community college and into a four-year program seamlessly. Participants in the Huskins program may complete a bachelor's degree in less than four years after high school. Mark views the program as a tool for "increasing sales," or bringing in new students, for his institution. At both institutions, scheduling for the Huskins program falls not on a chair, but on someone else within the institution. At MCC the person in charge of coordination in this program works under the auspices of the chair of Public Service programs; at RCC an administrator coordinates Huskins activities. The different methods of coordination for this program result in different views of the program among the chairs involved. At MCC, the chair who supervises the Huskins coordinator applauds the program and values the quality of high school students the program brings to the institution. While most chairs at RCC also value the benefits of the program, one chair at RCC was not as optimistic about the program. This chair notes that she is not involved in the scheduling of these courses or the locations at which they are taught and indicates that hardships over which she has no control are created for faculty members in her department. The chairs who discussed the Huskins program in their interviews recognize the utility and benefits of the program to the institution but also acknowledge that the program can be a challenge.

While chairs schedule classes that meet student and institutional needs, there are constraints on schedules. The proportion of classes to instructors and the proportion of full-time to part-time instructors create challenges and limitations on what courses can be scheduled. One of the first considerations a chair takes into account is the number of instructors available to teach a course. As noted earlier, academic programs in the community college schedule courses at times and places of convenience to students. Courses offered at night and on the weekend, either on- or off-campus, provide students with numerous opportunities to enroll in college. The challenge is to schedule instructors to teach all of these sections. Chairs in different departments handle the challenge in

different ways. One chair at MCC, in an effort to be fair to all instructors, requires all instructors to teach at least one “non-traditional” class each semester. This may be a night class, a Saturday class, an internet class, or class offered in any one of a number of other on- or off-campus formats. Another chair reports that he has enough instructors so that full-time faculty are not required to teach a night- or week-end class, but have the choice to do so.

A number of chairs report that instructors’ personal lives also influence which instructors can teach which classes. The data indicate that the boundaries between work and home are fluid in many respects. This fluidity creates flexibility in work schedules and also some expectations between chairs and faculty. Chairs report that they negotiate schedules with instructors who come to them with suggestions for the following semester. Classes are offered that none of the faculty want to teach. In both of these cases, the chair and faculty member both have to be flexible in order to meet the needs of the instructor and the needs of the department. Julie recounts an example:

I had a young man who had his first baby, and his wife worked, too. We set his schedule up around those issues, and I had no problem with that. And when the baby is sick, he sometimes can’t come in. And that’s ok, but then I also expect that when you’re going to be here, be here. And it’s not just him. I have other people who come to me for with things. And I will go out of my way to provide it for you – but it’s going to cost. Because if you are going to ask me, then I don’t mind asking you either.

In order to balance the needs of the instructor with the needs of the department, chairs set clear expectations and boundaries. With the growth of North Carolina’s community colleges, the need for instructors has increased, yet fiscal resources limit the number of instructors available for instruction. Therefore, both chairs and faculty maintain flexibility in order to meet the needs of all involved. To simplify the scheduling process, most chairs report that they use a programmed approach to decision-making. Programmed decision-making occurs when decisions are made based on precedence. In

other words, chairs typically set instructors' schedules based on what each instructor taught the previous semester. This procedure is expressed by chairs who make comments such as "the faculty schedules are pretty set" or "we pretty much keep the schedules the same, unless the need for change exists in their area." This allows stability from one semester to the next for the instructor, while relieving some pressure from the department chair. While most faculty keep similar schedules from one semester to the next, some students require non-programmed decisions to be made. When two chairs, one from each institution, describe their efforts to create articulation agreements with near-by four-year institutions, they describe a host of decisions that they have never had to make before. One chair states, "The articulation agreement requires that we make changes in those kinds of things. We had to release some courses, add some courses, those kinds of decisions had to be made. Decisions on scheduling which courses to offer, and what time, and who's gonna teach these courses." These decisions can be challenging, yet chairs accept responsibility to make such decisions as they act to grow their department and meet community needs.

Chair as information disseminator. The third supervisory role that department chairs play is the role of information disseminator. The information disseminator is a person who takes information from one source and distributes it to a larger group of individuals. In the community college, the department chair acts as information disseminator when he or she takes information from administration and passes it on to department faculty. This role is similar to liaison. Both roles regard the flow of information within the institution to the department. The fundamental difference between the roles is that the information disseminator is primarily a supervisory role wherein the department chair is the formal channel through which information comes from administration to department faculty members. The flow of information typically trickles from the top of the institution down to the lower levels of the institution. The flow of information for the liaison may run in a horizontal manner across the institution or up the institution from the bottom to the top, or may even be fragmented throughout the institution according to the connections made by the liaison. Additionally, the role of liaison can be filled by a number of people within the department, not just the chair.

The information that is disseminated varies in nature and in process. Most of the information consists of policy and procedural information and coordination of student events. All of the chairs in this study report that they act as information disseminators. For two of the chairs in this study, the role of information disseminator replaces the role of leader within the department. Kerr and Jermier state that certain intervening variables act to make supportive leadership and instrumental leadership behaviors redundant (in Yukl, 1999).

Among other variables listed, a professional orientation in subordinates is considered to substitute for supportive leadership and instrumental leadership, as well as a cohesive work group. The professional nature of faculty in the community college creates an environment where instructors do not need extensive direction (Mintzberg, 1979). Faculty are generally given a high degree of autonomy in the many facets of their work, even while administrators increase control over the bureaucracy involved with teaching (Rhoades, 1998). The formalization of roles and procedures acts as a substitute for instrumental leadership, but not for supportive leadership (Yukl, 1999). As chairs fulfill the role of information disseminator, authority resides in the message rather than the messenger. Department chairs have power to the degree that they coordinate departmental efforts and show willingness to devote time to administrative work (Mintzberg, 1979). Participative decision processes foster group cohesion, which facilitates the second condition required for leader substitution (Rothwell, 1998; Yukl, 1999). As information comes to the department, collective decisions are made about how the department will act regarding the information. For some chairs, participative decision-making takes the power of decision from the leader and gives it to faculty:

I'm not sure I make decisions. I supply information so that the person on the other end can make a choice, or a wise decision. It's usually not for me to make that decision (chair, MCC).

The information dissemination process provides information so that departments can have a basis on which to make decisions. All of the chairs in this study report that

they practice a participative leadership style within the department. As chairs bring information to the department, faculty are able to come to agreement in the decision process. Of the five chairs who talk about the role of information disseminator, three chairs discuss their use of department meetings to share information. Meetings prove to be a challenge because of instructors' busy schedules. One chair asserts that she schedules few formal meetings during the semester because scheduling conflicts do not allow everyone to be present. Additionally, in some cases department faculty offices are scattered across campus. Alicia reports that on occasion her attempts to hold meetings are hindered because one faculty member has an office across campus. Alicia states that she has called a number of impromptu meetings only to have to stop in order to send a faculty member to call an instructor's office across campus so that the remote instructor can join the meeting.

The role of information disseminator stimulates a climate where delegation of authority is the norm. Chairs report that they encourage faculty to take responsibility. Many chairs work with the attitude that faculty do not need supervision because they are professionals. For example, Stephanie believes that she has to let faculty have room to do their jobs without being a manager that constantly looks over their shoulders. Thomas employs a similar approach in his department. To increase productivity in his department, he strives to create an environment where faculty feel free to innovate in the classroom. He believes that faculty should be self-motivated and constantly improve themselves without a supervisor constantly overseeing their work:

Because if I [have to do everything myself], I believe that creates a bad environment. If I [have to] go down there and check on my instructors every week, then I shouldn't have hired that person (Thomas, chair of Technology, RCC).

Linda also places responsibility on her faculty members. She asserts that faculty in her division sometimes meet together before the entire division meets in order to make decisions that they can then bring before the entire division. Linda delegates decision

authority to her faculty members in order to help them learn to take responsibility for themselves: "I never want it to get to the point where they ask me to make decisions that they can make."

The role of information disseminator encourages participatory decision-making (Yukl, 1999). Department chairs who provide faculty with vital information are able to assist them to make informed decisions; faculty are then less dependant upon the chair and more empowered to make good decisions for themselves. According to the data, information sharing builds a collaborative climate within the department, which leads to satisfaction among faculty members. Several chairs in this study refer to the role of information disseminator, and two chairs argue that they have no authority over faculty, but that faculty make their own decisions. Their role is to provide information that enables faculty to make appropriate decisions.

Chair as evaluator. Five of the thirteen chairs in this study addressed the chair's role of faculty evaluator. This role is a formally authorized role given to the chair by virtue of his or her position. Faculty evaluations provide higher education institutions a process by which performance standards can be measured, yet they can be a managerial tool used to limit faculty independence (Rhoades, 1998; Seagren, et al., 1993).

Traditionally, instructors are given considerable autonomy in the classroom (Rhoades, 1998). Restrictions on instructors occur through evaluations. Instructors are evaluated by students and by the department, either by their peers or by their chair (Seagren, et al., 1993). Seagren et al. (1993) report that many institutions have instructors also complete self-evaluations; the colleges in this study use professional development plans as a form of self-evaluation.

The chairs in this study do not address limitations on instructors in the classroom; however, there is acknowledgement that faculty are influenced by accreditation processes. For example, Thomas recognizes that evaluations enable chairs to verify instructors' certifications in the use of various types of equipment and also enable other colleges to verify achievement of accreditation standards. Faculty evaluations enable the institution to ensure teaching standards are met by instructors and to ensure that instructors continue professional development activities that increase their acuity in the

classroom and within the institution (Seagren, et al., 1993). Rhoades (1998) reports that higher education institutions routinely evaluate faculty in the classroom as well as in their use of technology.

At both institutions, student evaluations provide important data on instructors' abilities in the classroom. Students provide commentary on the instructors' teaching styles, assignments, and classroom behavior. Most chairs recognize that student evaluations provide limited knowledge of instructor effectiveness. Thomas recognizes that student evaluations are not a fool-proof means of collecting information on instructor ability.

Not everybody gets along. But when you get eighty percent of evaluations saying that the instructor doesn't start class on time, then that's saying something. Then, if you get one percent saying 'he's a jerk,' well, then, you know. That's going to happen (Thomas, chair of Technology, RCC).

Student evaluations are useful in detecting trends in student perception of classroom behavior. For administrators, these trends indicate if the class advances in a normally expected progression or if the instructor is inconsistent in keeping institutional norms for the classroom. Other reviews provide a more complete picture of the instructor's performance.

Seagren et al. (1993) assert that peer reviews are an important source of feedback for evaluations. At MCC and RCC, chairs are considered by administration to be faculty. Therefore, chairs can be considered peers for the purposes of the evaluation process. Faculty evaluation completed by the chair provides a more complete picture of the instructor's ability. RCC chairs report that they sit in on one class per year for most of their faculty. Most do not stay the entire class meeting, but stay long enough to be able to complete faculty evaluation reports. The purpose of sitting in on the class meeting is to observe the instructor's classroom management skills. Chairs at MCC do not report attending class meetings. Rather, these chairs complete an evaluation form based on their experience with the instructor and comments from student evaluation forms.

