Fall 12-2016

Perceived Leadership Practices Across Two Generations of Community College Deans: "Baby Boomers" and Generation Xers"

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Recommended Citation

McCauley, Donna J.. "Perceived Leadership Practices Across Two Generations of Community College Deans: "Baby Boomers" and Generation Xers"" (2016). Doctor of Philosophy (PhD), dissertation, Educ Foundations & Leadership, Old Dominion University, DOI: 10.25777/4tws-bn71

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PERCEIVED LEADERSHIP PRACTICES ACROSS TWO GENERATIONS OF

COMMUNITY COLLEGE DEANS:

"BABY BOOMERS" AND "GENERATION XERS"

By

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M.S. December 1981
B.S. May 1978

A Thesis Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

Doctorate of Philosophy

Community College Leadership

OLD DOMINION UNIVERSITY
December 17, 2016

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ABSTRACT

PERCEIVED LEADERSHIP PRACTICES ACROSS TWO GENERATIONS OF COMMUNITY COLLEGE DEANS: "BABY BOOMERS" AND "GENERATION XERS"

Donna J. McCauley
Old Dominion University, 2016
Director: Dr. Alan Schwitzer

The purpose of this research study was to examine what Illinois community college academic deans perceive to be important leadership practices to enhance faculty effectiveness. A sequential mixed-method study was performed with academic deans at Illinois community colleges across the state. In Phase I of the study, 70 of the 164 academic deans in Illinois completed an anonymous online survey ranking importance of leadership practices that enhance faculty effectiveness. Eight of the academic deans who are Generation X volunteered to participate in the second phase of the study which consisted of in-depth, one-on-one interviews to identify what leadership practices they employ to enhance faculty effectiveness.

The results of the study were generated from analyzing the descriptive data from the surveys and the interviews with each of the non-random purposeful participants. The results of the surveys identified the top five leadership practices: (1) leading employees, (2) straightforwardness and composure, (3) resourcefulness, (4) building and maintaining relationships, and (5) participative management.

Descriptive data were gathered from the interviews and analyzed using the constant comparative analysis. The main results of the research included 29 themes that identified leadership practices Generation X academic deans employ to enhance faculty effectiveness.

ACKNOWLEDGMENTS

"No matter what happens, no matter how far you seem to be away from where you want to be, never stop believing that you will somehow make it. Have an unrelenting belief that things will work out, that the long road has purpose, that the things that you desire may not happen today, but they will happen. Continue to persist and persevere."
— Brad Gast

I **de**dicate this dissertation to my loving parents, Mr. and Mrs. Robert J. Sheehy. Your spirit has shined down on me from the beginning of this journey and continued to give me the persistence to never give up and follow my dream. Even though you never had the opportunity to see me make this dream a reality, I know you were always there in spirit. I am forever grateful to the life you have given me and teaching me the value of hard work, commitment, persistence and dedication.

To the greatest gifts in my life my children John and Megan. As your role model, I have always reinforced the value and importance of education. May the wonderful values that have been given to me by Grandpa and Grandma carry over to you! I hope you always follow your dreams to become realities. Thank you for your patience over the past 4 years as you allowed me to step out of my number one role as Mom and continue to pursue my education. I love you both more than words can ever express.

A huge debt of gratitude is owed to my committee, Dr. Alan Schwitzer, Dr. Shana Pribesh and Dr. Mitch Williams for your time, guidance, and knowledge. You set high standards that pushed me to limits I never believed could be reached.

To my mentors Dr. Peggy Machon and Dr. Sue Phelan thank you for your confidence in me from the very beginning. I will be forever grateful for your continuous assistance throughout this entire journey. You both have always been an example of exemplary leadership who I am blessed to call my mentors.

To my dearest friends from Cohort 11, Christine, Matt, Jim, Stacy, Tom and Jason, thank you. I never stopped believing because I was surrounded by your endless validation. From the beginning we were told in order to survive this journey you needed a support system. This support system was provided from each and every one of you, and there are no words that could ever express how grateful it is to be a member of Cohort 11. A special gratitude to my BFF Christine, for your special friendship.

To my family, who have been my biggest supporters and encouragers from the start. I will never forget as each of you stood in my driveway the night before my first flight to Norfolk, Virginia to start this journey. This vision with your good luck signs has been the constant source of valuable motivation to make my dream become a reality.

To my colleagues Anthony and Lisa thank you for your constant help with all my technology needs. Lastly to my friends, for your overwhelming support and encouragement which will never be forgotten.

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CHAPTER 1

INTRODUCTION

Community colleges continue to face a changing workplace and workforce.

Community colleges face challenging environments directly related to the large number

of retiring faculty and administrators (O'Banion, 2007). Sullivan (2001), stressed that

community colleges are "undergoing radical and unremitting change, resulting in the

consequent need even demand for a renewal in leadership" (p. 559).

As far back as the centennial year community colleges faced change, as a large

number of the then-in-power community college leaders retired. In turn, community

colleges are facing a generational transition period in which baby-boomer leaders are

retiring in significant numbers (Shults, 2001). A surge of new leaders and changes in

leadership practices is expected in the next decade in the community college system

(Hellmich, 2007).

Just as with other generational aspects, each new wave of community college

leaders brings the potential for leadership in new dimensions, modalities, strategic

approaches, and operational methods to an organization (Phelan, 2005). There continue to

be many different kinds of leadership.

Effective leadership is necessary for any organization to be successful (Bolman &

Deal, 2005; Kouzes & Posner, 2007; Yukl, 2006). Leadership remains critical to the

development of community colleges in the 21st century. Leadership is a complex

phenomenon involving multiple leaders, followers, and a situation or task (Bass, 1985);

whether a given leader's action has its desired effect is in part determined by the

perception of the followers.

Without question, numerous challenges, opportunities, stresses, and rewards await current and future generations of community college leaders (Phelan, 2005). The role of a leader has always been complicated and difficult (DePree, 2008). Leaders are responsible for effectiveness (DePree, 2004). Drucker (1994), describes efficiency as doing the thing right, but effectiveness is doing the right thing. Leaders can delegate efficiency, but they must deal personally with effectiveness (DePree 2004). According to DePree (2004), effectiveness comes about through enabling others to reach their potential, both their personal potential and their institutional potential (p. 21).

According to DePree (2008), a leader's role is one of developing people rather than directing them of drawing ideas and skills out of them rather than telling them how to use what they already have. The younger generation appears to be looking for this kind of leadership: the kind of "jazz leadership" that sets a tempo and picks a tune and then steps back while the rest of the band makes music (DePree, 2008). This study will look at leadership in which the performer is the academic dean and the listener is faculty. The best leaders as academic deans, like the best music, can inspire faculty to see new possibilities. Academic deans must have an understanding of what constitutes effective leadership and be able to implement that leadership in their daily practices.

According to DePree (2008), over the past fifteen years the practice of leadership has changed, even if the principles behind it have not. Because the practice of leadership has changed this study will identify what this new generation of academic deans perceive as important leadership practices. In addition, the study will show how they employ their leadership practices to enhance faculty effectiveness.

Background of the Study

In 2001, community colleges celebrated their 100th anniversary (Sullivan, 2001). These institutions opened doors of higher education to millions of students (Sullivan, 2001). This milestone year offered the ideal period for reflecting on the leaders who shaped and distributed a distinctive educational format that has had an enormous impact on American society over the past century (Sullivan, 2001). According to Hockaday and Puyear (2000), "community college leadership should seek to preserve the traits and skills that have already served to create, nurture, and place community colleges in a strategic position for further prominence in higher education in the United States" (p. 1).

Many of today's key decision-makers were in either universities or colleges when the participative style of leadership began. Participative style of leadership gained dominance in the 1970's and 1980's (Sirias, Karp, & Brotherton, 2007). "Participative leadership" suggests that the leader makes group members feel free to participate actively in discussions, problem-solving, and decision making (Bass, 2008). In describing the participative style of leadership, Northouse (2012), suggested that a leader invites others to share in the ways and means of getting things done. Northouse (2012), proposed that the leader works to establish a climate that is open to new and diverse opinions. The leader discusses with others, obtains their ideas and opinions, and incorporates their viewpoints into the decision regarding how the group or institution will progress (Northouse, 2012). There are different types of participative leaders who may draw followers out, listen actively and carefully, and gain acceptance through engaging colleagues in the planning or decision-making process (Berlew & Heller, 1983).

Roby (1961), claims the functions of leadership are to bring about a congruence of goals among members; balance the group's resources and capabilities with environmental demands; provide a group structure that is necessary to focus information effectively on solving the problem; make certain that needed information is available at a decision center when required.

Community College Deanship

Specifically, the position of academic deans as leaders in the community college has a long history and important future (Bragg, 2000). The academic dean has been called the cornerstone of higher education, providing an important foundation to institutions, and creating policies and encouraging practices that improve and sustain (Wolverton, Gmelch, Montez, & Nies, 2001). At a time when higher education is facing tremendous challenges from technology advances, diversity, new competition, and cost containment, academic deans, as the foundation of community colleges, will be looked on to provide needed leadership and direction (Wolverton et al., 2001). Academic deans influence most change in community colleges, and their ideas and behaviors can have a dramatic impact (Wolverton et al., 2001). For academic deans to model the behavior they expect of others as leaders, they must first be clear about their guiding principles to lead the organization (Kouzes & Posner, 2003). Academic deans as leaders face reinventing academia to keep it current and relevant to the changing world (Smith & Hughey, 2006).

Academic deans are identified by a variety of job titles chair, division chair, division director, and assistant dean (Sypawka, Mallet, & McFadden, 2010). Regardless of the title, these leaders carry out the day-to-day operations and business of community colleges (Shults, 2001). Academic deans also internally connect faculty, administrators,

students, and externally they connect networks to high schools, universities, businesses, and community organizations (Sypawka et al., 2010). Academic deans not only affect strategic thinking and planning, but they also shape an organization's vision, values, and practices. Since leadership in higher education is multidimensional, academic deans must be aware of their leadership practices to build colleges beneficial to collegiality and efficiency (Sypawka et al., 2010).

Generation X

A generation is an identifiable group that shares birth years, age, location, and significant life events (Kupperschmidt, 2000). The groups are divided by five to seven years into the first wave, core group, and last wave (Kupperschmidt, 2000). Generations as a cohort of people have lived a shared experience of cultural, social, political, and economic events (Edge, 2013). These events have influenced their view of the world and produced a set of identifiable generational patterns, character, and value personalities (Edge, 2013).

Born between 1966 and 1976, Generation Xers came of age from 1984 to 1994. They are aged 34 to 44 years in 2016. Currently, 41,119,000 Generation X individuals represent 21.9% of the U.S. adult population (Berkowitz & Schewe, 2011).

The Baby Boomer is usually defined as the 76 million people born between 1946 and 1964, since in this time period the annual birthrate bulged to over 4 million per year (Berkowitz & Schewe, 2011). The Boomer cohort still heavily values its individualism (remember, they were and are the ''Me'' generation). Compared to the later cohorts, the Generations X and Y, Boomers have been found to be significantly different in terms of valuing self-respect and a sense of accomplishment (Arsenault & Patrick, 2008).

A growing body of literature suggests that Generation X is a generation that appears to be significantly different from its predecessors (Miniter, 1997; O'Bannon, 2001; Zemke, Raines & Filipczak, 1999). There is a body of practitioner research that suggests that Boomers and Gen Xers have very different work values best summed as Gen Xers "work to live", while Boomers "live to work" (Chao 2005). Boomers value teamwork and group discussions, view work from a process-oriented perspective, believe that achievement comes after paying dues, value company commitment and loyalty, believe in sacrifice in order to achieve success and seek long-term employment (Jorgensen, 2003). In contrast, Gen Xers are portrayed as valuing autonomy and independence, viewing work from an action-orientated perspective, not believing in "paying dues," not having long-term loyalty to the company, believing in balancing work–life objectives, and having a reluctance to take on leadership roles (Jorgensen, 2003).

Generation X individuals were raised in the milieu of such things as computer training, latch-key social conditions, the shopping mall, MTV, and video games (Sirias et al., 2007). Researchers suggest that the Xers have demands, expectations, values, and ways of working that are quite different from the preceding generations (Kennedy, 1996 & O'Bannon, 2001).

In describing Generation X, several authors identify the following characteristics that delineate them from the previous generations. Corbo (1997), states, "Generation X is a group without a clear identity, with members who generally have diminished expectations, and feelings, of alienation, pragmatism, cynicism, conservatism and detachment" (p. 59). Alerton and Tulgan (1996), suggested that Generation Xers are

"known for being apathetic, unreliable, unfocused, opportunistic, and cynical but have the potential to be enthusiastic and achievement-oriented workers" (p. 8). Losyk (1997), suggestd that Xers "want you to guide them, but they also want to be seen as independent and self-starters" (p. 43).

In defining Generation X stereotypes, Tulgan (1997), suggested that the attributes that are characteristically used to define this group are disloyalty, arrogance, short attention spans, and unwillingness to "pay their dues." Tulgan (1997), proposes that these stereotypes can interpret Xers as being flexible, comfortable with information technology, entrepreneurial, independent problem solvers, adaptive to change, and value-added providers.

Common characteristics of a generation, including how its members approach leadership, are usually rooted in identifiable influential events or circumstances that have occurred during formative years (Dunne, 1997). Sociologists and marketers alike have had difficulty identifying such influences for Generation X (Dunne, 1997).

As the workforce of academic deans in Illinois becomes more heavily populated by Generation X, what needs to be considered are their leadership practices that enhance faculty effectiveness.The researcher could not find a study specifically linking how Generation X academic deans' leadership practices enhance faculty effectiveness.

Purpose Statement

The purpose of this study is to examine (1) perceived leadership practices across two generations of community college deans: "Baby Boomers" and "Generation Xers" and (2) how Generation X academic deans employ leadership practices to enhance faculty effectiveness. The identification of leadership practices that community college

Generation X academic deans in Illinois employ as most important to impact faculty effectiveness is a goal of the study. Ultimately, the study will contribute to understanding how community college Generation X academic deans perceive and employ specific leadership practices to enhance faculty effectiveness. The findings of this study can inform other community college Generation X academic deans about what leadership practices enhance faculty effectiveness. The results from this study will contribute to this knowledge base and may help academic deans implement specific leadership practices and develop strategies to become better leaders.