Chairs at both institutions agree that faculty evaluation is an area for which chairs have responsibility, yet ultimately, chairs have no power in the outcome of the evaluation. This is not to say that chairs have no influence in the outcome of the evaluation or review evaluations with faculty; indeed, MCC chairs interpret evaluation materials and review evaluations with the faculty member before they send evaluations to the Dean's office. However, chairs generally do not act upon evaluation information without the approval of administration. RCC chairs do not review evaluation materials; in fact, they do not see any student evaluations at all. Although they utilize different reporting procedures, chairs at both institutions complain about the procedures.

One MCC chair, who has worked for a number of Deans, views the current evaluation procedure as useless. This chair has observed that only one of the Deans has done more than skim instructor evaluations and that two Deans did not even look at what they signed:

To sign off on something that you don't bother to look at? Why bother signing it? Does that make sense? I read them all, and I write comments on them. So why send it to the Dean, when he won't even look at it? That just seems like a waste of their time (chair, MCC).

Additionally, at MCC, if an instructor is found to have deficiencies in the classroom, institutional policy states that the instructor will send an action plan for improvement through the division chair to administration for approval. This bureaucracy indicates a lack of authority for the chairs in the faculty evaluation process. The chair is a funnel through which paper is passed from the department to administration, but chairs can act only within the parameters of institutional boundaries. While MCC has evaluations signed at each step up the chain of command, RCC eliminates the bottom layers of supervision. A chair at RCC complains that student evaluations of instructors are not even viewed by chairs; rather, they are sent directly to administration.

The chairs in this study report that they have responsibility to evaluate faculty in their department each year. They have authority given them to make judgments about

faculty performance and to facilitate the professional development process for each faculty member. Chairs' authority is limited by institutional processes that situate chairs as a link in a chain of command. Chairs review professional development and evaluate the performance each year, but then pass the evaluation on to administration who have the final decision as to who maintains appropriate development and who does not. Therefore, a large part of faculty evaluation for chairs is facilitation of paperwork.

Chair as resource allocator. North Carolina community colleges primarily receive their funding from the state legislature. The North Carolina community college system is the third largest system in the United States, yet North Carolina ranks 48th for faculty remuneration (Fayetteville Technical Community College, 2005). This funding disparity places stress on department chairs who manage personnel resources and meet the needs of increasing numbers of students. Global pressures create technology advances, which place stress on department chairs as the needs of various programs require new equipment. Distance learning efforts create the need for additional computer resources and faculty training. Traditional courses require multi-media equipment more often than in the past. For department chairs, obtaining additional resources to meet the needs of departments and students is challenging.

While some higher education critics (Pincus, 1994; Volk, et al., 2001; Zwirling, 1976) suggest that college resources are often distributed in unfair ways, the data indicate that in the community college, the gender or race of the chair has little to do with resource allocation; rather, the type of department is more indicative of funding. Technology- and health-related programs and departments receive more money per student enrolled than low-tech, general education departments. The variables that impact funding include the level of technology utilized in the program compared to the number of students served by the department. For example, at RCC the respiratory care program at RCC does not receive as many financial resources as other departments; however, it does not have as many students enrolled as most other departments. Therefore, it possesses the highest proportion of funding per student enrolled (\$2516.87). Conversely, general education (\$127) and early childhood education (\$221) both operate at a fraction of the cost per student, and each department serves over 500 students each year. The data

indicate that resource allocation is related to department need based more on technological requirements than on the number of students served. Chairs of technology-intensive departments receive more funding than chairs of low-tech departments. Conversely, chairs of low-tech departments typically have a greater number of faculty than high-tech departments.

Only one chair brings out the role of resource allocator in the interview. Bob states that an important duty for the chair is to obtain appropriate resources for faculty. Equipment and personnel are both considered important resources in the institution. Bob recognizes that a limited number of full-time instructors challenges chairs to utilize resources strategically for maximum teaching production. Because most courses offered in Bob's division fulfill general education requirements, his division teaches a high number of class sections. Traditional courses in this division require few resources. Bob states that an instructor in his division "can teach a class of fifty students with a piece of chalk and a chalkboard; [he or she] might need a microphone if the room gets too big." Personnel resources become more important as nontraditional classes are added to departmental course offerings. MCC utilizes nontraditional classes to reach students who can not attend class during traditional daytime school hours; commodification of instruction enables the institution to target key audiences in order to grow the institution (Levin, 2001). Levin (2001) found that community colleges in his study promoted individualized educational packages to private firms in order to expand the institution's market. The data indicate that certain technical departments in these two institutions employ a measure of commodification for particular companies in their local areas; however, neither institution contracts with specific companies to provide such instruction on a large scale. Rather, each institution targets industries for which it will provide training within the existing curriculum framework and based upon market trends.

As instruction is targeted to certain populations within the community, the colleges in this study add nontraditional sections of classes needed by these students. Both institutions expect nontraditional classes to exist in addition to the traditional class sections that have been scheduled in the past. One chair at RCC states that Huskins program classes are taught at the high school and are coordinated through administration.

This arrangement causes problems because the hours that faculty have to be at the high school campus and the hours that the instructor is expected to be at the college sometimes overlap. Likewise, internet courses tend to take more work to prepare than face-to-face classes. This extra time is added to the instructor's already full schedule. These issues create problems with instructor course loads, which are exacerbated by limited number of faculty to teach classes. In this way, the lack of human resources constrains the growth of FTEs for the department, while straining the efforts of faculty.

Department chairs are concerned with obtaining resources for their departments. Most of the chairs in this study state that they obtain the resources that they request, but they place limits on what is requested. For example, Stephanie states "maybe we are conservative in that we don't ask for the world ... [we] understand budget constraints, we understand allocation of funds, and we ask for what we need, and we get it." Most of the chairs in this study assert that they rarely have requests turned down, but point out that they are conservative in their requests, so that when a request is made, administration knows that the request is important to them. The typical method for obtaining resources includes the use of quantitative data to verify the need for equipment. One chair, who appears representative of others in this study, reports that she "can put together a graph with numbers and FTEs and show what I need and show justification for it" based on the institution's goals for enrollment and her position in helping to fulfill those goals. This chair works within the system to obtain resources to further her departmental goals, yet the data indicate that linking requests to FTEs is not as useful as linking requests to technological advances within the department or within the field. One MCC administrator stated that every request that is reasonable is met; the question of when the request will be met is the issue.

Chair as liaison. The role of liaison is the second-most frequently referenced role by chairs in this study. Communication network theorists Monge and Contractor (2001) define a liaison as an individual who "has links to two or more groups that would not otherwise be linked, but is not a member of either group," and define a person who links two groups together through membership in both groups as a bridge (p. 443). I use the term liaison to encompass both of these functions. The chairs in this study use the term

liaison to describe the link of the department to other groups on campus. In some cases, the chair is an active member of both groups that he or she links together. For example, the chair may link his or her department and a curriculum committee in which he or she plays an active role. In other cases, the chair is a full member of the department and a tangential member of another group, such as Stephanie, who is chair of the Public Services division, and as part of her responsibilities works with the beauty college that collaborates with MCC to offer a degree program. Additionally, in each case the chair, who is a full member of his or her department, also links the department with the administration, who views the chair as a faculty member rather than a fellow administrator. Chairs use the term liaison to describe their role as a linking point between groups. Therefore, for the chairs, a liaison is one who provides a link between two or more groups, organizations, or sub-units through membership in one or both groups.

Faculty members commonly serve on committees and thereby fill the role of liaison between the committee on which they serve and the department. While any faculty member within the academic department has the potential to act as liaison, the chair is the person who acts as liaison most often, as he or she sits on committees, attends meetings, and draws upon network contacts across the institution (and sometimes within the community) to accomplish the goals of the department. Chairs report that they act as liaison among the department, students, and other areas in the college. Several chairs state that they maintain contacts with individuals across campus, and the consensus appears to be similar to Beth's attitude: "I don't know how I could do my job without getting to know these people." In short, the liaison can be conceptualized as the small lynch pin that holds the hands on the face of a clock. This small part holds other moving parts together; without this minute part, the clock could not function properly. Likewise, the department chair connects department faculty to various others parts of the community college.

The number of network connections that a person has in an organization has been shown to be an indicator of how much power that person has within the organization (Norhria, 1992). In this study, chairs create new connections in order to help solve problems for faculty and students. Among faculty, influence stems from the chair's

ability to cut through red tape. Linda states, “I think [faculty] appreciate the link there between administration [and the department] and see my role as, maybe not powerful as some, but I have some influence within the school. I think part of it is my ability to help them cut through bureaucracy.” Network connections are also an important part of how Mark solves problems in his division. Mark uses membership in two or three key committee groups to create contacts with administrators and others who have influence.

He states, “I’ve been allowed to be in some of those [committee groups], which has created a forum for me to work with [key administrators] and get things done.”

Committee membership, along with interactions with other campus groups, often provides chairs the opportunity to gain the attention of institutional decision-makers, and this attention affords a measure of influence within the institution. Chairs report use of influence through liaison contacts in order to solve problems for their constituencies. Chairs in this study claim that they utilize liaison connections to “get things done” for faculty and students: These connections enable chairs to cut through red tape on campus.

In addition to campus connections, some chairs act as liaison with off-campus groups. As chair of the Public Service Division at MCC, Stephanie oversees a number of programs that link with groups in the local community. Stephanie acts as a link between her division and administration; between the college and the local high schools; and between MCC and a local beauty college, for which MCC provides services. At RCC, Mary, chair of the Early Childhood Education department, is one chair who works with off-campus groups. Mary reports that she spends time each semester in collaboration with county and state offices as she works to meet mandates placed on her department by state and county early childhood education requirements. Each of the chairs reports that their responsibilities in the community give them an enhanced perspective of the interaction between their institutions and the communities in which those institutions reside. These chairs report that their community-liaison activities enable them to understand how best to meet student and community needs. For example, Julie, who works on a state-wide committee sponsored by the community college system office, says that participation on the committee has “also [given] me a bigger overview of what’s going on statewide,

which, in my mind helps me to see which direction we should go in here at the local campus.”

Liaisons provide different types of information for the groups that they represent. Monge and Contractor (2001) identify two types of knowledge disseminated through network links: migratory knowledge and embedded knowledge. Migratory knowledge is easily passed throughout an institution. This may include information contained in memos, books, designs, or shared in meetings. Any faculty member may engage in the role of liaison and bring this type of information back to the department. Embedded knowledge is not as easily transferred. The locus of embedded knowledge is the specialized relationship among individuals and groups, which affects relational norms, information flow, and decision-making in an institution (Monge & Contractor, 2001).

The concept of embedded knowledge is illustrated in a conflict situation described by one chair at RCC. Before this person became chair, she shared an office with a faculty member who had conflicts with other faculty members within the department. When she became chair, she was able to resolve many of the concerns because of her unique relationship with the faculty member. Department chairs, because they typically have been with the institution for a number of years, tend to have such relationships across campus. These relationships give chairs unique opportunities across campus to access information necessary – not just for department operation, but for smooth operation of each group in which the liaison plays a part. This is a difference between the role of liaison and the role of information disseminator. Where the information disseminator sends information primarily in one direction (from the top of the institution down to the department), the liaison represents the interests of more than one party in an interaction. The chair represents the administration to the faculty, but he or she also represents the faculty to administration.

This dual role is one reason community college chairs are uniquely situated to play the role of liaison. Because of the limited formal power associated with the chair position, network connections with other faculty and staff across campus are important. These connections are formed and strengthened through the types of activities that liaisons carry out, such as program coordination across campus, committee work, and

community relations activities. At the same time liaison activities – especially those that take the chair off campus – increase time constraints on the chair.