Research Questions

The research questions guiding this study will seek to explain the leadership practices of academic deans and to identify any relationship between those practices and faculty effectiveness.

1. What leadership practices are perceived to be important across two generations of community college deans: "Baby Boomers" and "Generation Xers"?

2. What leadership practices do community college Generation X academic deans employ to enhance faculty effectiveness?

These research questions would appear to be simple research questions, which might be expected to have attracted a considerable amount of empirical attention. However, there is surprisingly little empirical research addressing these research questions.

Significance of the Study

This study provides information that can help community college Generation X academic deans understand how their leadership practices are perceived to be important

 and how they may be related to faculty effectiveness.

Community colleges are facing unprecedented turnover among presidents, senior leaders, and faculty. Also, these colleges are facing facing monumental challenges that threaten to erode the community college commitment to open access and community responsiveness (Shults, 2001). Community colleges, universities, and professional associations are working to ensure there is an adequate pipeline of leaders to fill anticipated vacancies. Leaders must develop the necessary skill sets to tackle these challenges and to lead community colleges in the 21st century (Shults, 2001). Community colleges are reliant on emergent leaders who can navigate the administrative, political, and economic environment in their academic setting (Shults, 2001).

The academic deans in community colleges are charged with leading and implementing the initiatives set forth by the presidents and boards of trustees (Sypawka et al., 2010). Deans as leaders face reinventing academia to keep it current and relevant to the changing world (Smith & Hughey, 2006). The success of community colleges will be dependent on how well deans as leaders guide people and use their resources effectively (Shults, 2001). The relationship between deans and their academic responsibilities plays a vital role in successfully achieving institutional goals (Shults, 2001).

As a leader in higher education, the dean faces various responsibilities and many challenges that tend to evolve with the ever-changing nature of higher education. Academic deans face a particular challenge in their relationship with faculty: the deans are expected to support, regulate and share governance while also being accountable to senior university administrators and internal and external stakeholders (Bright & Richards, 2002).

Academic deans have been referred to as amateurs because they have not been prepared for their position and many have no experience in the dean's position (Austin, 1984; Green, 1981; Jackson, 2000; Lamborn, 1991; Marshall, 1956; Scott, 1979). Academic deans, for the most part, come to the position underprepared to deal with the strained fiscal resources, demand for relevant curricula and programs, technology advancement and educational delivery, faculty ill prepared to meet student and system demands, diversity, and professional and personal imbalance (Wolverton et al., 2001).

The literature on leadership practices and organizational commitment show that leaders greatly impact promoting job satisfaction and organizational commitment of employees (Aydin, Sarier, & Uysal, 2013). Highly successful leaders are adept at checking in with individuals, getting them to be upfront about challenges and difficulties, and working through things together as a team (Morris & Laipple, 2015). According to De Pree (2008), institutions must never be permitted to operate in isolation. Academic deans, as a matter of survival, must stay in touch with reality by opening themselves to faculty. Academic deans have decision-making responsibilities that influence large numbers of faculty, students, and staff (Morris & Laipple, 2015). However, most academic deans have had no prior training and development in business, management, or leadership (Morris & Laipple, 2015)

Penney (2011), identifies that Generation X values and understands the difficulty Generation X deans face in leading teams. According to Penney (2011), Generation X leaders note that one of the most important duties of a leader is to develop her/his people. Many of them find this model of helping others learn and improve to be one of the most rewarding as well as most difficult aspects in their current leadership positions (Penney, 2011).

Deans are challenged to be receptive to the expectations of different faculty to promote the mission of the institution. The ability to negotiate, create consensus, respond to needs, and create a mutually beneficial partnership is one of the many critical skills necessary for community college deans (Deggs & Miller, 2013).

Phase I of the study will identify the leadership practices perceived to be important by community college academic deans. Phase II of the study will identify what leadership practices Generation X academic deans employ to enhance faculty effectiveness. Identification of these practices will provide academic deans with knowledge to adapt their leadership to pursue the missions of community colleges. Academic deans, as leaders from Generation X, might benefit from this research with a comprehensive understanding of how to engage in leadership practices that enhance faculty effectiveness.

Overview of Research Methodology

Social constructivism that aligns with the researcher's epistemology forms the foundation for this descriptive research study. The rise of cultural theories of leadership in the 1980's provided the foundation and opened the door to the use of additional paradigms (Kezar, Carducci, & McGavin, 2006). Social constructivism provides new insight as one of these paradigms by focusing on leadership as a meaning-making process (Kezar, et al., 2006). Social constructivism focuses on ways leadership develops through interaction and differs based on their experience and background (Grint, 1997; Kezar, 2002; Parry, 1998; Rhoads and Tierney, 1992; Tierney, 1988; Weick, 1995). This study, through social constructivism, is interested in the meaning a phenomenon has for those involved. As stated by Crotty (1998), "meanings are constructed by human beings as they

engage with the world they are interpreting" (pp. 42-43). When participants provide their

understandings, they speak from the meanings shaped by social interaction with others

and from their own personal histories (Creswell & Plano Clark, 2011). The researcher is

going to examine, through the lens of a constructive social view, what academic deans

perceive as effective leadership practices.

A phenomenology study attempts to understand people's perceptions,

perspectives, and understanding of a particular situation (Leedy & Ormrod, 2013).

Phenomenology is a school of thought that emphasizes a focus on people's subjective

experiences and interpretations of the world (Leedy & Ormrod, 2013). The

phenomenologist wants to understand how the world appears to others. Looking through

the lens of a social constructivist, the philosophical tradition of phenomenology will

create a better understanding of the shared experiences of Generation X academic deans.

According to Creswell (2005), quantitative research is used to study research

problems requiring an explanation of the relationship among variables (p. 45). In

quantitative research the researcher seeks to establish the overall tendency of responses

from individuals to note how this tendency varies among people (Creswell, 2005).

Phase I of this study will collect data through the use of an on-line survey of

academic deans throughout the Illinois Community College system. Data collected will

identify the perceived importance of specific leadership practices by academic deans that

enhance faculty effectiveness.

Denzin and Lincoln (2011), described qualitative research "as a situated activity

that locates the observer in the world" (p. 3). "Qualitative researchers study things in their

natural settings, attempting to make sense of, or to interpret, phenomena in terms of the

meanings people bring to them" (p. 3). Qualitative research involves the studies used and collection of interviews that describe routine and problematic moments and meanings in individual's lives (Denzin & Lincoln, 2011, p. 4).

Phase II of this study will collect in depth data through individual interviews with Generation X academic deans to determine what leadership practices are employed to enhance faculty effectiveness. Selection of interviewees will be purposive, employed in Illinois community colleges as Generation X academic deans. Although not statistically representative, subjects will be selected to represent community colleges throughout the State of Illinois.

Limitations

In quantitative research, limitations often relate to inadequate measure of variables, lack of participants, small sample size, and errors in measurement. In a qualitative study, researcher and participant bias is a possibility. This study is limited to the truthfulness of the participants' responses and by researcher bias. The researcher will attempt to establish credibility through triangulation, member checking, peer review, and clarifying the researcher's biases. Triangulation is the process of corroborating evidence from different individuals (e.g., Generation X academic deans), methods of data collection (e.g., interviews), and in descriptions and themes in qualitative research. The researcher will examine each interview and find evidence to support a theme. Member checking involves taking the findings back to the academic deans and asking them whether the findings are an accurate reflection of their experiences. A peer reviewer will be asked to examine the data. The researcher is not a practicing academic dean and therefore will analyze and interpreted the data through her own experiences and

knowledge. Lastly, leadership practices are a complex issue, and therefore, if this study were replicated, it might produce different results. Furthermore, the recommendations from this study may not meet the needs of every academic dean. This research is not a longitudinal study, so results are limited to academic deans' perception of their leadership practices at the time of the survey and interviews.

Delimitations

This research study will be done exclusively within community colleges throughout the State of Illinois. Academic deans who completed the online survey and are employed by community colleges will be the target of Phase I of the study. For Phase II of the study, only academic deans from Generation X will be interviewed. A representative sample of different community colleges throughout the state of Illinois will be acquired. Defining a socially constructed interest group Generation X may be considered delimitation due to the many variables and inconsistencies that exist within a large diverse group.

Definition of Terms

Academic Dean at a college is the person primarily responsible for its instructional integrity and curriculum development. Each college needs a single individual who has primary accountability for instruction. Academic deans are identified by a variety of job titles (e.g., chair, division chair, division director, assistant dean and dean). Regardless of the title, these leaders carry out the day-to-day operations and business of community colleges (Shultz, 2001).

Collaboration is involving parties who see different aspects of a problem (Tyrell, 2014).

Community College is a two-year degree granting institution headed by a president or chancellor. A community college can be a single community college campus or multi-campus community college district and may also be referred to as junior and technical colleges (Cohen, & Brawer, 2003).

Generation X is a group of individuals born between the years of 1960 and 1980 labeled as Generation X.

Leadership is a process whereby an individual influences a group of people to achieve a common goal (Northouse, 2013). Leadership is an observable pattern of practices and behaviors and a definable set of skills and abilities. Any skill can be learned, strengthened, honed, and enhanced, given the motivation and desire, along with practice, feedback and coaching (Kouzes & Posner, 2012).

Leader Behaviors are defined as intentional actions taken to benefit the stakeholders of the institution and actions taken to avoid harmful consequences for stakeholders and the larger society (Stahl & Deluque, 2014).

Leadership effectiveness is the leader's ability to guide followers and other organizational stakeholders toward the accomplishment of a goal (Yukl, 2006).

Leadership practices are actions that leaders take to foster practices and strategies that increase duties and create conditions that enable followers to perform at their best and find their own direction (Armstrong-Coppins, 2003).

Mid-level Managers are people responsible for planning and directing work of a group of individuals, monitoring their work, and taking corrective action when necessary.

Teacher effectiveness refers to teachers' practices in the classroom and the positive effects they have on student learning (Hattie, 2009).

Team is defined here as any group of people organized to work together cooperatively to meet the needs of the organization by accomplishing a purpose and goal.

Transactional leadership is the exchange relationships between leader and followers aimed at satisfying their own self interests (Bass, 1978).

Transformational leadership involves the demonstration of behaviors that empower and inspire others. These behaviors transcend one's self-interests and give others the confidence to achieve higher levels of functioning (Beauchamp, Barling, Zhen, Morton, Keith, & Zumbo, 2010).

Summary

The concepts of leadership, ideas about leadership, and leadership practices are the subject of much thought, discussion, writing, teaching, and learning (De Pree, 2004). Leadership has and will continue to be a widely studied topic in higher education. This study will investigate an aspect of leadership that has yet to be studied in detail. Little is known about specific leadership practices of academic deans in community college. This study will seek to determine the leadership practices that are identified as most important and that are employed by academic deans to enhance faculty effectiveness.

CHAPTER II

LITERATURE REVIEW

In continuing to address the future of Illinois community colleges, one of the many questions relates to the next generation of leaders due to the aging Baby Boomer retirements. The portion of this literature review focuses on the expansion of the leadership theories applied to higher education, and understanding of the new generation of leaders in community colleges. In addition the review of literature describes the importance of effective leadership practices. Leadership practices are necessary to respond to the challenges that new students, new cultures, and new market demands place upon Illinois community colleges.

There have been several changes in the landscape of higher education leadership research. The first change is seen in how the leadership literature has broadened from primarily presidents and now examines deans, department chairs, and professional staff (Kezar et al., 2006). A second change is the expansion of research on leadership theories and the third change concerns the representation of an effective leader (Kezar et al., 2006).

Leadership Theories

For twenty years, two theories have dominated the scholarly work on leadership Transactional and Transformational (Wolverton et al., 2001). Academic deans can fall into either of these catagories (Wolverton et al., 2001).

Transactional Theory

The Transactional theory of leadership posits that interactions occur between leaders and followers based on reciprocity (Bensinom, Neumann, & Birnbaum, 1989;

Heifetz, 1994). As a consequence, a person's ability to lead depends on the willingness of others to be led (Wolverton et al., 2001). The success of such leadership endeavors revolves around a common belief that individuals can make a difference (Wolverton et al., 2001).

Transformational Theory

Transformational leadership moves in a slightly different direction. Transformational leaders are visionaries, role models, and facilitators who prepare their employees to work in a dynamic environment (Trottier, Van Wart, & Wang, 2008). Transformational leaders require an enhanced awareness to envision their institutions' future and how they can guide their employees into that future (Hawkins, 2009). Transformational leadership is value driven. The leader sets high standards and purposes for followers, engaging them through inspiration, exemplary practice, collaboration, and trust (Morman, 2012). The need to consult others, the ability to listen, negotiate and persuade, think broadly/strategically and engage with people are all universal leadership competencies reflecting a transformational leadership style (Bartram, 2005). Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Northouse, 2013). According to Roueche, Baker, and Rose (1989), "transformational leaders know how to move staff from individual or silo-based work to cooperative work" (p. 26). Transformational leaders are visionaries, role models and facilitators who prepare their employees to work in a dynamic environment (Hawkins, 2009). According to Kouzes and Posner (2002), transformational leadership "occurs when, in their interactions, people raise one another to higher levels of motivation and

morality" (p. 153). Transformational leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspirations of both the leader and the led, and thus it has transforming effects on both (Kouzes & Posner, 2002). In order to elevate human conduct and inspire others, specific leadership patterns and behaviors must be established (Kouzes & Posner, 2002).

Business Model Theory

The practice of leaders using a business model involves building quality initiatives, efficiencies, and maximum use of staff strengths into day-to-day operations (Hawkins, 2009). According to Drucker (1995), "a business leadership model guides an institution to success when employees and leaders focus on work outcome that lead to the mission of the institution" (p. 2).