The chairs in this study report different levels of coordination with various groups on campus. The amount of interaction among programs within the college appears to affect the amount of time chairs spend in the role of liaison. Bob acts as liaison on a regular basis with administration, but with few other groups. As former chair of Humanities and Social Sciences, his experience is that “[there aren’t] too many [interactions with other campus groups]....not on a regular basis anyways. You have interactions with the bookstore, interactions with MIS, technology delivery, but not too many – you are pretty self-contained.” Bob’s division primarily supports the institution’s liberal arts/general education function, and most coursework offered in this division does not require prerequisite courses. Most students at MCC need courses from this division, yet coordination with other divisions or program areas is not critical to Bob’s efforts as chair. While Bob exemplifies a chair with few liaison interactions across campus, other chairs appear to have more opportunities to act as liaison. Chairs of associate degree programs tend to rely on support programs across campus to help students complete prerequisite coursework. For example, both Linda and Morine, chairs of the Nursing department at their respective institutions, report that they work on a regular basis with chairs in departments whose programs house prerequisite coursework for entrance into the Health programs. Morine states that she works with Alicia, chair of RCC’s Biology department, “because she has those students who are vying to get into my program, as well as students who are in my program.” Additionally, programs that engage instructors from other departments require the chair to act as liaison. For example, RCC’s Early Childhood Education program requires child development courses, thus Mary acts as liaison between her department and the social science area “because I need [the psychology instructors] to help me teach those classes.” Chairs who supervise programs that are highly interrelated with other parts of the institution appear to be more dependent upon liaison activities to accomplish the work of the department; they also gain more influence within the institution.

Chair as teacher. The data reinforce the literature's assertion that a major role of the department chair is that of teacher (Creswell, et al., 1990; Gillett-Karam, et al., 1999). In this, the community college department chair is not different from his or her university counterparts. This observation should not be surprising for two reasons: first, the chair is culled from the ranks of instructors (Gmelch & Miskin, 1993; Creswell, et al., 1990; Gillett-Karam, et al., 1999); second, the community college is a teaching institution (Gillett-Karam, et al., 1999; Levin, 2001). Where university professors, including chairs, typically engage in teaching, service, and research to support the institution's three-fold mission, community colleges are teaching institutions first and foremost, especially for those students whose personal situations do not allow them to attend university (Brint & Karabel, 1989; Gillett-Karam & Pena, 1992; Rudolph, 1990). Thus, the "insistent demand for the collegiate experience" is fulfilled for many students in the community college (Rudolph, 1990, p. 487), whether this collegiate experience consists of job training or preparation for further education. Although the mission of the community college involves service to the community, chairs focus less on service and research and more on teaching than do their university counterparts. Julie exemplifies the focus of most community college department chairs: "[A]s long as I keep my bottom line as concern for the student; that's my primary focus, and everything else falls into place." This focus on student teaching can be seen in department chair contracts, in the emphasis on technology in the classroom, and in how resources are obtained for teaching.

The importance of teaching for department chairs is reinforced in the contract that department chairs sign. Rhoades (1998) finds that faculty union contracts across the institutional spectrum have been modified in recent years to increase production among faculty. In the community college, this modification means an increase in the use of part-time faculty to control costs and an increase in the number of FTEs generated by all instructors through increased class sizes (Levin, 2001). It also means that while they do possess administrative responsibilities and are generally viewed as having an administrative role, department chairs are primarily viewed as teachers by administrators. At MCC, the emphasis on division chairs' role as teacher is illustrated in their assigned duties. Division chairs teach nine credit hours, which is considered a half-teaching load,

but also advise all developmental students in the college. Bob describes the position from administration's perspective:

You are an instructor with division chair responsibilities. [D]ivision chairs were given one half load of teaching; that meant nine hours, so the division chair would teach nine hours rather than the minimal load of eighteen hours. But then the division chair was expected to carry out division chair responsibilities (Bob, Chair of Humanities & Social Sciences, MCC).

Other department chairs confirm that they are also contracted to teach nine credit hours in addition to their administrative work as chair. Most chairs think that teaching nine credit hours in addition to the administrative work makes it difficult to balance teaching and managing the department. For example, one chair at RCC reports that she would like to teach less because she feels a burden as she balances teaching and the supervisory work associated with her chair duties. She states "I wish I had more time to spend organizing and implementing new activities with the students, exploring and finding things we could bring in to our program, but we have to teach." Because MCC is structured with department chairs and program coordinators that assist division chairs, division chairs are able to delegate much of the "administrivia" (Creswell, 1990, p. 15) in order to focus more on teaching. At MCC Kim, Linda, and Stephanie, indicate that their divisions entail many diverse programs and that they delegate most of the decisions to department chairs or program coordinators, which enables Linda and Stephanie to focus on their teaching.

Other chairs indicate that the nine credit-hour teaching load is not necessarily standard for them. Both Thomas and Shane from RCC report that their teaching load varies from semester-to-semester as the number of students and the numbers of adjunct instructors fluctuates. Mark, from MCC, indicates that his teaching duties include additional student contact hours. Mark states that in addition to teaching nine credit-hours, he supervises the co-op experience in his program, which brings his student

contact hours to twelve. Morine, Director of Nursing at RCC, is the only chair that does not teach regularly scheduled courses. She states “I am not officially assigned teaching hours. However, I will cover for instructors if they … have to be out.” Morine indicates that she puts in hours working with students in clinical situations and that she also stays in close contact with students in her program. Thus, while she is not in the classroom, she monitors student learning throughout the semester. In both institutions, instructional delivery is heavily influenced by technology. The acquisition and use of technology is indicative of the community colleges’ focus on teaching. Rhoades (1998) states that most faculty are “stuck in the age of blackboards and overheads” (p. 174). Furthermore, Rhoades (1998) states that while new instructional technologies may have not yet disseminated far enough to warrant a study of the issue, evidence indicates that use of instructional technology is rapidly expanding. The data indicate that technology-intensive departments require more resources to function than low-tech departments, yet all the chairs in this study view themselves as responsible for obtaining appropriate technology for instructors in the classroom. Computer programs such as information systems generally have a much larger budget than the typical general education program in the community college. High-technology departments have moved towards new instructional technology faster than low-technology classes. However, with the rise in distance education and on-line instruction, technology is having an effect on teaching across all departments in the college. While technical departments and science departments require expensive lab equipment and various tools, the general education departments are now moving to internet teaching, which requires newer computers and personnel training.

MCC is an institution that is actively pursuing internet-based instruction as an enrollment management strategy. Levin (2001) asserts that an increase in the use of technology decreases the need for certain types of workers in the community college, but increases the need for “technically proficient” instructors (p. 93). The data indicate that chairs encourage instructors to make use of the most current technologies in their fields in order to offer students the highest quality education. General education and transfer program chairs describe various perspectives regarding the implementation of technology. The Humanities chair at MCC states that instructors can teach up to fifty

students at a time with more than chalk and a blackboard; however, this division teaches more Internet courses than any other division on campus. The Humanities chair at RCC reports the widespread use of laptop computers and presentation technology in each classroom; yet, few Internet courses are taught at this institution. This difference in degree of technology used is indicative of the focus placed on teaching technology by the administration at each school. RCC administrators utilize technology to increase the quality of teaching in the classroom, while MCC administrators use technology to increase the number of students served by the institution. However, both examples illustrate an institutional focus on student service through the use of technology in teaching.

In addition to internet technology, other types of technology are important in the community college. Health programs at MCC and RCC both utilize the most current technology that they can obtain, including monitors, computerized dummies, and computer programs. Linda from MCC reports that there have been attempts to utilize internet technology in nursing course work, but that many of the state-mandated requirements particular to the nursing program make it difficult to maintain coursework that is solely internet-based. The practical aspects of the nursing program make it difficult for the nursing program to integrate internet technologies into the curriculum in a meaningful way; nevertheless, Linda hopes to have a hybrid course in the near future. Office technologies have also affected the work of teachers in the community college. Levin (2001) finds that the increase in the use of email and voicemail has increased the work load of instructors. These technologies are perceived to increase service to students, who can now leave a message for an instructor rather than settle for an unanswered phone. Students have greater access to instructors for more personal instruction. Even as they make use of technology in order to serve students better, chairs also make personal contact a priority. Julie from MCC and Mary from RCC both claim that they focus on meeting students. Julie, who teaches online courses, states that while she uses email extensively, she prefers that her students visit her at least once per semester to receive face-to-face assistance as needed. Mary from RCC does not teach internet courses, yet she uses email frequently to contact students regarding class schedules and other issues

that enable her to provide the necessary resources for student progression from one semester to the next.

Chair as developer. One of the duties that chairs in this study talk about is professional development of department faculty. Yukl (1999) identifies coaching and mentoring as two ways to develop faculty. Coaching and mentoring are similar in that both types of activity involve senior workers assisting junior workers in career advancement and skill development (Yukl, 1999). The mentor acts more as a role model than the coach does; the coach spends more time in practice of necessary skills than does the mentor. Both of these roles can be organized formally or can occur informally (Murray & Owen, 1991). Seagren, et al. (1993) assert that colleges across the country have formal mentoring programs, and they report that these programs lead to an increase in academic production.

Neither MCC nor RCC possess formal mentoring or coaching programs. Even so, both institutions expect faculty to be involved in professional development. Annually, faculty members at each institution plan their individual professional development activities for the coming year and report on their individual professional development activities from the previous year. Chairs have responsibility to ensure faculty compliance with the process. Beth states that faculty share their professional development plans and progress with her as part of their annual evaluation. Chairs at MCC report a similar process. In both cases, chairs' responsibilities involve following up with faculty and moving evaluations up the reporting chain to administrators. Any mentor activities beyond this process occur informally and may be performed by chairs or by other faculty within the department.

Yukl (1999) asserts that mentor relationships are typically rewarding for both the mentor and the mentee. The satisfaction in mentor relationships comes from individual consideration given to and received from the faculty member (Yukl, 1999). Avolio and Bass (1995) state that individual consideration occurs when a leader pays attention to specific needs of individual followers. The leader listens to individual followers and communicates with each of them in distinct ways. This process often leads to upward mobility for the person being mentored (Sypher, Bostrom, & Seibert, 1989). For two

chairs, this process is similar to a parent-child relationship. Beth and Julie both use the term “mothering” to describe the individual consideration they give faculty members who need help:

Just call me “mother” – I’m very sensitive to what the needs are, I’m very concerned. I watch them daily to find out, maybe, where they’re having problems (Beth, chair of English & Humanities, RCC).

The attention given to followers engenders feelings of loyalty to the leader (Avolio & Bass, 1995; Conger & Kanungo, 1998). In the mentor relationship the attention given by the mentor is reciprocated by the mentee, creating a cycle of good will between the two. This good will provides psychological rewards for chairs. Linda states the opportunity to experience mentor relationships is one of the aspects of her position that brings her personal satisfaction.

In addition to deriving fulfillment from mentor relationships, chairs also create opportunities to act as mentors to faculty who show administrative potential (Seagren, et al., 1993). This opportunity enables the chair to plan for succession rather than have their successors chosen by others who may not care as much as the chair or have the insight that the chair has regarding the position and available candidates. Linda spends time mentoring new department chairs and program coordinators within her division in order to provide them the knowledge and skills needed to develop as leaders within the division. Similarly, Stephanie spends time mentoring faculty who come to her for help negotiating campus bureaucracy. Beth mentors faculty who need assistance solving problems within the institution. Each of these cases involves the chair providing guidance to faculty members within the department or institution, but faculty members can be mentors as well.

Chairs are not the only department members who act as mentor. Responsibility for mentoring may be shared by experienced members of the department. Chairs at both institutions assert that senior faculty members within their departments act as mentors for new faculty members. Stephanie reports that because most of her faculty members have

long tenures at the institution, others come from all over campus for assistance and support in negotiating campus bureaucracy. This characterizes a climate where faculty members in Stephanie's department are looked to as mentors for other faculty across campus. One division chair at MCC reports that he considers a faculty member in his division as his mentor. This faculty member has been with the institution longer than the chair and, as a past department chair, has a wealth of knowledge regarding the workings of the institution. Not only do chairs seek to mentor junior faculty members, but they also seek for mentors among those who have been with the institution and know its processes well. In addition to developing faculty members, chairs and faculty work to develop students through coaching.

The data indicate that chairs spend time coaching students. The relationship that faculty develop with students is usefully considered as a coaching relationship. Within the population of students, several students will receive individual attention from the instructor throughout the semester. The relationship usually is not a one-on-one relationship – there are too many students for most instructors to spend enough time to develop that type of relationship. Yet, faculty build supportive relationships with students through class assignments and classroom activities such as lectures, discussions, presentations. Faculty make themselves available to students via office hours and one-on-one discussions immediately before and after class meetings. Technology such as email, fax, and phone lines enable students to maintain frequent contact with instructors. Assignments allow students to practice application of material and instructors to provide feedback on performance.

Beth states that RCC retains a high percentage of their students because they acquire "TLC" at the institution. Beth defines TLC as a supportive coaching relationship between faculty and students in order to provide a high quality education for students. Yukl (1999) calls this type of relationship "developing" students (p.100). Thomas, Stephanie, and Julie also describe their leadership styles with students as guiding, supporting, and coaching in order to assist students in achieving academic goals. Chairs in this study report that they guide students as they practice skills in the classroom. For example, Thomas and Julie both state that they coach students in the use of various

tools and equipment. Morine, who does not have any classroom teaching hours, spends one or two days a week coaching students in a clinical setting. Chairs in this study spend time working to develop faculty and students. The role of mentor highlights the concern for others as a chair works with faculty and students to fulfill departmental and institutional goals. This concern for students also manifests itself in the role of recruiter.

Chair as recruiter. The role of recruiter has an element of informal responsibility and an element of formal authority. Chairs often take upon themselves an informal responsibility to recruit students to their program to the degree that they desire to increase the size of that program. For example, Beth states that she is “working to attract new students” to the college, and Shane states that the positive relationship he maintains with the community helps him recruit students into his program. The desire among chairs to recruit students appears to be more prevalent in the smaller institutions: five RCC chairs talk about recruiting students into their programs, while no MCC chairs talk about recruiting students. Recruiting students is not a formal duty of chairs in this study:

[Recruiting students is not] mandated, not at all. I take on the responsibility, basically, to grow my program. And that's one of the things that ... if I want the department to grow, and the college as a whole to grow, I feel that those responsibilities are part of that job (Thomas, Chair of Technology Department, RCC).

The informal responsibility comes from a chair’s desire to increase the size of his or her department. There appears to be at least some pressure from RCC administration to increase the number of students: Thomas states that he understands that administration wants his department to increase the number of students in his program and the number of graduates from his program. While the responsibility for student recruitment is generally not a formal duty of the department chair at RCC, administrators may influence chairs to take that role.

The only MCC chair to discuss the role of recruiter refers to recruiting faculty members to meet the teaching needs of her department. Recruitment of faculty is one of

the formal roles that chairs have authority to fulfill. Seagren et. al (1993) state that recruiting instructors is one of the major responsibilities held in common by both university and community college chairs. Rhoades (1998) finds that while community colleges possess greater numbers of adjuncts, they are not any more likely than their university counterparts to specify hiring and firing procedures contractually. Additionally, full-time community college faculty are no more likely to participate in hiring part-time faculty than are full-time faculty in a four-year institution. In other words, community college chairs possess proportionally more hiring and firing authority over adjunct instructors than their four-year counterparts. There is some discrepancy in the perceived authority to hire and fire adjunct instructors among chairs in this study, which is related to the difference in organizational structure between the two institutions.

Mary and Kim both talk about formal authority to recruit and hire instructors, specifically part-time instructors. Mary reports that she has the authority to hire part-time instructors. She does not require a committee or administrative approval for adjuncts who cover classes that are required for student progress. Mary may also choose to not hire an adjunct instructor in future semesters. Kim, however, reports that she does not have the authority to hire or fire part-time instructors within her division. Because her division consists of a variety of departments that are not closely related, Kim does not think that she has the moral authority to tell department chairs that they can not hire whomever they can find to cover classes. Kim places that authority on the department chairs within the division; with the authority to hire and fire adjuncts she also places on them the role of recruiter. No other chairs at MCC or RCC report that they do not directly recruit, hire, and fire part-time faculty. Rather than the size of an institution, diversity of programs within a division appears to impact recruiting and hiring authority.

The role of recruiter has become more important as large numbers of faculty members retire (Seagren, et al., 1993). Reliance on a large number of adjunct faculty increases the importance of recruiting. The typical adjunct instructor possesses no long term commitment to the institutions where he or she teaches; he or she is likely to teach at more than one institution each semester. Rhoades (1998) and Levin (2001) assert that adjunct instructors are utilized in order to control instructional expenditures and to

control faculty within the institution. The use of adjunct instructors enables institutions to increase the number of course offerings without the expenditures associated with full-time faculty. Limited resources impact the importance of chairs acting as recruiter. While no other chairs at MCC talk specifically about the role of recruiter, several discuss the lack of funding for additional instructors. Linda states that because practicing nurses make significantly more money than faculty do, funding for nursing faculty is one of the challenges that she faces:

Faculty do not earn what a staff nurse can earn in hospitals. We require Master's Degrees. Nurses don't have to have Master's Degrees. It is hard to recruit people to come. So I am always short of nursing faculty (Linda, Chair of Nursing, MCC).

Bob states that funding constraints limit the educational experience for students. Bob's division offers classes that meet students' basic needs, but cannot offer electives that would further enhance students' learning. Students are offered the general psychology course each semester; however, funding limitations prevent student course offerings from including sports psychology, educational psychology, or other classes that students may find interesting to take as electives. This condition exists in many departments throughout both institutions.

The role of recruiter is important to the growth of the institution and to student development. As funding constraints limit chairs' ability to offer needed courses or electives, chairs recruit students in order to increase funding through FTEs and also recruit additional instructors in order to cover new courses and class sections. Recruiting is a challenge that is partly completed in an informal way and partly completed by virtue of formal authority. While the hiring of full-time faculty is guided by committee and administrative procedure, the authority to hire and fire part-time faculty resides with the chair. Since the use of part-time faculty increases a college's flexibility in meeting local needs, community colleges tend to be more flexible than their four-year counterparts.

And since the use of adjunct faculty is increasing in colleges throughout the United States, the role of recruiter is becoming more important to the community college.

Chair as advisor. Community college chairs act as advisors to students in two ways: As faculty members, chairs advise students in the navigation of institutional bureaucracy so that students can complete program requirements in relation to forms to be completed; as department chairs, they also have specific responsibility to advise developmental students in the scheduling process to ensure that students register for classes where they have a high probability of success. Advising students through required institutional processes is similar to acting in the role of troubleshooter as discussed above. The key difference between the two roles is that the advisor informs students of the processes required to complete the degree or program, and the troubleshooter handles problems for students. In other words, when the chair tells a student which classes he or she needs to complete the program, the chair is acting as an advisor. Beth illustrates this principle: “We try to make sure that as they come in, that they are advised as to what’s best for them.” This responsibility is especially important for students who require remedial coursework. At MCC, division chairs are given specific responsibility for developmental students, and at RCC, Beth and Alicia are the chairs responsible for advising developmental students. Chairs step into the role of troubleshooter when a student comes to them asking them for help solving specific problems rather than asking for guidance relating to class schedules or other institutional issues. For example, if a student in the last semester before graduating found closed at registration all sections of a required course then the chair as troubleshooter would see that a space opened up and the graduation date kept.

Chairs in this study take the role of advisor seriously. All faculty members act as advisors to students, but chairs play a special role in the advising process. Mary asserts that she makes it a point to meet all students in her department. She states, “all faculty participate in advising, but I would hope that at some point or another they all pass my way. Simply because it’s my department and I want to make sure that they are on the right track and that kind of thing.” Similarly, Linda states “[I spend] as much time with advisees and students who are being considered for the program [as I do with

faculty]." Another way chairs communicate an approachable attitude toward students is through office proximity. Most of the chairs in this study communicate to students their openness by positioning their offices close to the front of the department, close to the receptionist's desk. This physical proximity enables students to find the chair's office easily and makes the chair more available to department visitors.

As chairs advise students, they are provided with a variety of advisement resources. Mark tells students, "Come to me for anything you need, except for financial aid. But I give them a document from me to give to financial aid, to make sure they have been helped." Chairs have electronic resources via computer networks and also connections with other individuals throughout the campus to help them perform their advisor duties. Just as chairs alternate between the roles of advisor and troubleshooter, they also draw upon connections that they have established as a liaison as they fulfill their duties as advisors.

The importance of the role of advisor tends to be time-sensitive. Chairs, as well as other faculty, act as advisors more often at the beginning of the semester, when students are registering for classes and at the end of the semester, when students are either preparing for classes the next semester or in preparation of completion of the program. Registering students into classes is important for chairs in their role as advisor, especially when chairs work with students on the developmental track. Knowledge of program requirements is a vital component in the creation of student schedules. Chairs in this study report that at the beginning of each semester, one of their primary responsibilities is to spend time supervising the open registration process at their institution. North Carolina community colleges have a mandate from the state legislature to employ an open-door policy. The open-door policy states that community colleges must accept any who want to take classes. This policy places a burden upon department chairs and other faculty, counselors, and administrators who act as advisors to individuals about whom they have relatively little knowledge in order to place them in classes for their benefit. MCC division chairs supervise the open registration process, which places them in the uncomfortable position of making quick decisions based on easily accessible and

verifiable information about the college's programs and institutional requirements, but on probably uncertain information about the student.

In this situation, technology plays an important part in the registration process. Levin (2001) states that information technology has become an indispensable part of the institution, which brings together a wealth of information quickly. Both institutions in this study utilize computer programs to register students, track open course sections, and monitor tuition charges. The computer programs place requisite information at the fingertips of chairs and other decision-makers. In an open-registration situation computer technology provides vital information that allows the chair, in addition to other advisors, to make appropriate decisions for the student, utilizing up-to-the-second information. Technology eases the decision process for advisors in the community college.

Chair as advocate. Five chairs in this study make a total of nine comments regarding the role of advocate in their work as department chair. Miller (1999) asserts that because they come from the ranks of the department faculty, chairs tend to view themselves – and are viewed by faculty – as a spokesperson for the department rather than as an administrator or a leader within the institution. This view of the chair is consistent with Birnbaum's (1992) finding that department chairs are not often reported to be campus leaders. The participants in this study claim that they represent faculty concerns to administration. They act as advocates for faculty and for their field of study. In the advocacy process chairs gather evidence and support from concerned stakeholders in order to make the best possible case to administration.