Trait Theory

Trait theory explained leadership as a set of internal qualities with which a person was born (Bernard, 1938). Initial leadership studies in the 1940's attempted to attribute good leadership to the personal traits of the leader (Cameron & Green, 2008). Stogdill (1974), identified the following traits as critical to leaders adaptable to situations, alert to social environment, ambitious and achievement oriented, assertive, cooperative, decisive, dependable, dominant (desire to influence others), energetic (high activity level), persistent, self-confident, and tolerant of stress. The nature of leadership centered on the notion that some individuals seem to be born with traits that enable them to lead better than others (Yukl, 1994). Hockaday and Puyear (2000), offered a set of desired traits for future community college leaders: vision, integrity, and confidence. Over time, leadership scholars came to understand that traits alone do not guarantee effectiveness as a leader

(Eddy, 2010). Ultimately, it became clear that the identification of specific traits and common to all successful leaders was virtually impossible (Bass, 1981; Yukl, 1994). According to Hockaday and Puyear (2000), "community college leadership should seek to preserve the traits that have already served to create, and nurture higher education" (p. 1).

Early leadership research focused on the "Great Man" and trait theories of leadership. Beginning in the 1950's and 1960's, researchers turned their attention away from attempting to identify individual traits, to focusing more on what leaders did and how they behaved and interacted with followers. This shift from leadership traits to leadership behaviors ushered in a new era in the study of leadership with the introduction of behavioral theories. Behavioral theorists look at what effective leaders do rather than how they appear to others (Eddy, 2010). An important contribution to the behavioral line of research is the work by Montez, (2003). The study focused on developing an instrument for assessing five dimensions of leadership behaviors and competencies in higher education

1. integral, which captures the practices and behaviors that are necessary to enhance the organizational relationships in the administration of shared governance
2. relational, which captures the practices and behaviors associated with leaders' relationships on a personal level
3. credibility, which includes value-based behaviors
4. competence, which defines the work ethic of leaders
5. direction or guidance, which exemplifies the leaders' behaviors that direct the course of the institution (Montez, 2003)

Servant Leadership Theory

According to Greenleaf (1977), servant leadership emphasizes that leaders should be attentive to the needs of followers, empower them, and help them develop their full human capacities. The needs of others must be their highest priority (Greenleaf, 1977). Spears (2002), identified 10 characteristics that are essential to the development of servant leadership listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Servant leaders work on teamwork and inspiring those around them (Hawkins, 2009).

Path Goal Leadership

Research conducted by House (1971), on path-goal leadership directly addresses how a leader can assist others in overcoming obstacles that hinder productivity. According to Northouse (2012), when obstacles arise, the leader needs to help individuals confront and if need be help remove the obstacle. The leader's job is to help group members reach their goals by directing, guiding, and coaching (Northouse, 2012). House's (1971), path-goal theory posited that effective leaders motivate followers by setting realistic goals and giving followers paths toward achieving them.

Power and Influence Theory

Power and influence theorist look at how leaders influence others and the ways in which they exert their power to obtain outcomes (Eddy, 2010). Two themes emerge on how effective leaders use power and influence. The first, identified here as the social power approach, considers how leaders influence followers. The second, the social change approach, emphasizes the reciprocal relationship between leaders and followers

through which leaders are influenced as they try to influence others (Bensimon et al.,

1989).

Contingency Theory

Contingency theory is a leader-match theory, which means it tries to match

leaders to appropriate situations (Fiedler & Chemers, 1974). It is called contingency

because it suggests that a leader's effectiveness depends on how well the leader's style

fits the context. To understand the performance of leaders it is essential to understand the

situations in which they lead. Effective leadership is contingent on matching a leader's

style to the right setting (Northouse, 2013).

Cultural and Symbolic Theory

Cultural and symbolic views of leadership suggest that organizational participants

develop to recreate shared meanings that influence their perceptions and activities. These

shared meanings can be thought of as defining an organization's "culture," that is, the

dominant values, norms, philosophy, rules, and climate that reflect what organizational

participants have of themselves and environment (Bensimon et al., 1989).

Cultural and symbolic theory rely more on how leaders interpret a situation and manage

meanings of others (Smircich & Morgan, 1982; Weick, 1995). Helping followers

interpret and make meaning of a situation is the key to leadership success (Eddy, 2010).

Cognitive Theory

Cognitive theory of leadership relates to symbolic approaches that emphasize

leadership as arising from the social cognition of organization. Leadership is a social

attribution, an explanation used by observers to help them find meanings in unusual

organizational occurrences. Assessments by others of a leader's effectiveness may be

related less to the instrumental behavior of the leader and more to perceptions of

followers (Bensimon et al., 1989). Cognitive theory evaluates leaders from followers'

impressions, rather than the leader's measurable accomplishments (Eddy, 2010). Leaders

need to learn the culture with which they must align their leadership practices (Kezar et

al., 2006).

Authentic Leadership Theory

According to Mhatre & Conger (2011), another relatively new theory of

leadership is Authentic Leadership. Authentic leadership is a pattern of transparent and

ethical leader behavior that encourages openness in sharing information needed to make

decisions while accepting follower's outputs (Avolio, Walumbwa, & Weber, 2009). The

ideas behind authentic leadership move away from the study of style or behaviors of

others, and instead focus on what's important to the leader and who the leader is in

relation to others (Cameron & Green, 2008). George (2004), defines the five key

dimensions to authentic leadership understanding your purpose, practicing solid values,

leading with your heart, establishing connected relationships, and demonstrating self-

discipline.

Change Leadership Theory

According to Cohen and March (1986), "community colleges can be seen as

changing continuously in response to various internal and external pressures and

opportunities" (p. 14). Change leadership is a process that anticipates change; requires

analysis of the internal and external environment (Wallin, 2010). According to Wallin

(2010), change leadership acts using appropriate and timely data and the strengths of

team members, and is reflective in affirming, sustaining, and reviewing actions with a mindset of continuous organizational improvement.

The mission of community colleges has changed significantly since the founding of Joliet Junior College in 1901 (Krebs, Katsinas, & Johnson, 1999). Joliet Junior College was created to provide broad general education to students at the freshman and sophomore level to prepare them for the rigors of the university (Krebs et al., 1999). Community colleges have expanded their mission to include vocational programs, a wide array of community service programs, developmental education, and student support services (Dassance, 2011). As changing mission emerges, the State of Illinois faces problems similar to those faced by nearly every state in addressing the future needs of higher education (Krebs et al., 1999). The people in America's community colleges, and certainly those in Illinois, still feel that much of the vision of two-year education is yet to be achieved (Krebs et al., 1999).

Academic deans serious about changing their community college must educate themselves about the concept of change (Wolverton et al., 2001). They must signal to the faculty that change is valued, create an environment conducive to change, and understand how people respond to change.

Team Leadership Theory

Additional approaches to leadership exist in practice (Eddy, 2010). According to Horner (1997), "new theory of leadership is a process in which leaders are not seen as individuals in charge of followers, but as members of a community of practice" (p. 277). Different authors use varying terms to describe this new theory of leadership shared leadership, distributed leadership, and team leadership (Eddy, 2010). The authors

describe leadership more in terms of relationships and teams (Eddy, 2010). The increased

importance of organizational teams and the leadership needed has produced a growing

interest in team leadership theory (Northouse, 2013). Zaccaro, Rittman, & Marks, (2001),

have claimed that "effective leadership process" is the most critical factor in team success

(p. 452). Given the tradition of collegial governance and leadership in higher education, it

is not surprising that the notion of teams has been used widely in recent years to

understand the phenomenon of leadership (Eddy, 2010).

Team Effectiveness

There are two critical functions of team effectiveness team performance and team

development (Wolverton et al., 2001). According to Nadler (1998), "team performance is

the quality of decision making, the ability to implement decisions, the outcomes of

teamwork in terms of problems solved and work completed, and finally the quality of

institutional leadership provided by the team" (p. 24). Team development is the

cohesiveness of the team and ability of group members to satisfy their needs while

working effectively with other team members (Nadler, 1998).

Leaders can enhance the effectiveness of their team by keeping the team focused

on setting priorities and goals (Larson & LaFasto, 1989). Also, to be effective leaders

will need to maintain a collaborative climate, build confidence among members,

demonstrate technical competence, and manage performance (Larson & LaFasto, 1989).

Effective leaders are viewed as individuals who work for the shared good of the

organization by collaborating with others and sharing power (Kezar et al., 2006).

According to Astin and Astin (2000), effective leadership is defined by individual

behaviors. The behaviors include self-knowledge, authenticity/integrity, commitment,

empathy, and competence. Astin and Astin (2000), suggest that ''the most effective group leadership effort is the one that can serve as a collaborative learning environment for its members'' (p. 12).

Leadership Practices

Kouzes and Posner (2012), found that effective leaders seemed to be almost universally proficient in five different categories of leadership "practices" (p. 15). The first fundamental leadership practice is to "*model the way,"* which implies that exemplary leaders set the example by aligning actions with shared visions (Kouzes & Posner, 2012). Through their daily actions, they demonstrate their deep commitment to their beliefs and those of the organization (Kouzes & Posner, 2012). The second fundamental leadership practice is to "*inspire a shared vision,*" which designates the leaders' commitment to envision the future for themselves and others (Kouzes & Posner, 2012). The third fundamental leadership practice is "*challenge the process,*" which signifies the need to search for opportunities and innovative ways to improve (Kouzes & Posner, 2012). "*Enable others to act,*" the fourth fundamental leadership practice, refers to the importance of fostering collaboration by building trust and facilitating relationships (Kouzes & Posner, 2012). The fifth fundamental leadership practice, "*encouraging the heart*," means that successful leaders show appreciation for people's contributions (Kouzes & Posner, 2012). According to Kouzes and Posner (2012), "exemplary leader behavior makes a profoundly positive difference in people's commitment and performance at work" (p. 25). Those leaders who more frequently use these five practices of exemplary leadership are considerably more effective than their counterparts who use them infrequently (Kouzes & Posner, 2012).

Community College Leadership

The leadership skills required for today's community college are very, very different from those of only a few years ago (Boggs, 2003). Pending retirements, severe cuts in state funding, and external pressures mean that community colleges currently face leadership changes and challenges not seen since the massive expansion of 2-year colleges in the 1960's (Eddy, 2010). According to Eddy (2010), as community colleges, prepare for a mass changing of the leadership guard, several questions emerge:

1. Who will make up the next generation of community college leaders?

2. What new ideas and experiences will they bring with them?

3. How can community colleges prepare for new leaders who may break with traditional leadership models?

4. What sort of training and leadership development programs should exist to prepare future community college leaders?

Given these changes and challenges, today's community college leaders, including presidents, chief academic officers, vice presidents, and deans, continuously seek guidance on how to improve their leadership skills and effectiveness (Eddy, 2010). Today's leaders must navigate multiple demands from college and community constituents, uncertain funding streams, challenging and changing student demographics, and increased demands for accountability (Eddy, 2010).

Research suggests three specific areas of leadership skill development crucial for academic deans communication, conflict resolution, and team building (Darling & Pamatto, 1999; Grossman, 1981; Kirtek, 1994). The combination of three-communication skills writing, persuasion, and listening-make deans effective (Grossman, 1981).

Academic deans deal with conflict daily. They constantly encounter power differentials when they negotiate or mediate differences, especially among diverse constituencies (Kritek, 1994). Academic deans need to have an understanding of how people with different behavioral styles interact and be able to capture the strength of team members in ways that compensate for personnel and team weaknesses (Darling & Pamatto, 1999; Hecht, Higgerson, Gmelch & Tucker, 1999).

North Carolina Community College offers a leadership development program designed to help managers and other practitioners broaden their knowledge as well as their midlevel supervision and management skills. The leadership development program emphasizes five training areas: leadership, scholarship, research and application, teamwork and collaboration, and skill development. Leadership requires the acquisition and further understanding of patterns, competencies, behaviors, traits, personality, and orientation in one's leadership. Scholarship refers to academic deans needing an intellectual base on which to ground their understanding of organizations and leadership responsibilities. Academic deans can establish research-based practices that are more meaningful to their work. Teamwork and collaboration requires learning to work in teams, handling conflict resolution, making decisions through a broad, ethical process, and expecting political roadblocks. Skill development specifically addresses those skills that are essential to practitioners' job and role effectiveness (Gillett-Karam, 1999).

According to Gillett-Karam (1999), professional development programs help academic deans understand the leadership role expected of them. Also these programs assist deans in being able to recognize and improve the use of decision making as a

collaborative venture and to expect and participate in team building among the various constituencies in both the college and the communities.

As prescribed by Kouses & Posner (2003), leaders who enable others to act, work well with others through collaboration. Fostering collaboration and building trust are important to leadership and teamwork.

Academic Deans

Academic Dean is defined as the administrator of an academic unit in higher education and primary representative of that unit to internal and external entities (Hecht et al., 1999). Community college academic departments are most often comprised of multiple related academic disciplines rather than a single discipline (Cohen & Brawer, 2003; Hecht et al., 1999). The title of the administrator who represents these groupings of related disciplines varies across community colleges and includes titles such as associate dean and division chair. In this study, the term "academic dean" represents this administrator, regardless of specific campus titles.

According to Robillard (2000), the academic dean must exercise good cooperation, troubleshooting, and listening skills in mediating among students, faculty, administration, and the president. The academic dean's survival depends partly on the ability to work constructively with diverse constituencies, some of whom may be at odds with one another or in competition for scarce resources (Robillard, 2000).

According to Pence (2003), "the primary duty of an academic dean is to transform effectively dilemmas into decisions" (p. 38). Academic deans transform dilemmas into decisions by cultivating academic integrity (Pence, 2003). Academic deans are responsible for helping faculty comprehend and negotiate their relationships between

their departments and the larger campus, and encouraging them to lead lives of campus citizenship and professional advancement (Pence, 2003).

Generation X

Each generation has its unique story. Generation Xers, born between 1965 and 1981 in the US, grew up during the computer revolution, the advent of MTV sound bites, and a business world gone haywire with their parents get laid off at age 50, and learned to expect change - most notably, their own (Bova & Kroth, 2001).