One area where chairs practice advocacy is on behalf of faculty on issues relating to classroom performance, such as requests made by faculty members for resources to be used in classroom. At MCC, faculty members request equipment and other resources through their department chairs or program coordinators to the division chair, who then relays the request through the Dean. Division chairs justify the requests to administrators on behalf of the faculty. Most chairs trust that faculty do not make unwarranted requests; thus acting as an advocate is appropriate as the chair strives to keep the department or division on the cutting edge of the technology within the field. For this reason, Kim states that she "fight[s] for anything requested by one of my department chairs, because I know

that it would be ridiculous for me to assume that they would ask for something that was frivolous.” Likewise, another chair reports that she has attended meetings where administrators have presented plans that have affected her department. She “tend[s] to go on record voicing [her] opinion, if those decisions are ones that [she doesn’t] think are the best decisions.” Further, she states, “I may not have always had final say, but for the last couple of years, I’ve had a pretty strong say.”

Chairs also practice advocacy on behalf of faculty in issues related to disputes with students. Beth asserts that one of her duties is “to see that instructors’ rights are protected as well as students are protected. I help instructors see the need at all times to, I call it ‘cover yourself.’” A common procedure for instructors to “cover themselves” is to state all rules and course outcomes in a comprehensive syllabus. Kim, for example, relates an experience she had with a student who came into her office to complain about an instructor who locked her out of class for being late. Kim established with the student that the instructor had published her tardy policy in the syllabus and was able to defend the instructor to the student and to administrators. Occasionally students are not satisfied with the outcome, and they appeal further to the Dean and to the institutional appeal committee. The use of published evidence, such as the syllabus that Kim’s instructor utilizes, provides support so that the chair can present a solid case on the instructor’s behalf. At RCC, Alicia described a situation in which she acted as advocate for her department and successfully influenced the institution’s testing policy. Alicia framed the argument in terms of student success and garnered the support of faculty as well.

In addition to acting as advocate for faculty, chairs also report acting as advocate for the field in which they work. For example, Julie asserts, “I … not only teach [computer courses]. I really feel like I’m an advocate for technology.” She advocates for technology by providing free computer training for faculty and staff at the college and by working to bring new computer technology programs and articulation agreements. One issue that Kim becomes passionate about relates to compensation for faculty in her field. Kim contends that the Master of Fine Arts is the terminal degree in her field, and so it should be compensated at the same rate as a Doctorate in other fields. She states that she

has approached the administration at her institution about this policy, and has consistently advocated for compensation adjustments.

The role of advocate is important to the maintenance of a smooth-running department. Faculty view chair advocacy as support of their efforts. In a situation where the chair has only a limited scope of position authority, the good will of faculty members is vital towards the establishment of influence within the department (Conger & Kanungo, 1998). Chairs in this study report that they utilize data to support their actions as advocates for their department faculty and their fields of interest. These actions provide a climate that gives the chair influence and good will with the faculty.

This study has identified twelve roles that department chairs assume as they fulfill their duties in the community college. Some of these roles, such as those that fall under the purview of the supervisor, are considered formal roles – that is to say that the chair wields formal authority from the institution when he or she acts in these capacities. Other roles are considered informal roles. These roles do not incorporate formal authority and can also be fulfilled by one who is not the chair. Yet, because of the nature of his or her position, the chair tends to fulfill these roles. Roles that bring the chair into the classroom, such as the role of teacher or adviser, situate the chair as a “managed professional,” wherein the chair is constrained in his or her work. As the chair assumes duties that move him or her away from the classroom and into administrative roles, the chair becomes a “managerial professional.”

In the concluding chapter, I will discuss implications that these findings have on practice and research. I review suggested training that can include both aspects of the chair position, and I tie institutional culture into chair training and development. I also propose that researchers conduct a longitudinal study of chairs and propose that the impact of technology on the chair needs further research.

Chapter 5

Conclusions

Within the context provided by this study, chairs reported that they considered themselves to be primarily teachers, but they talked more in interviews about their supervisory roles than their teaching role. This division in role identity suggested that the community college chair occupied a different class from either community college faculty or community college administrators. In Rhoades' (1998) language, they were both "managed professionals" and "managerial professionals;" this is one way in which department chairs and division chairs were similar. Both department chairs and division chairs reported that they spent more time in their work fulfilling the roles of teacher, advisor, and troubleshooter for students. In this work, chairs were directed by class maximums, attendance policies, graduation requirements for students, and a host of other institutional issues that reflected upon their work. In the competitive climate created by the global economy, higher education institutions tend to develop administrative cultures (Levin, 2001, Slaughter & Leslie, 1997). In the classroom chairs, had autonomy and flexibility. However, in an administrative climate, the farther from the classroom instructors moved, the more direction is provided by administrators (Rhoades, 1998), which reinforced their status as managed professionals.

In the interview, chairs devoted more time to talk about their supervisory duties than their teaching duties. Chairs played a non-faculty role as supervisor within their departments. This administrative aspect of the job was similar to what Rhoades (1998) describes as a "managerial professional" – a non-faculty professional who is involved in delivery of instruction and student services (p. 277). The managerial professional was more directly under administrative control than are teaching faculty members primarily because they spent less time in the classroom, where academic freedom provided some flexibility in work and production. Hence, while chairs came from the ranks of faculty and considered themselves as such, they spent more time dealing with the administrivia associated with the supervisory function of their position because administrators tended to pay more attention to their administrative duties than to their teaching duties and because faculty expected the chair to provide adequate support in negotiating the

institutional bureaucracy. In the words of one chair, “we spend out time putting out fires, so that’s what on our minds.”

The supervisory roles that chairs talked about the most were the roles that enabled them to help faculty solve problems and increase the size and funding of the department. Additionally, chairs focused on roles that enabled them to make links with key personnel across campus and in the community. But community college chairs were also teachers, with classroom and student responsibilities. As supervisors, community college chairs indicated that they focused upon the faculty in their unit; as teachers, they addressed their students in the classroom. The dichotomous relationship between these two aspects of their position places the chair in a unique position within the community college.

To navigate the various tensions, policies, programs, and responsibilities associated with the chair position, department chairs engaged in a number of roles. This study identified twelve roles that chairs in North Carolina community colleges occupy. Five of the roles most often engaged in by chairs relate to the supervisory function of the chair position. Chairs are given formal authority by the college administration to fulfill these roles within their departments. These roles position chairs as managerial professionals (Rhoades, 1998). Yet, even as they work as managerial professionals, chairs reported that they found more satisfaction in the roles that linked them more closely to roles as managed professional. The activities that tie their work more closely to the classroom, where they are able to work with students and have more freedom in their actions, provide motivation for chairs to work in the community college.

Department chairs in the community college can no longer simply focus on fulfilling local needs and services. Chairs from across campus – from technical programs to general education programs – were pressured to be knowledgeable about technological advances and the growing global marketplace. This pressure impacted how the chair viewed instructional technology, distance education technology, and competitiveness in higher education; for the advent of distance education compelled contemporary community colleges to compete against schools and programs from across the nation for students. College administrators pushed the use of technology in the classroom as well as

in distance education throughout the institution as a response to competitive global forces.

This study focuses on two institutions in the North Carolina Community College System, which as earlier noted, originated as the state's approach to workforce development. The history of the community college in America is fraught with disparate intentions from one region of the country to the next. Just as states in the southeast pushed the community college to prepare high school graduates to obtain jobs, states in the northeast and on the west coast developed the junior college in order to provide a transition from high school to a four-year college or university (Rudolph, 1990). Therefore, with disparate origins may come disparate outcomes. Chairs in other regions of the United States may face different institutional cultures based on different external influences.

The global economy affects the community college, just as it changes the local and state economy. The challenge of today's revised institution, in whatever state, is to navigate the changes incurred by globalization – changes marked by technological advances and increased economic competition. The data indicate that the roles that department chairs deem important stem from global influences bearing down on the institution. The community college has developed a reputation for adaptability and student-centered instruction. Department chairs in North Carolina's community colleges focus on the roles that reinforce this reputation.

Implications for practice

This study identifies twelve roles that are currently important to community college chairs in North Carolina. Identification of these roles enables practitioners to understand how these roles may influence their departments and their institutions. Understanding these roles may also provide a foundation for training new community college chairs and developing existing chairs.

Community college department chairs are an important link in the institutional leadership process (Fugate & Amey, 2000; Miller, 1999). Indeed, in this study, the identity of the community college chair combines characteristics of both faculty and administrators. Consistent with research on academic leadership (Birnbaum, 1992;

Bensimon & Neumann, 1990), those who train and develop community college chairs must be cognizant of the complexity of the academic environment and the nature of academic work. Training programs that ignore the teaching orientation of chairs, for example, fail to address a significant component of the identity of the chair. Programs that assume that chairs have authority consistent with administrators, such as Deans, over-estimate chair authority. Given that chairs are both “managed professionals” and “managerial professionals,” training and development programs should incorporate both sides of the identity of community college chairs.

Chair training that incorporates the two faces of the community college chair should consider the training needs of both faculty leaders and administrative leaders. Cooper and Pagotto (2003) documented that community college leaders have different needs for different roles within the institution; faculty leaders and administrative leaders have different training needs. Department chairs have special training needs. Particularly important for chairs is training in the navigation of the institution’s culture. The cultures of the community colleges in this study have been affected by global economic forces, which in turn weigh on department chairs. Economic constraints create an institutional culture focused on the production of FTEs. One chair states “FTEs are the bottom line for the school, and I use that every chance I get [to obtain resources].” Both institutions in this study seek to increase FTEs by employing a customer service approach to students. Thomas relates that his institution’s ultimate goal is to “try to provide our customer with what they want” and that this attitude begins at the top at RCC. Stephanie observes that the MCC administration appears to have a similar attitude; she says, “all the years I’ve been on this campus, it’s always been that way. You ask for something, you show how it will benefit students … and you get it.” The drive for FTEs manifests itself most often in the language that faculty and administrators use in their conception of a “student-centered” college. The student-centered roles that chairs discuss include teacher, advisor, scheduler, and recruiter. Each of these roles focuses on assisting students to access the institution, plan their program, and complete a curriculum. The development of a culture that fosters mentor relationships between current leaders and potential leaders would rejuvenate current leaders and connect potential leaders to an important institutional

resource that would enable the mentee to understand the context for institutional action that is acknowledged by faculty and administrators alike as competitive.

A competitive institutional climate underlines the importance of understanding chair roles. The roles related to supervision and resource allocation are important for the chair to obtain and distribute the necessary resources to manage the department. In addition to managing a department within an FTE-driven institutional climate, chairs are expected to track industry changes and develop programs to meet the economic needs of the community within its service area. The roles of scheduler, liaison, and recruiter enable the chair to connect with the individuals on and off campus that make it possible to create new opportunities for job training programs. The inevitable problems that arise are often handled by the chair, who acts as troubleshooter for faculty and students. These programs place community colleges on the cutting edge of industrial training and enable the state to attract new industries (Baker, 2002). This approach to job training ties the community college to industry, which Levin (2001) asserts is a modification of the community college mission.