Members of Generation X are the children of older boomers who grew up in a period of financial, familial, and societal insecurity (Karp, Fuller, & Sirias, 2002). They grew up with a stagnant job market, corporate downsizing, and limited wage mobility. They are the first individuals predicted to earn less than their parents did (Karp et al., 2002). They have grown up in homes where both parents worked, or in single parent households because of high divorce rates, and as such, became latch-key kids forced to fend for themselves (Karp et al., 2002). According to Strauss and Howe (1997), "the 13th Generation, Generation X survived a hurried childhood of divorce, latchkeys, open classrooms, devil-child movies, and a shift from G to R ratings."

Among the characteristics attributed to Xers, the following appear most often. They aspire more than previous generations to achieve a balance between work and life (Karp et al., 2002). They are not overly loyal to their employers although they have strong feelings of loyalty towards their family and friends (Bova & Kroth, 2001; Karp et al., 2002). They value continuous learning and skill development (Bova & Kroth, 2001). They have strong technical skills, are results-focused, and are ruled by a sense of accomplishment and not the clock (Zemke et al., 1999). Generation X focuses on the big

picture as opposed to the individual parts (O'Bannon, 2001). Terminal values, such as a sense of accomplishment and social recognition, rank high with this group (O'Bannon, 2001).

Xers naturally question authority figures and are not intimidated by them (Zemke et al., 2000). Money does not necessarily motivate members of this generation, but the absence of money might lead them to lose motivation (Karp et al., 2002). Their overall life goal is that it is more important to get ahead financially than develop a meaningful philosophy of life (Strauss & Howe, 1997). They like to receive feedback, are adaptable to change, and prefer flexible schedules (Zemke et al., 2000). Although they are individualistic, they may also like teamwork, more so than Boomers (Karp et al., 2002).

According to Mhatre and Conger (2011), Generation X individuals seem to value greater autonomy and freedom concerning how they prefer to work (p. 73). They are not particularly fond of being micromanaged and prefer to work in a rather independent manner (Mhatre & Conger, 2011). Gen Xers tend to be high on need for power (Mhatre & Conger, 2011). They have the need to be in charge and to have control of critical organizational resources and decision-making mechanisms that motivates and drives them to excel at work (Mhatre & Conger, 2011).

Leadership Practices of Gen X

Generation X leaders stress that collaboration, networking, inclusiveness, and communication are essential leader qualities (Penney, 2011). The Generation X leaders are concerned with practice and improved written and oral communication (Penney, 2011). Generation X understands that effective leaders must be excellent communicators who know how to use many different styles and strategies (Penney, 2011). Their overuse

of email, Facebook, and Twitter has reduced their face-to-face communication (Penney, 2011).

A study done by Gentry, Griggs, Deal, Mondore, and Cox (2011), identified the leadership practices managers from Generation X considered important for success in their organization. Data on leadership practices was obtained between January 2008 and April 2009 from 3,303 Generation X employees (Table 1). The leadership practices were ranked by importance for success in their organization (Table 2).

Table 1
Descriptions of Leadership Practice under Investigation

Leadership practice	Description
1. Leading employees	Being patient and fair; setting clear performance expectations
2. Balancing personal life and work	Balancing work priorities with personal life so that neither is neglected
3. Participative management	Using listening skills and communication to involve others, building consensus.
4. Resourcefulness	Being a flexible problem solver; understanding and working effectively with higher management, being a strategic thinker.
5. Change management	Using effective strategies to facilitate change; overcoming resistance to change.
6. Compassion and sensitivity	Caring about the hopes and dreams of others; providing wise counsel; being sensitive to signs of overwork in others.
7. Self -awareness	Recognizing strengths and weaknesses; seeking corrective feedback.

8.	Being a quick study	Quickly mastering new technical knowledge and skills; learning the business quickly.
9.	Confronting problem employees	Moving quickly; not waffling; basing decisions on performance.
10.	Doing whatever it takes	Persevering through adversity; taking full responsibility.
11.	Putting people at ease	Having personal warmth and a good sense of humor.
12.	Building and mending relationships	Working hard to understand others; getting the cooperation of peers, clients, negotiating well; not alienating others.
13.	Straightforwardness and composure	Not blaming or abusing others; relying on substance and straightforwardness; not being arrogant or moody; coping with situations beyond one's control.
14.	Differences matter	Respecting varying backgrounds and perspectives.
15.	Career management	Using professional relationships and networks to manage own career.
16.	Decisiveness	Displaying a bias for action and calculated risks; being quick and approximate when necessary.

Table 2

Leadership Practice Importance Rankings Among Generation X Managers

Leadership Practice	% Believed practice is important
Leading employees	89.83%
Resourcefulness	83.95%
Building and mending relationships	67.94%
Straightforwardness and composure	67.21%
Decisiveness	66.21%
Change management	66.18%
Participative management	65.64%
Doing whatever it takes	63.46%
Being a quick study	42.51%
Self-awareness	41.42%
Balancing personal life and work	36.57%
Confronting problem employees	27.19%
Compassion and sensitivity	25.67%
Putting people at ease	21.22%
Differences matter	17.74%
Career Management	16.20%

CHAPTER III

METHODOLOGY

This chapter describes the research methodology and procedures that were used in this study: (a) an overview of research paradigm, (b) population and sample selection, (c) data collection, (d) data analysis methods (Table 3), (e) validity, and (f) reliability. An overview of the proposed study is presented in Table 3.

Table 3
Overview of Methodology

Research Questions	Research Methods	Analysis
What leadership practices are perceived to be important across two generations of deans: "Baby Boomers" and "Gen Xers"?	Phase I Quantitative Design On-Line Survey sent to all Academic Deans within the Illinois Community College System	Descriptive in nature reporting importance of sixteen Leadership practices drawn from a study by Gentry Deal, Griggs, Mondore, and Cox (2011).
What leadership practices do Community College Generation X Academic Deans employ to enhance faculty effectiveness?	Phase II Qualitative Design In-depth face-to-face telephone interviews with Generation X Academic Deans within the Illinois Community College system who volunteer for the study	Identify common themes from Academic Dean's description of their leadership practices that impact faculty effectiveness

There is little research about leadership practices that are viewed by academic deans as important relating to enhancing faculty effectiveness. Thus, little is known about how community college Generation X academic deans employ leadership practices to enhance faculty effectiveness. The purpose of this study was to identify what leadership

practices academic deans perceive to be important to enhance faculty effectiveness. Specifically, the study looked at what leadership practices community college Generation X academic deans employ to enhance faculty effectiveness. For the study, leadership practices were defined as "actions that leaders take to foster practices and strategies that increase duties and create conditions that enable followers to perform at their best and find their own direction" (Armstrong-Coppins, 2003).

The research paradigm social constructivism aligned with the researcher's epistemology formed the foundation for this descriptive research study. Social constructivism provides new insight as one of these paradigms by focusing on leadership as a meaning-making process (Kezar et al., 2006). Social constructivism focuses on ways leadership develops through interaction and differs based on experience and background (Grint, 1997; Kezar, 2002; Parry, 1998; Rhoads and Tierney, 1992; Tierney, 1988; Weick, 1995). The study through social constructivism was focused on the meaning a phenomenon has for those involved. As stated by Crotty (1998), "meanings are constructed by human beings as they engage with the world they are interpreting" (pp. 42-43). When participants provide their understandings, they speak from the meanings shaped by social interaction with others and from their own personal histories (Creswell & Plano Clark, 2011). The researcher examined through the lens of a constructive social view to interpret what academic deans perceive as important leadership practices to enhance faculty effectiveness.

A phenomenology study attempts to understand people's perceptions, perspectives, and understanding of a particular situation (Leedy & Ormrod, 2013). Phenomenology focuses on people's subjective experiences and interpretations of the

world (Leedy & Ormrod, 2013). The phenomenologist wants to understand how the world appears to others. Looking through the lens of a social constructivist, the philosophical tradition of phenomenology created a better understanding and the shared experiences of community college Generation X academic deans.

According to Creswell (2005), "Quantitative research is used to study research problems requiring an explanation of the relationship among variables" (p. 45). In quantitative research, the researcher seeks to establish the overall tendency of responses from individuals to note how this tendency varies among people (Creswell, 2005).

Phase I of this study collected data through the use of an on-line survey from academic deans throughout the Illinois Community College system. Data collected identified the perceived importance of specific leadership practices by academic deans that enhance faculty effectiveness.

Denzin and Lincoln (2011), described qualitative research "as a situated activity that locates the observer in the world" (p. 3). "Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). "Qualitative research involves the studied used and collection of interviews that describe routine and problematic moments and meanings in individuals lives" (Denzin & Lincoln, 2011, p. 4).

Phase II of this study collected in-depth data through individual interviews with Generation X academic deans to determine what leadership practices they employ to enhance faculty effectiveness. Selection of interviewees was purposeful, a non-random sampling of those employed in Illinois community colleges as Generation X academic deans.

The motivation behind this study is the need to discover how academic deans ranked the importance of the following 16 leadership practices identified by the study done by Gentry, Griggs, Deal, Mondore, and Cox (2011). This study identified the following leadership practices that 3,303 managers from Generation X considered important for success in their organization: (a) leading employees, (b) resourcefulness, (c) building and mending relationships, (d) straightforwardness and composure, (e) decisiveness, (f) change management, (g) participative management, (h) doing whatever is takes (i) being a quick study, (j) self-awareness, (k) balancing personal life and work, (l) confronting problem employees, (m) compassion and sensitivity, (n) putting people at ease, (o) differences matter, and (p) career management. These 16 leadership practices formed the foundation of the survey and interview guide for identifying the leadership practices employed by Generation X academic deans to enhance faculty effectiveness.

Research Questions

Two questions guided this mixed method research study:

1. What leadership practices are perceived to be important across two generations of community college deans: "Baby Boomers" and "Generation Xers"?

2. What leadership practices do community college Generation X academic deans employ to enhance faculty effectiveness?

Research Design

To realize the goals of the study, the researcher used a two-phase, sequential mixed method research design (Thomas, 2003). This method focused on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. According to Creswell & Plano Clark (2007), "the central premise of mixed methods is that the use

of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone" (p. 5). This type of design used specific characteristics of both the quantitative and qualitative approaches for this descriptive research study. Vogt, Gardner, and Haeffele (2012), define descriptive research as "investigations aimed at answering research questions that focus on describing phenomena thoroughly and in-depth rather than investigating causal relationships or testing theories" (p. 340).

The use of both online survey and interviews served as complementary strategies to help understand the perceived importance of leadership practices of academic deans in Illinois Community Colleges, as well as what leadership practices Generation X academic deans employ to enhance faculty effectiveness.

Phase I was a quantitative online survey, including both quantitative items and open-ended questions. The survey gathered data from community college academic deans in Illinois, the sample of participants. The theoretical framework for this study is gleaned from the comprehensive review of literature pertaining to the leadership practices of 3,303 managers from Generation X considered important for success in their organization (Gentry, Deal, Griggs, Mondore, & Cox, 2011). Sixteen leadership practices formed the basis of the online survey and served as the structure for exploring which leadership practices they perceived to be important to enhance faculty effectiveness. The goal of Phase I was to gain preliminary identification of the leadership practices perceived to be important to enhance faculty effectiveness among the sample.

Phase II entailed a qualitative design (Merriam, 2009). In-depth interviews were employed to acquire perspectives and knowledge about leadership practices of

Generation X academic deans who participated in Phase I. In-depth, semi-structured interviews were conducted with each of the participants to determine how Generation X academic deans employ leadership practices. Interviewing is one of the most common forms of gathering data in qualitative studies in education, and in numerous studies it is the only source of data (Merriam, 2009). The researcher used the following steps outlined by Creswell (2007) for conducting the interviews: (a) identify interviewees based on a non-random purposeful sampling procedure, (b) determine what type of interview is practical and will net the most useful information to answer the research questions, (c) use adequate recording procedures when conducting one-to-one interviews, (d) design and use an interview protocol, and (e) define the interview questions and procedures through pilot testing.

The researcher developed an interview guide based on the following 16 leadership practices that were gathered from a study by Gentry, Griggs, Deal, Mondore, and Cox (2011). This study identified leadership practices that 3,303 managers from Generation X considered important for success in their organization: (a) leading employees, (b) resourcefulness, (c) building and mending relationships, (d) straightforwardness and composure, (e) decisiveness, (f) change management, (g) participative management, (h) doing whatever is takes (i) being a quick study, (j) self-awareness, (k) balancing personal life and work, (l) confronting problem employees, (m) compassion and sensitivity, (n) putting people at ease, (o) differences matter, and (p) career management.

Population and Sample

Population

The research purpose and the design guided the selection process and

criteria of the two research participant groups: the institutional population and

the individual participants. The institutional population was included in the

quantitative Phase I of the study, while individual participants were given the opportunity

to volunteer to be included in the qualitative Phase II of the study.

In Phase I, the target population was all public community college academic

deans in the State of Illinois. There are 48 public Community Colleges in the state of

Illinois. The Directory of Illinois Community College Administrators (Illinois Council of

Community College Administrators, 2014) lists, by name and titles the administrators at

each of the 48 Illinois public Community Colleges. Initially, the Directory of Illinois

Community College Administrators was used to determine the name and email address

for each of the individuals serving as academic deans in the Illinois system.

In Phase II, the target population included academic deans who identify

themselves as Generation X through their participation in the online survey.

Sampling

In Phase I, as is consistent with purposeful, non-random sampling (Merriam,

2009), all Illinois Community College Academic Deans were invited to participate in the

initial online survey via email, without compensation. The email contained a description

of the survey, including the benefits of participating, along with the link to the survey

through Qualtrics, an online survey service.

The survey was first sent to 107 academic deans listed in the Directory of Illinois

Community College Administrators, resulted in a response of 74 emails while 31 were

returned with a message indicating delivery failure. Of the 74 academic deans, 34

completed the survey (45% response rate).