In North Carolina, however, this is not a major modification because the North Carolina community college system was established for the purpose of workforce development. Rather, the modifications that have occurred in North Carolina's community colleges are reflective of the state oversight and funding processes. Simply, these colleges are managed consistent with the requisites of business and industry. While the shift to workforce development is not new for North Carolina community colleges, the focus on workforce development does situate the state's community college system in a position to be influenced significantly by global economic forces. Given their position within the larger institutional context, department chairs focus on formal supervisory roles and informal roles that extend chair communication linkages across the institution. These linkages across the institution facilitate problem-solving, which leads to increased influence for the chair. These institutional links enable chairs to fulfill their responsibilities within the campus and plan programs that benefit the community.

In addition to the training of chairs in the navigation of institutional processes, chairs often are tasked with the implementation of instructional technology in the

classroom, whether the technology is utilized for in-class presentations or for distance education. Technology training should be an important element of a chair development program. This would enable department chairs to respond to the competitive atmosphere that is created by administrators' responses to the global environment. This training would also enable the department within the community college to respond to global influences on its own initiative.

Implications for research

While this study examined which roles chairs talk about the most, there was little determination of which roles occupied the most attention of chairs. Mintzberg (1979) examined the job of managers, in part, by observing what they did. Research on community college chairs could borrow from Mintzberg and observe what the chairs do over a specific time-period, such as a semester or an academic year. This research would further the development of a new conception of a professional class within higher education — the department chair. If the empirical investigation determines that the behaviors of chairs are consistent with the findings of this dissertation, then there are grounds upon which to establish theoretical contributions to the literature on professionals in higher education.

Additionally, research on how global influences affect department chairs is warranted. This study provided a cursory examination of the impact of technology and state oversight in a global environment, but more research needs to be done in these areas. This study demonstrates that chairs use technology as instructional tools and as administrative tools, but to what end? Chairs in this study indicate that technology enables them to be more flexible, thus blurring the line between work and home. What are the ramifications of such practices? The disintegration of boundaries between work life and home life leaves some chairs with the view that they have no refuge from their workload, while other chairs enjoy the flexibility offered by technological advance. On the one hand, in this study Julie reports that she enjoys being able to leave work to take part in family activities, knowing that she can complete much of her work from home. On the other hand, Murray and Murray (1998) find that job burnout and stress have increased

in recent years among chairs, which leads to high turnover rates among those in the chair position.

Community colleges have increased the number of distance education courses offered, which has also increased the level of technology utilized in the classroom (Akroyd, Jaeger, Jackowski, & Jones, 2004). The increase in use of instructional technology enables faculty to be flexible in working from home, yet this is among the stressors for community college faculty and department chairs (Johnson, 1993). Nippert-Eng (1996) states that the effort it takes to make a mental transition from home activities to work activities places stress on workers. Travel from home to work provides time to mentally prepare for work. As chairs conduct work activities at home or leave work in the middle of the day to engage in family activities the mental transition process becomes erratic, and produces stress upon the chair (Nippert-Eng, 1996). Other stressors on the chair include competition for resources, a changing student clientele, and the transition process from a focused, solitary work environment to a social, fragmented one (Gmelch, & Parkay, 1999; Johnson, 1993). These stressors, combined with the responsibilities placed upon the chair, lead to high stress situations and job burnout (Murray & Murray, 1998).

Furthermore, as state policy and oversight continue to restrict community college budgets and activities, how will department chairs cope with the increasing pressures of student numbers – those returning to school for training in the new economy – and insufficient resources to educate these students (Levin, 2001)? The issues surrounding technology in and the economic impact on the community college are important to examine in greater depth. In reporting the roles of community college department chairs, this study recognizes the importance of such issues, including their impact on how chairs complete their duties, and encourages further examination of department chairs in the global context.

References

- Akroyd, D., Jaeger, A., Jackowski, M., & Jones, L.C. (2004). Internet access and use of the web for instruction: A national study of full-time and part-time community college faculty. *Community College Review*, 32(1). 12-18.
- Amey, M.J., VanDerLinden, K.E., & Brown, D.F. (2002). Perspectives on community college leadership: Twenty years in the making. *Community College Journal of Research and Practice*, 26. 573-589.
- Aronowitz, S. & Di Fazio, W. (1994). *The Jobless future: Sci-tech and the dogma of work*. Minneapolis, MN: University of Minneapolis Press.
- Atkins, S. & Hageseth, J. (1991). The academic chairperson: Leading faculty is like herding cats. *The Journal of Staff & Organizational Development*, 9. 29-35.
- Avolio, B.J. & Bass, B.M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *Leadership Quarterly*, 6, 199-218.
- Baker, G.A. III & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: The Community College Press.
- Baker, G.A. III (2002). American higher education at the Rubicon: A partnership for progress. *Community College Journal of Research & Practice*, 26. 629-644.
- Becher, T. (1987). The disciplinary shaping of the profession. In B.R. Clark (Ed.), *The academic profession: National, disciplinary, and institutional settings*. 271-303. Berkeley, CA: University of California Press.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. San Francisco: Jossey-Bass.
- Bix, A.S. (2000). *Inventing ourselves out of jobs? America's debate over technological unemployment 1929-1981*. Baltimore, MD: The Johns Hopkins University Press.
- Bowman, R.F. (2002). The real work of the department chair. *The clearinghouse*, 75(3). 158-162.

- Bradburd, R.M. & Mann, D.P. (1993). Wealth in higher education institutions. *Journal of Higher Education*, 64(4). 472-494.
- Brint, S. & Karabel, J. (1989). *The Diverted Dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press.
- Brint, S. (1994). *In an age of experts: The changing role of professionals in politics and public life*. Princeton, NJ: Princeton University Press.
- Brint, S. (2002). *The future of the city of intellect: The changing American university*. Stanford, CA: Stanford University Press.
- Bruner, R.F., Eaker, M.R., Freeman, R.E., Spekman, R.E., & Teisberg, E.O. (1998). *The portable MBA 3rd ed*. New York: John Wiley & Sons, Inc.
- Burleson, B.R. & Caplan, S.E. (1998). Cognitive complexity. In J.C. McCroskey, J.A. Daly, & M.M. Martin (Eds.), *Communication and personality: Trait perspectives*, (233-286). Cresthill, NJ: Hampton Press.
- Burgess, R.G. (1984). *In the field: An introduction to field research*. Boston, MA: Allen & Unwin.
- Campbell, T. I. D. & Slaughter, S. (1999). Faculty and administrators' attitudes toward potential conflicts of interest, commitment, and equity in university-industry relationships. *Journal of Higher Education*, 70(3). 309-333.
- Clark, B.R. (1987). Conclusions. In B.R. Clark (Ed.), *The academic profession: National, disciplinary, and institutional settings*. 401-404. Berkeley, CA: University of California Press.
- Coats, L.T. (2000). Interpersonal behavior and the community college department chair. *Community College Journal of Research & Practice*, 24(10). 773-784.
- Cohen, A. & Brawer, F. (1989). *The American Community College*. San Francisco: Jossey Bass.
- Cooper, J.E. & Pagotto, L. (2003). Developing community college faculty as leaders. *New Directions for Community Colleges*, 123. 27-37.
- Cox, A.M. (2000, 17 November). Professors and deans praise shared governance, but criticize corporate model. *Chronicle of Higher Education*, 47(12). p.A20.
- Conger, J.A. (1998). *Winning 'Em Over*. New York: Simon and Schuster.

- Conger, J.A. & Kanungo, R. (1998). *The Charismatic Leader*. San Francisco: Sage Publications.
- Conway, J.B. (1996). *On being a department chair: A personal view*. Providence, RI: American Mathematical Society.
- Crano, W.D. & Brewer, M.B. (2002). *Principles and methods of social research, 2nd ed.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Creswell, J.W. (1994). *Research Design: Qualitative & Quantitative approaches*. Thousand Oaks, CA: SAGE, Publications.
- Creswell, J.W., Wheeler, D.W., Seagren, A., Egly, N., & Beyer, K. (1990). *The academic chairperson's handbook*. Lincoln, NE: University of Nebraska Press.
- Delia, J.G., O'Keefe, B.J., & O'Keefe, D.J. (1982). The constructivist approach to communication. In F.E.X. Dance (Ed.), *Human communication theory: comparative essays*. 147-191. New York: Harper & Row.
- Dyson, M.E. (1996). *Race rules: Navigating the color line*. Reading, MA: Addison-Wesley Publishing Co., Inc.
- Euske & Roberts, (1987). Evolving perspectives in organization theory: Communication implications. In F.M. Jamblin, L.L. Putnam, K.H. Roberts, & L.W. Porter (Eds.), *Handbook of Organizational Communication*. 41-69. Newbury Park, NJ: Sage Publications.
- Fayetteville Technical Community College. (19 May, 2005). *Academic and Student Services Division Programs and Services Update*. Fayetteville, NC: Fayetteville Technical Community College.
- Fiske, S.T. & Taylor, S.E. (1984). *Social cognition*. Reading, MA: Addison-Wesley Publishing Co.
- Fugate, A.L. & Amey, M.J. (2000). Career stages of community college faculty: A qualitative analysis of their career paths, roles, and development. *Community College Review*, 28(1). 1-22.
- Gee, J. P., Hull, G. & Lankshear, C. (1996). *The new work order: Behind the language of the new capitalism*. Boulder, CO: Westview Press.
- Gillett-Karam, R. & Pena, E. (1992). Instructional Leadership: Building a culture of excellence in the teaching-learning community. In G.A. Baker III (Ed.) *Cultural Leadership: Inside America's Community Colleges*. Community College Press: Washington, DC.

- Gillett-Karam, R., Cameron, D., Messina, R., Mittelstet, A.E., Mulder, A.B.S., & Thornton, J.S. (1999). College presidents examine midlevel management in the community college. In R. Gillett-Karam (Ed.), *Preparing Department Chairs for their Leadership Roles.* (p. 37-46). *New Directions for Community Colleges*, No. 105. San Francisco: Jossey-Bass.
- Gmelch, W.H. & Parkay, F.W. (1999). Becoming a department chair: Negotiating the transition from scholar to administrator. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Ontario, April 19-23 1999.
- Gmelch, W. H. & Miskin, V.D. (1993). *Leadership skills for department chairs.* Bolton, MA: Anker Publishing Co., Inc.
- Greenwood, A. (24 July 2004). Region's jobless rates climb. *The Fayetteville Observer.* A1.
- Gordon, L.D. (1997). From Seminary to University: An Overview of Women's Higher Education, 1870-1920. In L.F. Goodchild & H.S. Wechsler (Eds.), *The History of Higher Education, 2nd ed.* (p. 473-498). ASHE Readers Series. Boston, MA: Pearson Custom Publishing Co.
- Hale, E. (1994). Management perspectives at the state level. In A. M. Cohen and F. B. Brawer (Eds.), *Managing Community Colleges.* 141-166. San Francisco: Jossey-Bass.
- Hamilton, N. (2000). The academic profession's leadership role in shared governance. *Liberal Education,* 86(3). 12-20.
- Huddleston, T. (2000). Enrollment management. In L.K. Johnsrud & V.J. Rosser (Eds.), *Understanding the work and career paths of mid-level administrators.* (65-73). *New Directions for Higher Education,* 111. San Francisco: Jossey-Bass.
- Johnson, T. (1993). An overview of the issues surrounding faculty burnout. Paper presented at the annual convention of the Western States Communication Association. Albuquerque, NM, 14 February 1993.
- Jones, R.A. (1985). *Research methods in the social and behavioral sciences.* Sunderland, MA: Sinauer Associates, Inc.
- LeCompte, M.D. & Preissle, J. (1993). *Ethnography and Qualitative Design in Educational Research, 2nd ed.* New York: Academic Press.