The data provided from the list of academic deans through the Directory of Illinois Community College Administrators was outdated. The researcher uncovered the following inaccuracies in the Directory of Illinois Community College Administrators:

1. Incorrect emails

2. Individuals in the 2014 directory no longer serving in capacity of academic deans

3. Additional names of academic deans for several institutions

Therefore, the researcher searched the websites of each of the 44 remaining community colleges to confirm the accuracy of the names listed in the 2014 Directory of Illinois Community College Administrators. Three of the community colleges were eliminated from consideration because they function without academic deans. The institution where the researcher is employed was removed from the study to eliminate bias. Therefore, 44 of the 48 community colleges were reviewed.

As a result the second survey was sent to the additional 90 academic deans were discovered (Appendix A). Of the 90 academic deans, 36 completed the survey representing a (40% response rate). In total, the survey was sent to 164 academic deans, and 70 completed (44% response rate).

The lack of response from 94 academic deans can be reflected in the low response rate from Urban institutions. Thirty-six percent of academic deans work within Urban institutions in the state of Illinois. The initial survey were sent followed by three reminders. Lack of response by the 94 academic deans could be reflected of the survey not being a priority in their list of daily required responsibilities.

A representative sample of academic deans participated based on institution size, geographic location of institution, and the number of years spent as academic dean (Table 4).

Table 4
Description of Academic Deans Survey Respondents

Years of Service		Institution Location		Institution Size		FTE	PTE
0 - 5 yrs.	60%	Suburban	45%	1,000 - 5,000	45%		41%
6 - 10 yrs.	23%	Rural	36%	5,000 – 10,000	40%		40%
11-15 yrs.	17%	Urban	19%	10,000 – 15,000	10%		15%
				Over 15,000	5%		4%

Before serving in the capacity of academic deans a majority of the survey respondents served as faculty members: yes (71%), no (29%). Finally, generations of the 70 academic deans who completed the online survey included Baby Boomers (49%), and Xers (51%).

Of the 70 participants who completed the online survey, those who were from Generation X could volunteer to participate in Phase II of the study (in-depth interviews). Eight academic deans volunteered and eight completed interviews (25% of the initial sample of participants). Each person was contacted by email to schedule the interview. The researcher traveled to four of the academic deans' home campuses for a face-to-face interviews that lasted 60 -75 minutes. One interview was held at the researcher's campus with the interviewee agreeing to travel for the face-to-face interview that lasted 90

minutes. The remaining three interviews were completed over the telephone lasting 45 –

60 minutes.

Generation X Academic Dean Interviewees

All of the interviewees were Generation X academic deans. Six were women and

two were men. Three of the eight have completed doctoral degrees in higher education.

All of the interviewed participants have served as academic dean for at least three years.

Those interviewed work at institutions that span the State of Illinois: two from the

northern region, five from the central region, and one from the southern region. No one

from an urban institution was interviewed. Seven of the eight transitioned into their role

as dean from faculty. Compared to males (*n=2*), the participants were overwhelmingly

female (*n=6*).

For the intentions of this study, and to preserve confidentiality, the eight

Generation X academic deans were identified as pseudonym names: Jim, Pam, Joe, Sue,

Ann, Peg, Jan, and Liz. An abbreviated description of the eight participants in the study

follows.

Jim is a male participant from a middle size institution located in the central

region of the state serving 13,000 students annually. He has served as academic dean for

the division of Math, Science, and Engineering for a year and half at the time of the

interview. He oversees 40 full-time and approximately 80 adjunct faculty members. Prior

to serving as an academic dean, he was a full-time English professor.

Pam is female participant from a middle size institution located in the central

region of the state serving 13,000 students annually. She has served as academic dean for

the division of English, Humanities and Language Studies for six months at the time of

the interview. She oversees 25 full-time and approximately 50 adjunct faculty members. Prior to serving as an academic dean, she was a full-time English professor. She recently completed her PhD in Philosophy.

Joe is male participant from a middle size institution located in the central region of the state serving 13,000 students annually. He has served as academic dean for the division of Arts and Humanities for the past year and half at the time of the interview. He oversees 10 full-time and about 20 adjunct faculty members. Prior to serving as academic dean he was a full-time chemistry professor.

Sue is female participant from a middle size institution located in the southern region of the state serving 14,000 students annually. She has served as assistant dean for the division of Health Professions and Public Service for the past three years at the time of the interview. She oversees 95 adjunct faculty members. Prior to serving as assistant dean she was a practicing full-time social worker. She is currently completing her PhD in Social Work.

Ann is female participant from a small size institution located in the north central region of the state serving 4,500 students annually. She has served as academic dean for the division of English, Math and Education for three years at the time of the interview. She oversees 19 full-time and 30 adjunct faculty members. Prior to serving as academic dean she was a full-time English professor. She earned a PhD in Comparative Literature.

Peg is female participant from a small size institution located in the west central region of the state serving 2,000 students annually. She has served as academic dean for division of Transfer Education for the past three years at the time of the interview. She

oversees 12 full-time and 26 adjunct faculty members. Prior to serving as academic dean she was an adjunct English professor for 6 years.

Jan is female participant from a small size institution located in the northern region of the state serving 2,000 students annually. She has served as academic dean for the division of General Education and Transfer programs for the past two years at the time of the interview She oversees 15 full-time and 30 adjunct faculty members. Prior to serving as academic dean she was a full-time psychology professor since 2012.

Liz is female participant from a small size institution located in the northern region of the state serving 4,500 students annually. She has served as academic associate dean for the division of Humanities and Social Sciences for the past two years at the time of the interview. Prior to serving as academic associate dean she was a full-time English professor. She earned a PhD in Education and Cultural Studies with emphasis in Leadership Studies. Table 5 describes the professional description of the participants and their institutions.

Table 5
Description of Generation X Academic Deans Interviewed and Their Institutions

Pseudonym	Professional Description	Institutional Description
Jim	Academic Dean Math Science and Engineering 1.5 Years	central Illinois; rural; 13,000 students
Pam	Academic Dean English, Humanities Language Studies 6 Months	central Illinois; rural; 13,000 students
Joe	Academic Dean Arts and Humanities 1.5 Years	central Illinois; suburban 13,000 students

Sue	Assistant Dean Health Professions Public Service 3 Years	southern Illinois; suburban 14,000 students
Ann	Academic Dean English, Mathematics and Education 3 Years	north central; rural 4,500 students
Peg	Academic Dean Transfer Education 3 Years	west central; rural 2,000 students
Jan	Academic Dean General Education Transfer Programs 2 Years	northern region; rural 2,000 students
Liz	Associate Dean Humanities and Social Sciences 2 Years	northern region; suburban 4,500 students

Research Instrumentation

Phase I On-line Survey

In Phase I of this study, all community college academic deans not just Generation X deans, were asked to complete an anonymous online survey consisting of 10 questions. The survey tool was based on a study done by Gentry, Griggs, Deal, Mondore, and Cox (2011) which identified the leadership practices that 3,303 managers from Generation X considered important for success in their organization. The survey (Appendix B) was designed by the researcher to determine what leadership practices are perceived important by academic deans to enhance faculty effectiveness. The on-line survey was pilot tested. The researcher asked two colleagues from the Institutional Research office at her institution to take the online survey. They both assured the

researcher that the delivery and language were clear and that the survey link worked correctly.

In quantitative research, a descriptive study involves measuring one or more variables in some way (Leedy & Ormrod, 2013). Checklists can be used in research related to a wide variety of phenomena including those involving human beings. A checklist is one technique that facilitates evaluation and quantification of the phenomena (Leedy & Ormrod, 2013). A checklist is a list of behaviors or a characteristic a researcher is examining (Leedy & Ormrod, 2013). Use of a checklist simplifies and more easily quantifies participant behaviors or attitudes. The survey was designed to allow academic deans to check which leadership practices they perceive to be most important. The level of measurement for the 16 leadership practices is on a frequency scale ranging from 1 - 4. The higher the score, the more important the leadership practice. The Likert scale is 1 = *Not at all important*, 2 = *Somewhat important*, 3 = *Moderately important*, 4 = *Important*

The participants were asked to provide limited demographic information from a list of options (e.g., size of community college, location of community college, and number of years of service as community college academic dean). There were three opportunities for participants to provide additional information not included in the predetermined lists of possible responses in an open–response format. Finally, the participants were asked to identify their cohort group as either Baby Boomers or Generation X.

Phase II Semi-structured interviews

Following the results of the on-line survey, eight Generation X academic deans volunteered for the interviews. The interview questions (Appendix C) were semi-

structured (Merriam, 2009) and were based on a study done by Gentry, Griggs, Deal, Mondore, and Cox (2011). This study identified 16 leadership practices managers from Generation X considered important for success in their organization. The researcher utilized a semi-structured interview process where the wording and order of some of the questions are predetermined and open-ended questions are utilized (Merriam, 1998). Seidman (2005) states, "At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p. 9).

Using a semi-structured interview format, the researcher encouraged flexibility within a restricted structure. As noted by Merriam (2009), such format fosters addressing current conditions, expression of the respondents' views, and can encourage discussion of fresh ideas dealing with the subject. Interview data were then categorized for common themes through coding.

IRB Approval

Prior to data collection, the researcher received IRB approval from Old Dominion University Human Subjects Committee (Appendix D). Additionally, the researcher participated in the Collaborative Institutional Training Initiative (CITI), providing modules on training for human subjects' research offered by Old Dominion University. Documentation for this participation accompanies the request for human subjects' approval (Appendix E); the researcher was notified the approval had been granted in the beginning of January 2016.

The survey invitation emails included information about the purpose of the study, nature of the study, methodology, time frame to complete the study, and confidentiality

of personal information. Participants were invited to participate, but participation was voluntary. The participants were allowed to leave the survey at any time and could choose not to answer any question or questions without repercussions or penalty. Qualtrics, a secure website, was used to collect the data. The qualtrics website is password protected to maintain the security of information collected from the survey.

Each participant was provided with an informed consent document before the interview began and was asked to read and sign (Appendix F). The researcher made two copies of each document one for each participant and one kept for the study. Before the interview process, each participant was informed of any risks involved in participating in this study. The interview protocol was reviewed, including what this study was all about. It was explained that the participant would receive a copy of the transcripts from the interview to determine if what was said by the participants was accurate in the transcription. Confidentiality was assured by using tracking numbers for the academic deans.

A blueprint was developed to ensure that information needed was covered in the interview questions and to ensure content validity, (Appendix G). For example the themes included information about Generation X academic deans' definition of leadership practices, importance of leadership practices to enhance faculty effectiveness, and criteria to determine faculty effectiveness.

The researcher developed the interview questions for the purpose of this study. A Generation X academic dean colleague agreed to participate in a pilot interview so that the researcher could determine the clarity of the questions in addition to the length of time estimated for each interview. According to Merriam (2009), "pilot interviews are

crucial for trying out your questions, to get some practice interviewing while quickly learning which questions are confusing and need rewording" (p. 95).

After the pilot interview, the researcher transcribed the interview to determine where there were inconsistencies with responses, and questions were modified. The researcher reflected on her experience, discussed it with her colleague, and made necessary revisions to her research approach based on what she had learned from the pilot experience (Seidman, 2005). The advice given was used to evaluate the wording of the questions and the ease of answering them. According to Merriam (2009), scrutinizing a verbatim transcript of a pilot interview is an effective way to determine the effectiveness of the interview guide.

Data Collection Methods

The following section describes the procedure for the data collection of this study.

Phase I –Online Survey

Phase I consisted of an online survey having both quantitative items and open-ended questions to determine what leadership practices academic deans perceive important to enhance faculty effectiveness.

The online survey was made available to participants for two weeks. One week after the initial e-mail was sent a reminder e-mail was sent thanking those who had already completed the survey and encouraging others to do so by the deadline. The final question on the online survey asked for academic deans from Generation X to voluntarily participate in Phase II of the study. For those who indicated they wanted to volunteer, the survey asked for their contact information. From this survey link, the researcher was able

to gather the essential contact information needed to make individual appointments with each of the eight academic deans.

Upon closing the survey, the researcher ran several reports available through qualtrics that provided descriptive data (e.g. frequencies and percentages). Written responses from open-ended questions were organized using Excel.

Phase II –Interviews

Phase II consisted of one-on-one, face to face and telephone interviews for data collection to determine specific detailed information regarding how community college Generation X academic deans employ leadership practices to enhance faculty effectiveness. The researcher conducted eight interviews with all Generation X academic deans who agreed to volunteer for the study.

Data were collected through the use of open-ended questions and in-depth interviews (Merriam, 2009). Seidman (2005) asserts that the art of interviewing includes the following techniques:

1. Listening more and talking less

2. Asking questions to clarify what the participant means to say

3. Exploring rather than probing

4. Keeping participants focused

5. Asking for concrete details

The researcher listened closely as participants describe their everyday familiarities related to the phenomenon. The use of interviews within the phenomenology theory is not to generate theory, but to focus on the depth and the meaning of the participants' practices. The researcher was alert for subtle yet meaningful cues in

participants' expressions, pauses, questions, and occasional sidetracks (Leedy & Ormrod, 2013). A typical interview looks more like an informal conversation, with the participant doing most of the talking and the researcher doing most of the listening (Leedy & Ormrod, 2013). The interviews began with a briefing "in which the interviewer defines the situation" and "briefly tells about the purpose of the interview, and asked the participant if she had any questions" (Kvale, 2007, p. 55).

Interviews took place over a period of three weeks: February 18 to March 11, 2016. The researcher conducted five of the interviews face-to-face and three over the telephone. Permission to audio-tape record each interview was obtained. Audio recording allows the researcher to transcribe the interview and to ensure accuracy of the data (Seidman, 2005).

All participants were asked nine open-ended questions along with probing questions when needed. The interviews took 45 – 90 minutes to complete depending on the responses of each participant. A personal email was sent after each interview thanking them for their willingness to volunteer for Phase II of my study. Specifically, a thank you note with a $25.00 gas card was sent to the dean who chose to come to the researcher's campus. The intent of the gas card was to reciprocate gratitude by paying for the gas.

After each interview, the researcher immediately began transcribing the audio-taped interview verbatim. Each participant was randomly assigned a number that was consequently used for participant identification throughout the data analysis and coding. Most interviews were completely transcribed prior to the next interview. Two sets of interviews took place on the same days; therefore, transcription did not occur until after

the consecutive interview was finished. Each typed, double-spaced interview was between 8 and 16 pages in length.

As a way to validate findings, the researcher emailed the transcriptions to the participants to ensure authentication of the participants' answers. It was this type of member checking that allowed participants to verify or correct transcripts. Two of the eight Generation X academic deans confirmed via e-mail with one word corrections and the remaining six verified the transcripts were correct. All audio recordings and transcriptions were saved to a personal computer. The audio recordings were deleted after transfer to a personal computer.

Data Analysis

Data analysis is the process of making meaning of the data, and involves combining, reducing, and translating the participants' perceptions. The data are first arranged for analysis, then established into themes from coding, and finally presented in tables and discussion. The real learning for the researcher comes from doing the analysis (Creswell, 2007; Merriam, 2009; Seidman, 2006).

Phase I On-line survey

The data collected from the responses through the online survey is descriptive in nature and reported by importance, frequencies and percentages. Surveys were used to develop an understanding in the form of a Likert scale to assess commonality among the academic deans' important leadership practices to enhance faculty effectiveness. A summary of the important leadership practice was determined by using the reporting tools contained in qualtrics. Descriptive statistics were computed to determine frequencies and median responses for Likert-scale items from the 70 academic deans who participated

Research question one:

What leadership practices are perceived to be important across two generations of

community college deans: "Baby Boomers" and "Generation Xers"?

Phase II Semi-structured interviews

For the purpose of this study, participant responses from interview questions were

analyzed. The researcher was responsible for finding commonalities among responses for

interpreting and identifying patterns. This study used the coding and themes method

(Leedy & Ormrod, 2013). In open coding, the data is divided into segments and then

scrutinized for commonalties that reflect categories or themes (Leedy & Ormrod, 2013).

Through the process of coding, the researcher sought common threads that would lead to

answers the second research question. Ryan and Bernard (2003) suggested that repetition

aids the researcher in identifying themes, thus words and phrases that were consistently

repeated were appropriately noted. How many repetitions are enough to constitute an

important theme, however, is an open question and one only the researcher can decide

(Ryan & Bernard, 2003). For this present study the researcher decided that two

repetitions constituted a theme.

Research question two:

 What leadership practices do community college Generation X academic deans

employ to enhance faculty effectiveness?

Audio tapes from the eight individual interviews were transcribed verbatim in

Word by the researcher. Merriam (2009) suggested "that new and experienced researcher

transcribes at the least the first few interviews of any study" (p. 110). The process of

reviewing the transcriptions for accuracy will allow the researcher to begin analyzing the

data while also continuing simultaneous data collection and data analysis. Confidentiality

was assured by using tracking numbers for the academic deans.

According to Creswell (2007), the central task during data analysis is to identify

common themes in people's descriptions of their experiences. After transcribing the

interviews, the researcher typically takes the following steps:

1. Identify statements that relate to the topic. The researcher separated relevant

   from irrelevant information. The relevant information was broken down into

   small segments, phrases, or sentences that reflected a single, specific thought.

2. Group statements into "measuring unit." The researcher grouped the segments

   into categories that reflect the various aspects meanings of the phenomenon as

   it was experienced.

3. Seek divergent perspectives. The researcher looked for and considered the

   various ways in which different people experience the phenomenon.

4. Construct a composite. The researcher used the various meanings identified to

   develop an overall description of the phenomenon as participant experience it.

The researcher carefully read all transcribed data and began coding. Coding is a

process by which the researcher reviews the data set looking for themes, concept, and

categories. The researcher coded the leadership practices that academic deans provided,

reinforced, or encouraged (e.g., listening, problem solving, and collaboration). As initial

words, thoughts, opinions, or phrases were identified, the researcher color coded for easy

identification and retrieval during the analysis of this process.

To make sense of the data, the researcher repeatedly reviewed the codes. Through

this process the researcher expected to find groups of codes that could be combined. As

such, similar data were grouped and named as a category (e.g., leadership practices, engagement in leadership practice). Collected categories were compared to one another, resulting in the identification of themes (e.g., important leadership practices, criteria for faculty effectiveness).

If an emerging theme or pattern developed, the researcher used the constant comparative method as a systematic and inductive way to analyze the data and identify the recurring concepts and salient themes (Merriam, 2009). The researcher used constant comparative analysis to interpret the data and describe the emerging trends. The researcher compared the codes, themes, and probes from one participant's responses to each of the other participants' responses as they were completed to determine similarities and differences in a paired approach. Through this process, the researcher maintained a master list of all codes and themes developed and used in the research.

Assuring Trustworthiness

This study attempted to produce valid and reliable results obtained in an ethical manner. The validity and reliability of a study must be addressed as the researcher pays careful attention to the study's design, interactions with participants, the data collection and analysis process, and the way the findings are presented (Creswell, 2007; Merriam, 2006).

Validating the Findings

Qualitative researchers often use the terms trustworthiness, credibility, confirmability, and validation to refer to the concept of validity (Roberts, 2010). Merriam (2002) stated that "all researchers aspire to produce valid and reliable knowledge in an ethical manner. Multiple data sources were used to triangulate the data. Merriam (2001)

states "triangulation involves using multiple investigators, sources of data, or data collection methods to confirm emerging findings" (p. 31). Sources of data for this research project included the online surveys and semi-structured interviews with eight academic deans.

Data triangulation was used in two ways: multiple methods of data collection and multiple sources of data. Two methods of data collection were employed an online survey and individual interviews, to ensure validity of responses. The researcher compared comprehensive survey responses with information obtained from interviews on a regular basis. The two-phase, sequential design of the study also provided multiple sources of data at various points in time. The second strategy used was member checking or respondent validation (Merriam, 2009). According to Merriam (2009), this process, known as member checks, allows researchers to take their "preliminary analysis back to some of the participants and ask whether [her] interpretation "rings true" (p. 217). As a way to validate findings, the researcher provided each interviewee the typed transcription of their interview responses. The researcher asked for feedback from the interviewees to confirm via email that the transcription accurately represented their responses and was consistent with their experiences. Because the online survey was anonymous, the researcher was only able to employ member checks with the eight interviewees. The third strategy used was an audit trail. An audit trail was contained in the researcher's summary of responses and analysis (Merriam, 2009, p. 222), which showed how data were collected, how categories were named, and how decisions were made throughout data collection and analysis. A colleague in the Community College Leadership PhD program served as an auditor reviewing the researchers' data obtained from qualtrics, copies of

transcripts, coding, the interview protocol, and copies of emails sent to and received from participants.

Reliability

Reliability is commonly defined as the extent to which research results can be replicated (Merriam, 2009). However, when qualitative methods are employed, it is difficult to determine whether the same results can be achieved by another researcher since they served as the primary instrument (i.e. data collector) for the study. Therefore, the issue of reliability in qualitative research is one of establishing that the results are consistent with the data collected (Merriam, 2009). While triangulation is offered as a technique to ensure validity, it will also be used to demonstrate reliability. Triangulation of comparison and contrast was expected to broaden the level of reliability for the entire study. Working within the confines of one state community college system allowed a depth of understanding of importance to leadership practices to enhance faculty effectiveness. This approach provided the researcher insight into the importance of leadership practices and how they are employed by academic deans at institutions within the system.

Confidentiality Securing Documents

All data related to this study, whether paper or electronic, will be stored by the researcher. The writing of the dissertation phase disguises any identifying data about the participants. Through the use of tracking numbers, the identity of each participant was secure. All such data will be void of any personal identification of individuals or names of specific community colleges related to the study. All data will be maintained for a period of not less than 3 years from the date of dissertation approval. At such time as any

data related to this study will be destroyed, all data will be personally shredded by the researcher.

Limitations

One limitation of this study was findings to be geographically bound and limited to academic deans in Illinois community colleges. Second, the study did not address the leadership practices of academic deans in the public or private 4-year institutions. This study only addressed Illinois community college academic deans due to the time needed to conduct the study. Third, the generation examined also limited this study. By studying only Generation X academic deans, the findings were only descriptive of this generation. The experiences of academic deans from other generations are excluded from this study.

Lastly, the research utilized e-mail as the primary communication tool and method to deliver the invitation to participate in the survey. A challenge associated with e-mail is the ever increasing use of spam filters. E-mail filters utilize a variety of techniques to filter emails including detecting e-mails with wide distribution to multiple recipients. To reduce the potential e-mails not being delivered, this researcher sent individual e-mails to all potential respondents versus utilizing mass e-mail techniques.

Summary

In summary, the purpose of this study was shaped to provide a window into how some Generation X academic deans view their practices as leaders to enhance faculty effectiveness. By more fully understanding the importance of aligning leadership practices with faculty effectiveness, this study's findings will hopefully help Generation X academic deans' roles in achieving the mission and goals of the community college. As expected, the participants in this study provided meaningful data that identified and

defined effective leadership practices that impact successful organizations. Optimistically, through the data collection process, the researcher hopes to validate the leadership practices employed by academic deans to enhance faculty effectiveness. The results of all data collection are presented in the next chapter of this study. Results from both phases of the study are reported according to each of the two research questions.

CHAPTER IV

RESULTS

The purpose of this study was to identify what leadership practices academic deans perceive to be most important to enhance faculty effectiveness: (a) leading employees, (b) resourcefulness, (c) building and mending relationships, (d) straightforwardness and composure, (e) decisiveness, (f) change management, (g) participative management, (h) doing whatever it takes, (i) being a quick study, (j) self-awareness, (k) balancing person personal life and work, (l) confronting problem employees, (m) compassion and sensitivity, (n) putting people at ease, (o) differences matter, and (p) career management. Specifically, the study examined the leadership practices community college Generation X academic deans employ to enhance faculty effectiveness. Therefore, the researcher surveyed 70 academic deans from community colleges in Illinois and then completed in-depth interviews with eight of Generation X academic deans who completed the initial survey.

This chapter presents the results from the online survey completed by academic deans and in-depth, semi-structured interviews with Generation X academic deans. The researcher followed the strategies outlined in the previous chapter to select the participants, to ensure trustworthiness, and to analyze and interpret the descriptive data. Themes were identified in each of the leadership practices. In many cases direct quotes from the participants are cited to address the relevant research questions. When using quotes from the participants, careful attention was given to ensure no identifying characteristics were included.

Survey

The first research question was:

1. What leadership practices are perceived to be important across two

   generations of community college deans: "Baby Boomers" and "Generation

   Xers"?

All community college academic deans were asked to rank from important to not

at all important 16 leadership practices they perceive are important to enhance faculty

effectiveness. Gentry, Griggs, Deal, Mondore, and Cox (2011), ranked the 16 leadership

practices managers from Generation X considered important for success in their

organization. Data on leadership practices were obtained between January 2008 and April

2009 from 3,303 Generation X employees. Table 6 list the top most important leadership

practices identified by Generation X managers, Baby Boomer and Generation X

academic deans.

Table 6
Top Five Most Important Leadership Practices

Generation X Managers	Baby Boomers Academic Deans	Generation X Academic Deans
Leading Employees	Building and Mending Relationships	Leading Employees
Resourcefulness	Straightforwardness and Composure	Straightforwardness and Composure
Building and Mending Relationships	Leading Employees and Resourcefulness	Resourcefulness
Straightforwardness and Composure	Compassion and Sensitivity	Balance Personal Life and Work
Decisiveness	Participative Management	Change Management

Table 7 identifies the mean rankings of leadership practices perceived important

to enhance faculty effectiveness. The level of measurement for the 16 leadership

practices is on a frequency scale ranging from 1 – 4. The higher the score, the more

important the leadership practice. The Likert scale is 1= *Not at all important,* 2=

Somewhat important, 3 = *Moderately important,* 4= *Important*.

Table 7
*Academic Deans Rankings of Leadership Practices Perceived Important to Enhance
Faculty Effectiveness*

Leadership Practices	All	Baby Boomers	Gen X
Leading employees - Being patient and fair; setting clear performance expectations.	3.95	3.90	4.00
Resourcefulness - Being a problem solver; understanding and working effectively with higher management; being a strategic thinker.	3.88	3.90	3.86
Building and mending relationships Working hard to understand others; getting the cooperation of peers, clients, negotiating well; not alienating others.	3.86	3.97	3.76
Straightforwardness and composure Not blaming others; not being arrogant, cynical or moody; coping with situations beyond one's control.	3.91	3.93	3.90
Decisiveness - Displaying a bias for action and calculated risks; being quick and approximate when necessary.	3.27	3.28	3.21
Change Management - Using effective strategies to facilitate change: overcoming resistance to change.	3.76	3.77	3.76

Participative management - Using listening skills and communication to involve others; building consensus.	3.79	3.80	3.76
Doing whatever it takes – Persevering through adversity; taking full responsibility.	3.64	3.77	3.69
Being a quick study - Quickly mastering new technical knowledge and skill: learning the business quickly.	3.34	3.43	3.28
Self-awareness - Recognizing strengths and weakness: seeking corrective feedback.	3.72	3.72	3.72
Balancing personal life and work Balancing work priorities and personal life so neither is neglected.	3.74	3.63	3.83
Confronting problem employees Moving quickly; basing decisions on Performance.	3.73	3.64	3.55
Compassion and sensitivity - Caring about the hopes and dreams of others; providing wise counsel; being sensitive to signs of overwork in others.	3.76	3.83	3.66
Putting people at ease having personal warmth and good sense of humor.	3.43	3.41	3.38
Differences matters Respecting various backgrounds and perspective. .	3.71	3.73	3.69
Career Management Using professional relationships and networks to manage own career.	2.83	2.73	2.97

The following three leadership practices were identified by Baby Boomer and

Generation X academic deans as most important: (1) leading employees (2)

straightforwardness and composure (3) resourcefulness (4) building and maintaining

relationships and (5) participative management. Twelve of the sixteen leadership

practices were ranked higher among academic deans who are Baby Boomers than among

Generation X academic deans.