- Leslie, D.W. & Gappa, J.M. (2002). Part-time faculty: Competent and committed. In C. Outcalt (Ed.), *Community college faculty: Characteristics, practices, & challenges*. (59-68). *New Directions for Community Colleges*, 118. San Francisco: Jossey-Bass.
- Levin, J.S. (2000). The revised institution: The community college mission at the end of the twentieth century. *Community College Review*, 28(2). 1-25.
- Levin, J.S. (2001). *Globalizing the Community College: Strategies for Change in the 21st Century*. New York: Palgrave.
- Levin, J.S. (2002). Global culture and the community college. *Community College Journal of Research and Practice*, 26. 121-145.
- Levin, J.S., Kater, S., & Wagoner, J. (Forthcoming). *Community college faculty: At work in the new economy*.
- Levy, A. & Merry, U. (1986). *Organizational Transformation: Approaches, strategies, and theories*. New York: Praegers Publishers.
- Lindholm, J. (1999). Preparing department chairs for their leadership roles. *ERIC Clearinghouse for Community Colleges*. Accessed on 9/9/2004.
- Lucas, A. F. (1994). *Strengthening Departmental Leadership: A team-building guide for Chairs in colleges and universities*. San Francisco: Jossey-Bass.
- Marshall, C. & Rossman, G.B. (1999). *Designing Qualitative Research*, 3rd ed. Thousand Oaks, CA: Sage, Publications.
- McArthur, R. (2002). Democratic leadership and faculty empowerment at the community college: A theoretical model for the department chair. *Community College Review*, 30(3). 1-10.
- Metzger, W. (1987). The academic profession in the United States. In B.R. Clark (Ed.) *The academic profession: National, disciplinary, and institutional settings*. 123-208. Berkeley, CA: University of California Press.
- Miller, M. (1999). The department chair as speaker of the house: Shared authority in the community college department. *Community College Journal of Research & Practice*, 23(8). 739-747.
- Mintzberg, H. (1979). *The structuring of organizations: A synthesis of the research*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

- Mintzberg, H. (1990). The manager's job: Folklore and fact. *Harvard Business Review*, 68(2). 163-177.
- Mintzberg, H. (1994). Rounding out the manager's job. *Sloan Management Review*, 36(1). 11-25.
- Monge, P. R. & Contractor, N. S. (2001). Emergence of communication networks. In F. M. Jablin and L. L. Putman (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods*. 440-502.
- Morgan, G. (1997). *Images of organization*. San Francisco: Sage Publications.
- Murray, J.P. (2002). The current state of faculty development in two-year colleges. In C. Outcalt (Ed.), *Community college faculty: Characteristics, practices, & challenges*. (89-98). *New Directions for Community Colleges*, 118. San Francisco: Jossey-Bass.
- Murray, J.P. & Murray, J.I. (1998). Job satisfaction and the propensity to leave an institution among two-year college division chairpersons. *Community College Review*, 25(4). 15-21.
- Murray, M. & Owen, M.A. (1991). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring program*. San Francisco: Jossey Bass.
- Nicotera, A.M. (1995). The constructivist theory of Delia, Clark, and associates. In Donald P. Cushman & Branislav Kovacic (Eds.), *Watershed research traditions in human communication theory*, (pp. 45-65). New York: SUNY Press.
- Nohria, N. (1992). Is a network perspective a useful way of studying organizations? In N. Nohria & R. G. Eccles (Eds.), *Networks of organizations: Structure, form, action*. (1-22). Boston, MA: Harvard Business School Press.
- Outcalt, C. L. (2002). Towards a professionalized community college professoriate. In C. Outcalt (Ed.), *Community college faculty: Characteristics, practices, & challenges*. (109-115). *New Directions for Community Colleges*, 118. San Francisco: Jossey-Bass.
- Padilla, R.V., & Montiel, M. (1998). *Debatable University: Critical dialogues on change in American universities*. New York: Rowman & Littlefield Publishers, Inc.
- Palmer, J. (2002). Disciplinary variations in the work of full-time faculty members. In C. Outcalt (Ed.), *Community college faculty: Characteristics, practices, & challenges*. (p. 9-20). *New Directions for Community Colleges*, 118. San Francisco: Jossey-Bass.

- Palmer, J. (1999). A statistical portrait of the non-liberal arts curriculum. In G. Schuyler (Ed.), *Trends in community college curriculum*. (p. 31-38). *New Directions for Community Colleges*, 108. San Francisco: Jossey-Bass.
- Pettitt, J.M. (1999). Situating midlevel managers' training: Learning and doing in context. In R. Gillett-Karam (Ed.), *Preparing Department Chairs for their Leadership Roles*. (p. 57-66). *New Directions for Community Colleges*, No. 105. San Francisco: Jossey-Bass.
- Pfeffer, J. & Salancik, G.R. (1978). *The external control of organizations: A resource dependence perspective*. New York: Harper & Row, Publishers.
- Pincus, F. L. (1994). How critics view the community college's role in the twenty-first century. In George A. Baker III (Ed), *A handbook on the community college in America: Its history, mission, and management*. (624-636). Westport, CT: Greenwood Press.
- Rhoads, G. (1998). *Managed professionals: Unionized faculty and restructuring academic labor*. New York: State University of New York Press.
- Rossides, D.W. (1998). *Professions and disciplines: Functional and conflict perspectives*. Upper Saddle River, NJ: Prentice Hall.
- Rothwell, J.D. (1998). *In mixed company: An introduction to small group communication*, 4th ed. San Francisco: Jossey Bass.
- Roueche, J. E., Baker, G.A., & Rose, R. R. (1989). *Shared vision: Transformational leadership in American community colleges*. Washington, D.C.: The Community College Press.
- Rudolph, F.. (1990). *The American college & university: A history*. Athens, GA: The University of Georgia Press.
- Seagren, A., Creswell, J.W., & Wheeler, D.W. (1993). The department chair: New roles, responsibilities, and challenges. Washington, D.C.: Association for the Study of Higher Education.
- Segnar, K. B. (1974). *A history of the community college movement in North Carolina, 1927-1963*. Kenansville, NC: James Sprunt Press.
- Simmons, T. (2003, 6 January). Meeting the need to retool for a new economy. Newsobserver.com Retrieved 10 February, 2003, from World Wide Web (http://newobserver.com/news/nc/story/2067916p_1985561c.htm)

- Slaughter, S., Kittay, J., & Duguid, P. (2001). Technology, markets, and the new political economy of higher education. *Liberal Education*, 87(2). 6-18.
- Slaughter, S. & Leslie, L.L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. Baltimore, MD: Johns Hopkins University Press.
- Spaid, R.L. & Parsons, M.H. (1999). Meeting the millennium's challenge: Leading from where you are. In R. Gillett-Karam (Ed.), *Preparing Department Chairs for their Leadership Roles*. (p. 13-20). *New Directions for Community Colleges*, No. 105. San Francisco: Jossey-Bass.
- Smart, J.C., Kuh, G.D., & Tierney, W.G. (1997) The roles of institutional cultures in decision approaches in promoting organizational effectiveness in two-year colleges. *Journal of Higher Education*, 68(3). 256-273.
- Sypher, B.D., Bostrom, R.N. & Seibert, J.H. (1989) Listening, communication abilities, and success at work. *The Journal of Business Communication*, 26(4), 293-303.
- Tagle, T.M. (1992). Culture and communication. In G.A. Baker (Ed.), *Cultural Leadership: Inside America's community colleges*. 61-78. Washington, D.C.: Community College Press.
- Todd, T. & Baker, G.A. (1998). Institutional effectiveness in two-year colleges: The southern region of the United States. *Community College Review*, 26(3). 57-76.
- Tschechtelin, J.D. (1994). The community college and the state. In A. M. Cohen & F.B. Brawer (Eds.), *Managing Community Colleges*. 101-122. San Francisco: Jossey-Bass.
- Tucker, Allan. (1992). *Chairing the Academic Department: Leadership among peers*. Washington, DC: American Council on Education.
- Twombly, S.B. & Amey, M.J. (1994). Leadership skills for participative governance. In G.A. Baker III (Ed.), *A Handbook on the Community College in America*. 268-283. Westport, CT: Greenwood Press.
- Volk, C.S., Slaughter, S. & Thomas, S.L. (2001). Models of institutional resource allocation: Mission, market, and gender. *Journal of Higher Education*, 72(4). 378-405.
- Wiggs, J. L. (1989). *The community college system in North Carolina: A silver anniversary history, 1963-1988*. Raleigh, NC: North Carolina State Board of Community Colleges.

- Wolfe, N. (1993). *Fire with Fire: The new female power and how it will change the 21st century*. New York: Random House.
- Yantz, P.M. & Bechtold, C. (1994). Part-time faculty: Here today, not gone tomorrow, or professional development of part-time faculty and the changing role of division chairpersons. Paper presented at the International Conference for Community College Chairs, Deans, and other Instructional Leaders (Phoenix, AZ, Feb. 23-26, 1994)
- Yukl, G. (1999). *Leadership in organizations, 4th ed.* Englewood Cliffs, NJ: Prentice Hall, Inc.
- Zigerell, J.J. (1970). The community college in search of an identity. *Journal of Higher Education*, 41(9). 701-712.

Appendices

Appendix A

Interview questions are based on Birnbaum (1992), Gillett-Karam et al. (1999), Levin, (2001), and Rhoades (1998).

Background

- When were you appointed department chair?
- What was your position before that?
- How were you selected for this position?
- Who preceded you in the position? In what ways are you similar/different from the previous department chair?
- How many hours per week are you contracted to work? On average, how many do you actually work?

Institutional influences on the department

- When asked to describe your college, what do you say? What things are important within this institution?
- What are the major goals of your college? How do you know this?
- How does resource allocation affect your department's ability to fulfill the institution's goals/mission?
- How does your department's (institution's) size affect your department's ability to fulfill the institution's mission?
- What kinds of changes have occurred while you have been department chair?
- What forces or pressures motivate change within your college?
- How do technological changes in the classroom affect your department's ability to fulfill institutional mission?
- As department chair, how much influence do you have over the implementation of technology in the classroom?

External pressures for institutional change

- How does the economy affect your institution?
- Does any of your department's funding come from external sources? If so, how much?
- How does this funding affect the work of your department?
- What expectations do those outside of the school place upon your department? (Students, employers, community).
- What role does technology play in the work of your department?

Roles in the position

- As department chair, whom do you spend the largest amount of your time working with?
- What roles are important for someone in your position to engage in?
- What are your most important duties as department chair?
- Does ethnicity or gender affect your role as department chair? If so, how?
- When change occurs within the institution, how do you communicate the change to department faculty?

What other groups within the organization do you liaison with? How important are these contacts to the work of your department?

As you work within your institution, whom do you find yourself working with the most? How much time do you spend actively supervising department faculty?

What kinds of conflicts occur in your department? How do you typically handle such problems?

What are the typical types of decisions that you make as department chair?

Where do you generally get information from to make these decisions?

Perceived leadership style/effectiveness

How much input do you allow department faculty members to give when making decisions?

Where do you envision the department being in 5 years?

What are the major effects you have had on this department in your tenure as Chair?

Which of these accomplishments has given you the greatest sense of accomplishment?

How do you know if you are being effective as a leader?