  Descriptive statistics were calculated using SPSS to summarize, analyze,

organize, and describe the data and to provide an indication of the relationship between

variables (Table 8).

Table 8
Importance of Leadership Practices Among Baby Boomers and Generation X Academic Deans

Leadership Practice	Baby Boomers		Generation X				
	M	SD	M	SD	df	t	p
Balancing Personal Life and Work	3.63	.67	3.83	.47	52.02	1.30 .	201
Being a Quick Study	3.43	.73	3.28	.80	57	. 793	.431
Building and Mending Relationships	3.97	.18	3.76	.58	33.39	1.86	.072
Career Management	2.73	.83	2.97	.82	57	1.08	.285
Change Management	3.77	.43	3.76	.44	57	.071	.943
Compassion and Sensitivity	3.83	.38	3.66	.67	43.96	1.25	.217
Confronting Problem Employees	3.73	.45	3.55	.57	53.13	1.35	.182
Decisiveness	3.37	.72	3.21	.83	56	.748	.458
Differences Matter	3.73	.52	3.69	.66	57	.283	.778

Doing Whatever It Takes	3.77	.43	3.52	.57	51.87	1.88	.065
Leading Employees	3.90	.31	4.00	.00	29.00	1.80	.083
Participative Management	3.80	.41	3.76	.44	57	.377	.707
Putting People At Ease	3.43	.68	3.38	.68	57	.306	.761
Resourcefulness	3.90	.31	3.86	.35	57	.443	.659
Self Awareness	3.72	.46	3.72	.46	56	0.00	.1.00
Straightforwardness and Composure	3.93	.25	3.90	.31	57	.500	.619

Descriptive Statistics from T Test Results

Balancing Personal Life and Work

On average, Generation X deans (*M*=3.83, *SD*=.47) valued balancing personal life and work priorities more than their Baby Boomer counterparts (*M*=3.63, *SD*=.67). An independent-samples t-test showed that the difference in rating work and personal life balance between the groups was not statistically significant, *M*=-.19, 95% *CI* [-.50, .11], *t*(52.02)=-1.30, *p*=.201.

Being a Quick Study

On average, Baby Boomer deans (*M*=3.43, *SD*=.73) valued being a quick study more than their Generation X counterparts (*M*=3.28, *SD*=.80). An independent-samples t-test showed that the difference in rating being a quick study between the groups was not statistically significant, *M*=-.16, 95% *CI* [-.24, .56], *t*(57)=.79, *p*=.431.

Building and Mending Relationships

On average, Baby Boomer deans (*M*=3.97, *SD*=.18) valued building and mending relationships more than their Generation X counterparts (*M*=3.76, *SD*=.58). An independent-samples t-test showed that the difference in rating building and mending relationships between the groups was not statistically significant, *M*=-.21, 95% *CI* [-.20, .44], *t*(33.39)=-1.86, *p*=.072

Career Management

On average, Generation X deans (*M*=2.97, *SD*=.82) valued career management more than their Baby Boomer counterparts (*M*=3.73, *SD*=.83). An independent-samples t-test showed that the difference in rating career management between the groups was not statistically significant, *M*=-.23, 95% *CI* [-.66, .20], *t*(57)=-1.08, *p*=.285.

Change Management

On average, Baby Boomer deans (*M*=3.77, *SD*=.43) valued change management more than their Generation X counterparts (*M*=3.76, *SD*=.44). An independent-samples t-test showed that the difference in rating change management between the groups was not statistically significant, *M*=-.01, 95% *CI* [-.22, .23], *t*(57)=-.071, *p*=.943.

Compassion and Sensitivity

On average, Baby Boomer deans (*M*=3.83, *SD*=.38) valued compassion and sensitivity more than their Generation X counterparts (*M*=3.66, *SD*=.67). An independent-samples t-test showed that the difference in rating compassion and sensitivity between the groups was not statistically significant, *M*=-.18, 95% *CI* [-.11, .47], *t*(43.96)=-1.25, *p*=.217

Confronting Problem Employees.

On average, Baby Boomer deans (*M*=3.73, *SD*=.45) valued confronting problem employees more than their Generation X counterparts (*M*=3.55, *SD*=57). An independent-samples t-test showed that the difference in rating confronting problem employees between the groups was not statistically significant, *M*=-.18, 95% *CI* [-.09, .45], *t*(53.13)=-1.35, *p*=.182

Decisiveness.

On average, Baby Boomer deans (*M*=3.37, *SD*=.79) valued decisiveness more than their Generation X counterparts (*M*=3.21, *SD*=.83). An independent-samples t-test showed that the difference in rating decisiveness between the groups was not statistically significant, *M*=-.15, 95% *CI* [-.26, .56], *t*(56)=-.748, *p*=.458

Differences Matter.

On average, Baby Boomers deans (*M*=3.73, *SD*=.52) valued differences matter more than their Generation X counterparts (*M*=3.69, *SD*=.66). An independent-samples t-test showed that the difference in rating differences matter between the groups was not statistically significant, *M*=-.04, 95% *CI* [-.27, .35], *t*(57)=-.283, *p*=.778.

Doing Whatever It Takes

On average, Baby Boomer deans (*M*=3.77, *SD*=.43) valued doing whatever it takes more than their Generation X counterparts (*M*=3.52, *SD*=.57). An independent-samples t-test showed that the difference in rating doing whatever it takes between the groups was not statistically significant, *M*=-.25, 95% *CI* [-.02, .52], *t*(51.87)=-1.88, *p*=.065

Leading Employees

On average, Generation X deans (*M*=4.00, *SD*=.0) valued leading employees more than their Baby Boomer counterparts (*M*=3.90, *SD*=.31). An independent-samples t-test showed that the difference in rating leading employees between the groups was not statistically significant, *M*=-.10, 95% *CI* [-.21, .01], *t*(29.00)=-1.80, *p*=.083.

Participative Management

On average, Baby Boomer deans (*M*=3.80, *SD*=.41) valued participative management more than their Generation X counterparts (*M*=3.76, *SD*=.44). An independent-samples t-test showed that the difference in rating participative management between the groups was not statistically significant, *M*=-.04, 95% *CI* [-.18, .26], *t*(57)=-.377, *p*=.707.

Putting People at Ease

On average, Baby Boomer deans (*M*=3.43, *SD*=.68) valued putting people at ease more than their Generation X counterparts (*M*=3.38, *SD*=.68). An independent-samples t-test showed that the difference in rating putting people at ease between the groups was not statistically significant, *M*=-.05, 95% *CI* [-.30, .41], *t*(57)=-.306, *p*=.761.

Resourcefulness

On average, Baby Boomer deans (*M*=3.90, *SD*=.31) valued resourcefulness more than their Generation X counterparts (*M*=3.86, *SD*=.35). An independent-samples t-test showed that the difference in rating resourcefulness between the groups was not statistically significant, *M*=-.03, 95% *CI* [-.13, .21], *t*(57)=-.443, *p*=.659.

Self Awareness

There was no difference (*M*=3.72, *SD*=.46) in ranking the value of self awareness between Baby Boomer and Generation X deans.

Straightforwardness and Composure

On average, Baby Boomer deans (*M*=3.93, *SD*=.25) valued straightforwardness and composure more than their Baby Boomer counterparts (*M*=3.90, *SD*=.31). An independent-samples t-test showed that the difference in rating straightforwardness and composure between the groups was not statistically significant, *M*=-.04, 95% *CI* [-.11, .18], *t*(57)=-.500, *p*=.619.

Semi-structured Interviews

The second research question was:

What leadership practices do community college Generation X academic deans employ to enhance faculty effectiveness?

Findings from research question two are reported according to each of the sixteen leadership practices. Themes emerged pertaining to what leadership practice Generation X academic deans employ to enhance faculty effectiveness. As per the studies analytical design, each theme was established by a minimum of two out of the eight participants using a particular strategy to address how they described that leadership practice.

Leading employees- Being patient and fair; Setting clear performance expectations

According to the survey results of Generation X academic deans, leading employees was ranked the number one most important leadership practice to enhance

faculty effectiveness. The deans explained utilizing institutional accountability measures they employ heightens faculty effectiveness.

The themes identified for leading employees are supported in detail below using quotes and other pertinent information gathered from the study. Two themes were identified for leading employees: (a) following faculty contract requirements and (b) organizing faculty meetings. Table 9 shows which Generation X academic deans provided qualitative data for each theme pertaining to leading people.

Table 9
The Generation X Academic Deans Supporting each Theme for Leading People

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Following faculty contract requirements	X	X		X	X	X	X	
Organizing faculty meetings	X	X			X		X	X

Following faculty contract requirements

Six out of the eight deans referred to the institution's faculty contract as a structured evaluation system to enhance faculty effectiveness. The deans spoke about the required procedures involved in the pre-tenured and post-tenured evaluation system they must follow in leading their faculty. The participants mentioned the number of required forms they need to fill out, specifically classroom evaluation forms. When discussing this topic, Pam reflected on this process:

> When executing the faculty contract, there are elements I have to address daily and weekly. The routine things that have to happen during the semester come from my role meeting with new faculty and making sure they are where they need to be in applying for tenure. I go into a classroom and feel impressed by the faculty. Whether they are explicitly studying it or not, they seem to embody a lot

of those best practices for student engagement. This is really what I'm looking

for in the evaluation.

Sue spoke of the observation tool connecting to observing teaching practices that

are meeting the accreditation standards. If eighty percent of the students are not passing

licensing the program can lose their accreditation, so it is a very easy measure for

effectiveness.

Ann stated:

We have the normal boring instruments for my tenured faculty. We have a post-

tenured evaluation system, which is a cycle every four years. The faculty gets

observed by the dean. I go into their class and observe their teaching. For my pre-

tenured faculty, it's obviously a little more intensive. They are observed every

semester and they are filling out their professional development activity profile.

They're building a portfolio towards tenure that they then present to the board and

to the administration. There is a lot more contact that I have with pre-tenured

faculty during the six semesters leading up to tenure. There is a lot more contact

that the dean has, and even the vice president comes in and observes them.

Ann and Peg discussed a second procedure involved with following the faculty contract

requirement to include student evaluations.

Peg summarized how student evaluations enhance faculty effectiveness:

"We also do student evaluations and we go over those. We've actually just started

into a new program where we are going to evaluate every class. Every semester

we may not sit down with the faculty. The faculty is able, instead of just looking

at one snapshot every three to four years, to assess the feedback every semester.

They can get a more aggregate take here. This is what the students have said over

time over every semester; maybe it is something I need to look at."

Pam, Ann. Peg and Jan spoke about a third component required in the faculty contract,

which contains the faculty self-assessment. When faculty are filling out the required self-

assessment forms, Peg stated:

As we hire new faculty, we put forth a lot of emphasis on it's not just about being

in the classroom: it's also activities outside of the classroom.

Jan discussed their formal classroom observation form that looks at everything

from teaching style, delivery methods, to interaction style, assessment, behavior

management and modification. When the deans go in the classroom setting, they observe

the class dynamic and use the formal evaluation form as part of their overall process in

enhancing faculty effectiveness. She also shared her input on the fourth criteria for

measuring faculty involvement which is involvement outside of the classroom, "I look

for someone who is engaged both inside and outside of the classroom; someone who

seeks to understand how the institution works from a global perspective not just a micro

level." She seeks to employ individuals who are willing to just jump in, especially in an

area that might be of interest to them. She led their Phi Theta Kappa group, an honors

group on campus, as a faculty member for a number of years.

Organizing faculty meetings

Five of the eight deans provided descriptive data to support the theme of

organizing faculty meetings that enhance faculty effectiveness. The deans spoke about

the importance of directing faculty meetings. Jim, Ann, and Liz spoke about believing

that face to face meetings with faculty are very effective. Jim emphasized: "In fact this

week, I am actually meeting with every single one of them to discuss them as individuals and their role in mass managing of their departments as well as their discipline specific departments." He takes this information and tries to synthesize it into change to make the individual and the overall department run more effectively.

Pam spoke about the value of meetings providing faculty with information so they are able to effectively do what they were hired to do.

Ann believes in the value of having regular face-to-face meetings "No one wants another meeting but sometimes like I'll pick up the phone and I will call people because if I send another email I am going to scream."

Liz spoke about scheduling challenges when working with faculty. "You have to make sure you catch them during the time they are here." She wants to have that face-to-face one-on-one meeting. She believes there is something to having that personal touch of being face-to-face with somebody meeting with them.

Straightforwardness and composure – Not blaming others; not being arrogant, cynical or moody; coping with situations beyond one's control

According to the survey results of Generation X academic deans, straightforwardness and composure was ranked as the second most important out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed the importance of being honest with faculty to enhance effectiveness.

The themes identified for straightforwardness and composure are supported in detail below using quotes and other pertinent information gathered from the study. Two themes were identified for straightforwardness and composure (a) admitting mistakes and

(b) increasing tolerance. Table 10 shows which Generation X academic deans provided

qualitative data for each theme pertaining to straightforwardness and composure.

Table 10
The Generation X Academic Deans Supporting each Theme for Straightforwardness and Composure

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Admitting mistakes	X	X			X	X		X
Increasing tolerance		X		X		X		

Admitting mistakes

Five out of the eight deans spoke honestly about what they need to do to enhance

faculty effectiveness.

Ann spoke of a decision on a particular initiative "The faculty changed their cut

scores in math and after looking at the data, they discovered that was not a good

decision." The Dean was perfectly fine with admitting that was not a good move. She

further discussed the need to work on things, work on her style, and work on her

language. She admitted to being willing to back track and apologize or soften her tone.

Liz spoke of being able to manage failures and setbacks as well as being resilient.

A person who is not afraid to admit errors and will take responsibility will be effective at

helping others reach their full potential.

Increasing tolerance

Three out of the eight deans expressed their need to be patient to enhance faculty

effectiveness.

Peg spoke of the challenges in supervising three new division chairs. There is a

need to be a little more tolerant of their individual personalities. She feels like she is

"herding cats" with each of them focused on their own agenda. She struggles with

keeping up with the three of them as well as meeting the individual needs of faculty members.