Appendix B

Master list of codes

Economic constraints	Ec	Descriptions or explanations of economic constraints on students, on the department, and on the institution.
Economic constraints on students	Ec-s	Monetary limitations placed on students' ability to afford higher education; tuition, books, and other education-related expenses.
Economic constraints on institution	Ec-I	Resource limitations on the institution's ability to fulfill its mission and to meet students' needs.
Economic constraints on department	Ec-d	Resource limitations on the department's ability to fulfill its mission and to meet students' needs.
Community expectations	Ce	Perceived community expectations on the institution or department.
Community expectations – Industry	Ce-I	Perceived expectations placed upon the institution and/or the department by community businesses and industry.
Community expectations-high schools	Ce-s	Perceived expectations placed upon the institution and/or the department by area schools.

Community expectations-general population	Ce-g	Perceived expectations placed upon the institution and/or the department by the general population of the community.
Community support	Ce-cs	Perceptions of different ways that the community supports the institution or department.
Institutional processes	Ip	Descriptions or explanations of processes that occur within the institution; usually in order to move the work of the institution forward.
Institutional support	Ip-is	Descriptions or explanations of support for the department or the chair, usually by administrators within the framework of expediting processes or some similar assistance that positively impacts the department or chair.
Advisory committee	Ip-ac	Descriptions or explanations of advisory committees and their impact on the department.
Advisory committee – input to program	Ip-ac-I	Descriptions or explanations for the types of input advisory committees have in the institution or department.

Advisory committee – makeup of	Ip-ac-m	Explanations of how advisory committees are put together, including membership, recruitment, and length of terms on such committees.
Organization – institution	Ip-ac-oi	Descriptions and explanations of how the institution is organized, and how that organization impacts the department.
Organization – department	Ip-ac-od	Descriptions and explanations of how the department is organized, and how that organization impacts the department.
Strategic planning	Ip-st	Descriptions and explanations of processes involving strategic planning or institutional goals.
Inter-institutional links	Ip-iil	Descriptions and explanations of how links between colleges impact the institutions and the departments.
Collaboration within institution	Ip-coll	Descriptions and explanations of the types of collaboration that occur within the college and their impacts on the department and chair.

Department position relative to market (students to jobs)	Dpm	Descriptions or explanations of the number of students prepared for jobs upon completion of their programs and how such output is meaningful to the department. Sometimes expressed or discussed in terms of an institution's generation of FTE's.
Commodification of students	Dpm-com-s	Descriptions or explanations of the institution's or chair's attitude that students are a commodity to deal in – traded to industry in exchange for program support.
Commodification of knowledge	Dpm-com-k	Descriptions or explanations of the institution's or chair's attitude that knowledge is a commodity to be traded to students, often as a form of power.
Program marketing	Dpm-mkt	Descriptions or explanations of program marketing, usually involving students in some way, in order to sell the college and bring in additional students.
Resources available to department	Rad	Descriptions or explanations of resources that a department has at its disposal in order to meet its goals.
Resources available to department-personnel	Rad-pl	Descriptions or explanations of resources in the form of personnel or faculty.

Resources available to department-equipment	Rad-e	Descriptions or explanations of resources in the form of equipment for the department or the faculty.
Resources available to department-process	Rad-pr	Descriptions of the process by which departments (Chairs) obtain resources from the institution or other sources.
Resources available to department-acquisition	Rad-a	Descriptions or explanations of the Chair's ability to obtain resources for the department.
Institutional norms & expectations	Ine	Descriptions or explanations of expectations created by the institutional leaders upon all who work at the institution; sometimes called "institution climate."
Student focus	Ine-Sf	Descriptions or explanations of the actions that an institution, a department, or a faculty member may take that indicate attentiveness to students' needs.
Student focus- student money, grants, tuition	Ine-Sf-m	Descriptions or explanations of financial or monetary support a student may receive from an institution or department; also may refer to descriptions of how students afford higher education.

Student focus-cooperative education	Ine-Sf-ed	Descriptions of or explanations of institution- or department-supported programs that provide cooperative education opportunities to students.
Student focus –worker training	Ine-sf-wt	Explanations of or descriptions of students who come to school in order for job training in a specific field; may also refer to institution programs or efforts to provide such training.
Student motivation	Ine-sm	Descriptions of or explanations of motivations for students to come to or stay in school.
Technology (faculty/student use)	Ine –tu	Descriptions or explanations of how technology may be used by instructors and/or students at the individual level in order to complete academic goals.
Technology (college program)	Ine-tp	Descriptions or explanations of technology use at the program, department, or institution level; generally refers to efforts to implement online coursework, may refer to use by institution for administrative purposes.
Institution service area	Ine-ise	Explanations of where students live in relation to campus.

Cultural influence	Ine-ci	Descriptions or explanations of the influence on the students, on the classroom, and/or on the institution by students from cultures outside of the United States.
State impact	Ine-st	Descriptions or references of the influence of rules, regulations, and mandates set by the state of NC or other oversight bodies upon the institution, department, and/or program.
military influence	Ine-mi	Descriptions or explanations of the impact of a major military installation in proximity to the institution upon the classroom and the institution's processes.
Faculty conflict	Ine-fcon	Descriptions, references, or accounts of faculty conflict with each other, usually within the department.
Student conflict	Ine-scon	Descriptions, references, or accounts of student conflict with other students, with faculty members, or with administration.
Work & home boundaries	Ine-bound	Descriptions or explanations of the recognition of and practical use of boundaries between home and work. Most often in terms of taking work home at night.

Administration expectations	Ine-adx	Descriptions or explanations of administrative expectations of department chairs (primarily) and also of faculty members and/or how the institution works.
Faculty expectations	Ine-facx	Descriptions or explanations of faculty expectations of department chairs (primarily) and also of administration and/or how the institution works.
Departmental norms & expectations	Ine-dne	Descriptions or explanations of expectations created by the department chair upon department members; also called “department climate.”
Institution reputation	Ine-rep-i	Descriptions or explanations of the institution’s within the school and within the larger community.
Department reputation	Ine-rep-d	Descriptions or explanations of the department’s reputation within the school and within the larger community.
Chair reputation	Ine-rep-c	Descriptions or explanations of the Department Chair’s reputation within the department, within the school, and within the larger community.
Leadership style	Lds	Descriptions or explanations of the behaviors or cognitive processes that the Department Chair engages in effort to lead or influence the department, including faculty and students.

Participative style	Lds-p	Descriptions or references of the Department Chair's efforts to include, elicit, or engage participation of faculty members in decision making.
Decision style	Lds-ds	Descriptions or explanations of the elements of decision-making employed or emphasized by the Department Chair, other than participation.
Listens to followers	Lds-p-l	Descriptions or explanations of the needs and effects of the Department Chair actively and empathetically listening to followers. In these instances the Chair is not seeking input for decision-making, but rather seeking understanding regarding any number of issues that effect faculty members.
Flexibility/adaptability	Lds-f	Descriptions or explanations of the need for Department Chair flexibility in adapting to changing situations within the department and the institution.
Goal-oriented behavior	Lds-g	Description or explanations of Department Chair behaviors that advance a personal, department, or institution goal, or encourage faculty members to advance such goals.

Delegation to followers	Lds-dl	Descriptions or explanations of the practice of Department Chair delegating responsibility to department faculty members.
Chair attitude	Lds-ca	Descriptions or explanations of the Department Chair's attitudes regarding leadership, institution processes, and other matters.
Feedback	Lds-fb	Descriptions or explanations of the feedback a Department Chair gets from administration, faculty, students, and others pertaining to his or her performance as Chair and also the department.
Decision power	Lds-dp	Descriptions or explanations of the amount of power or authority that a Department Chair has to make decisions.
Department chair perceptions of roles	Cpr	Descriptions or explanations of the formal and informal tasks, responsibilities, and parts played by the Department Chair in response to institutional and community expectations, mediated by the Chair's perceptions and experience.
Department chair perceptions of formal roles	Cpr-f	Descriptions or explanations of the responsibilities, tasks, and parts assigned to the Chair by administration, whether written in a contract or stated verbally by administration.

Department chair perception of formal roles-teaching	Cpr-f-t	Descriptions or explanations of a Department Chair's formal duties related to teaching classes.
Department chair perception of formal roles-supervisory	Cpr-f-s	Descriptions or explanations of a Department Chair's formal duties related to supervision of the department, faculty, and students.
Department chair perceptions of formal roles-liaison	Cpr-f-li	Descriptions or explanations of a Department Chair's formal duties related to acting as a link between the department and other areas of the college, e.g., administration, student services, other departments.
Department chair perceptions of formal roles-advisor (students)	Cpr-f-a	Descriptions or explanations of a Department Chair's formal duties related to advising students.
Department Chair perceptions of formal roles – recruits instructors	Cpr-f-r-inst	Descriptions or explanations of a Department Chair's formal duties related to recruiting instructors (usually part-time) in an effort to maintain course levels.
Department Chair perceptions of formal roles – Scheduling	Cpr-f-sc	Descriptions or explanations of a Department Chair's formal duties related to scheduling faculty to teach classes.

Department Chair perceptions of formal roles – trouble shooter	Cpr-f-ts	Descriptions or explanations of a Department Chair's duties related to handling conflicts and problems at the department level among faculty, staff, students, and occasionally with administration.
Department chair perceptions of formal roles-information disseminator	Cpr-f-id	Descriptions or explanations of a Department Chair's formal duties related to disseminating information from the institution (esp. administration) to the department.
Department chair perception of informal roles	Cpr-I	Descriptions or explanations of the responsibilities, tasks, and parts that a Department Chair takes upon him- or herself, usually to achieve some goal or to further the work of the college.
Department chair perception of informal roles-student recruiter	Cpr-I-r	Descriptions or explanations of informal duties relating to recruiting students to come to the college, usually to major in the Chair's department or program.
Department chair perception of informal roles-advocate	Cpr-I-a	Descriptions or explanations of the informal duties, tasks, and responsibilities relating to the Department Chair's efforts to act as advocate for the department and/ faculty; usually in obtaining resources or in terms of student/faculty conflicts.

Department chair perception of informal roles-facilitator	Cpr-i-f	Descriptions or explanations of the informal duties, tasks, and responsibilities relating to the Department Chair's efforts to motivate or encourage interaction among and within faculty, administration, and/or students; often this occurs in meetings or in conflict situations.
Chair background	Cb	Descriptions or explanations of the Department Chair's background and/or professional preparation. May also refer to background or professional development of faculty members.
Educational background	Cb-ed	General descriptions or explanations of Chair or faculty education preparation.
Grad school/ professional programs	Cb-ed-G	Descriptions or explanations of specific graduate programs completed in preparation for current position.
Current professional development-attending	Cb-ed-pd-a	Descriptions or explanations of participation in professional development activities necessary to stay up-to-date in the program area.
Professional development-coordinating	Cb-ed-pd-c	Descriptions or explanations of coordination of professional development activities administered by the department or college, completed "in-house" for the development of college personnel.

Work experience	Cb-wx	Descriptions or explanations of previous work experience and how those experiences influence current decision processes or leadership approaches.
Department size	Ds	Descriptions or explanations of the size of the department within the institution and how influences the processes of managing the department.
Department size-growth	Ds-g	Descriptions or explanations of department growth within the institution.
Department size-impact on school	Ds-i	Descriptions or explanations of how the work of the department influences the institution as a whole.