Resourcefulness - Being a problem solver; understanding and working effectively with higher management; being strategic thinker

According to the survey results of Generation X academic deans, resourcefulness was ranked as third most important out of the 16 leadership practice to enhance faculty effectiveness. Participants throughout the interviews discussed a collection of ways they assist in working with faculty to solve problems.

The themes identified for resourcefulness are supported in detail below using quotes and other pertinent information gathered from the study. Three themes were identified for resourcefulness – being a problem solver, understanding and working effectively with higher management and being a strategic thinker (a) putting out fires, (b) utilizing strategic and operational planning, and (c) solving problems. Table 11 shows which Generation X academic deans provided qualitative data for each theme pertaining to resourcefulness.

Table 11
The Generation X Academic Deans Supporting each Theme for Resourcefulness

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Putting out fires		X			X		X	
Utilizing strategic and operational planning		X					X	X
Solving problems	X		X	X	X			

Putting out fires

Three out of the eight deans provided descriptive data to support the theme of how putting out fires impacts their ability to enhance faculty effectiveness.

When describing this topic, Pamindicated she has a lot of day-to-day issues and described it as "putting out of fires" and clarified,

> I don't mean that in a negative way it's just things come up routinely every day. Some of these problems might be logistical; a classroom isn't meeting the needs of their instruction, somebody has put them in the wrong classroom, a student has an issue, there is a case of problematic student behavior, or a student was placed in the wrong course. It could be student needs extra help and sometimes really significant help. I have had faculty this year come to me because they have had a homeless student they are trying to help and they don't know where to go and they don't know how the college can help them in anyway.

Ann added how she has been resourceful by putting out fires:

> I put out fires making sure people are where they should be and doing what they should be doing. Sometimes that is not as easy as it seems. I have spent my day ordering furniture, making sure that there are chairs in a particular classroom and making sure computers are working. I have had to get carpet and windows cleaned.

Utilizing strategic and operational planning

Three out of the eight deans discussed their roles aligned with the strategic and operational goals for their institutions.

Pam described her role as a steward of the colleges' resources and the department resources. She identified that one of her responsibilities as a dean encompasses strategic and operational planning.

Jan said, "I believe in managing so I'm involved with sixteen of our committees that we have here from operationally planning to strategic planning to curriculum faculty development. I plan all the workshops for our institution and faculty in-service days."

Liz spoke about her involvement on the foundational coursework design committee, which is aligned with the strategic goals of the college. She requested to be put on that committee because she believes it has a lot to do with her division.

Solving problems

Four out of the eight deans provided descriptive data to support the theme of how they see their role in working with faculty to solve problems.

Jim addressed how most adjunct faculty feel very comfortable when they have an issue they are able to work with me to resolve the issue.

Joe emphasized that when talking to his adjuncts he tells them if there are issues that arise in the course of the semester, don't hesitate to contact him. He would rather know ahead of time if there is a problem before a student comes in. He shared that there are a number of issues that pop up on a weekly basis that faculty bring to him to solve for them. He shared an example of having difficulties with the filters in the ceramic area. He put all the pieces together rather than having the faculty start the process. He contacted facilities personnel to have them correct the problem.

Ann stated, "I think that most part of my day is sitting back and meeting with faculty listening to their needs and brainstorming effectively with them to work through the issues or problems that may arise."

Balancing personal life and work priorities and personal life so neither is neglected

According to the survey results of Generation X academic deans, balancing personal life and work was ranked as fourth most important out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews emphasized the importance of seeking a balance in their life to enhance faculty effectiveness

The themes identified for balancing personal life and work are supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for balancing personal life and work: (a) achieving a better work life balance. Table 12 shows which Generation X academic deans provided qualitative data for the theme pertaining to balancing personal life and work.

Table 12
The Generation X Academic Deans Supporting each Theme for Balancing Personal Life and Work.

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Achieving a better work life balance					X			X

Achieving a better work life balance

Two of the eight deans expressed concern over developing a better work life balance. Both Ann and Liz addressed the need to focus personally on having a better work life balance.

Liz shared concern for working 12 to 14 hours a day. Realizing that this is not healthy, she has to continue to work on reaching a better balance.

Ann shared that when she started as a dean almost two years ago she was very interested in everybody, both full-time and adjunct faculty maintaining a better work life balance. She sent out a two page questionnaire with targeted questions about ways that she might help faculty achieve a better work life balance. She asked them to identify what

the dean in the past had done on their behalf to help them achieve a better work life balance. She also asked them to identify what hasn't been so successful. She received many responses, predominately from her adjunct faculty. She read them carefully and found it to be really eye-opening. She chose to review this information early on in her career because she was particularly interested in hearing about their concerns and their needs.

Building and mending relationships – Working hard to understand others; getting the cooperation of peers, clients, negotiating well; not alienating others

According to the survey results of Generation X academic deans, building and mending relationships was ranked as fifth most important out of the 16 leadership practice to enhance faculty effectiveness. Deans throughout the interviews emphasized the importance of building relationships and how that impacts faculty effectiveness.

The theme identified for building and mending relationships is supported in detail below, using quotes and other pertinent information gathered from the study. One theme was identified for building and mending relationships: (a) incorporate collaboration. Table 13 shows which Generation X academic deans provided qualitative data for this theme pertaining to building and mending relationships.

Table 13
The Generation X Academic Deans Supporting the Theme for Building and Mending Relationships

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Incorporate collaboration				X		X	X	X

Incorporate collaboration

Four of the eight deans discussed building and mending relationships with faculty to enhance effectiveness.

Sue starting discussing this topic by saying:

> I am all about collaboration, so even when I have a weak adjunct faculty, we would recommend they sit in on a full-time or another adjunct faculty presentation. All syllabi are open for anyone from any discipline to look over and gain some ideas as to how to better their own practice. I also believe in having discipline meetings as a way of bringing both full-time and adjunct faculty together to collaborate. We also have discipline meetings where we have adjunct and full time faculty get together in the same room and talk about the state of the discipline, what do we need to know, where our program is going, and whom do we in our programs need to talk to in the community to improve our programs.

Peg referred to collaboration as a team aspect. When she is sitting down with faculty, she does not think about being an academic dean and being their supervisor. She really thinks that everybody "puts their pants on the same way" and it's more of a team aspect of "we are all in this together."

In relating to building relationships Liz affirmed:

> "Like I said, building relationships is the most important thing: if you wanted to write it down and put three stars by it, that's what I would do. You have to have very strong relationships with faculty. If you don't have these good relationships with them, you will not be effective."

Change Management – Using effective strategies to facilitate change:

overcoming resistance to change

According to the survey results of Generation X academic deans, change

management was ranked as fifth out of the 16 leadership practice to enhance faculty

effectiveness. Deans throughout the interviews discussed their role functioning as change

agents is important to enhance faculty effectiveness.

The themes identified for change management are supported in detail below using

quotes and other pertinent information gathered from the study. Two themes were

identified for change management: (a) openness to change and (b) faculty engagement.

Table 14 shows which Generation X academic deans provided qualitative data for each

theme pertaining to change management.

Table 14
The Generation X Academic Deans Supporting each Theme for Change Management

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Openness to change	X	X	X	X				X
Engaging faculty	X	X	X	X	X	X	X	X

Openness to change

Five out of the eight deans referred to being open to change to enhance faculty

effectiveness.

Pam spoke of how she trusted faculty with their professional judgement. She went

on to discuss thus far as a dean, that it was critical that faculty had the ability to lead

change in consultation with her. For the vast majority of her faculty, she believes they are

very capable of leading change. All they need from her is strictly administrative; they

want to know the requirements for their curricular decisions.

Joe expressed the connection to Generation X as being responsible for making a balance in regard to the work load. Therefore, when he came on board in his position, he tried to establish some kind of balance in terms of everybody pulling their own weight. He believes members of his generation are instruments of change. He believes Gen X members have changed in terms of how they view their positions and what they need to do.

Sue spoke of the connection as a Generation X leader recognizing how quickly the world changes. She believes that we are in a world now with so many changes. She believes the core aspect of who we are and who we align ourselves with is not necessarily our generation anymore, but our ability to be flexible and resilient. If she is flexible and resilient with changes around her, she is able to "pick them up quicker." She shared the example of someone sitting there with their flip phone while she is here with her google glasses doing things completely differently. She continued by saying, "A dean might think independently and bring new ideas to the table that can effectively identify a pathway to change and then start putting coalitions together." She believes this is one of her strong qualities.

Liz describe herself as not being the star of the show but a social architect:

> I am the social architect here, I create the conditions in which faculty can be
> successful, so some things are related to the physical environment. I do put forth
> budgets where we change the physical environment to make faculty and students
> more successful. It could be more of a cultural or environmental type change. I do
> try to affect change within the culture, and so in that way I see myself as a social
> architect.

Engaging faculty

All of the deans stressed the importance of engaging faculty to enhance effectiveness. Six of the eight deans provided descriptive data to support the theme of faculty engagement.

Peg expressed concern, "With having one dean, there just wasn't enough time to have as much communication and interaction with the entire faculty." She has recently lobbied to have three new division chairs to increase communication. As a result, the division chairs are very engaged and have discipline specific meetings. They are starting to see the benefit of having full-time and adjunct faculty working together so their courses are being taught more effectively. "By faculty talking together they are becoming more engaged with each."

Jan spoke about how her full-time faculty doesn't seek out to collaboration due to the sense of security in tenure. She wishes that full-time faculty would collaborate pooling ideas. She believes there is benefit to everyone at the table sharing ideas about teaching and delivery style. She wished conversations would open more to get at those "closed box of full-timers" a little bit more.

Liz stressed a concern of having to serve on too many committees. The reasoning is not because one does not want to serve on committees, but feels the importance of encouraging faculty engagement and involvement on these committees. The concern is if committees are populated too much with administrators, that could be a problem.

Participative Management – Using listening skills and communication to involve others; building consensus

According to the survey results of Generation X academic deans, participative management was ranked as fifth out of the 16 leadership practice to enhance faculty

effectiveness. Deans throughout the interviews shared how their specific abilities enhance faculty effectiveness.

The themes identified for participative management are supported in detail below using quotes and other pertinent information gathered from the study. Two themes were identified for participative management (a) effective communicator, and (b) being a listener. Table 15 shows which Generation X academic deans provided qualitative data for each theme pertaining to participative management.

Table 15
The Generation X Academic Deans Supporting each Theme for Participative Management

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Effective Communicator	X		X	X	X	X		X
Importance of Listening	X	X	X		X			X

Effective Communicator

Six out of the eight deans in the study, stressed the importance of communicating effectively to enhance faculty effectiveness.

Ann while discussing this topic, highlighted the importance of effective communication to enhance faculty effectiveness as follows: "I go to a lot of meetings and I report back to my faculty what is happening at the college, what new initiatives are happening, what initiatives have been stalled, and any personnel changes." She funnels everything she hears at all these meetings to her faculty.

Liz spoke about being a good communicator and one who can communicate frequently with faculty. She pointed out the importance of not only communicating with faculty in their division, but also within the organization and community college context.

She stressed that a good communicator is one that doesn't just communicate through email but does face-to-face communication as well.

Importance of Listening

Five of the eight deans identified with the importance of listening to enhance faculty effectiveness.

Jim emphasized the need to be a good listener. He also stressed the need to be able to communicate effectively what needs to be done. He believes it is important to be open to suggestions to achieve the goals you need to accomplish.

Pam expressed that she can't emphasize enough the ability to listen. When faculty come into her office, they come in because they are trying to solve a problem. So it is really important to listen and document as much as possible. She specified, "To me, it comes down to being able to listen to what someone needs and try to do your best to resolve that as fairly as possible."

Ann spoke about not just listening to faculty but hearing what they're saying. She emphasized the importance of being ready to take action no matter how tiny or how big of an issue. She believes faculty is for the most part satisfied when they feel that the dean can hear what they have to say and act as their advocate.

Peg talked about how important it is to have listening skills. Being able to listen to faculty to determine what the faculty issues are and what they are experiencing in the classroom is important. She believes in order for faculty to be engaged, the dean is responsible for giving them the resources to help deal with some of those issues.

Self–awareness - Recognizing strengths and weaknesses; seeking corrective feedback

According to the survey results of Generation X academic deans, self – awareness was ranked eighth out of the sixteen leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed how attentiveness to their own personality enhances faculty effectiveness.

The theme identified for self-awareness was supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for self-awareness: the ability to provide and receive feedback. Table 16 shows which Generation X academic deans provided qualitative data for each theme pertaining to self-awareness.

Table 16
The Generation X Academic Deans Supporting each Theme for Self-Awareness

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Ability to provide and receive feedback		X	X		X			

Ability to provide and receive feedback

Three out to the eight deans spoke of the importance of accepting opinions from faculty to enhance effectiveness.

Pam stressed the importance to assuring faculty that she will follow through to help resolve the issue and then do it. She spoke about all the moving parts in this job at any institution. When she goes to solve one problem, there are usually 10 other people that require further consultation. Something she learned was that she must act quickly, but she also can't be rash.

Ann relates receiving feedback to leadership as sometimes making people feel

uncomfortable. She further explained:

> She said having the kind of self-consciousness to say maybe I could have said that
>
> in a different way or maybe we could have approached the problem differently to
>
> work together. It's important to be somewhat self-conscious about your own
>
> behavior. I think that is a really important leadership practice.

She also spoke about an upward evaluation report that her direct reports fill out. They

answer questions on her role as an academic dean. After the reports close, she will meet

with the vice president and hear about the results of her evaluations.

Differences matter – Respecting various backgrounds and perspectives

According to the survey results of Generation X academic deans, differences

matter was ranked ninth out of the 16 leadership practice to enhance faculty

effectiveness. Deans throughout the interviews discussed how they value concern for

faculty differences to enhance effectiveness.

The themes identified for differences matter are supported in detail below using

quotes and other pertinent information gathered from the study. Two themes were

identified for differences matter: (a) respecting others and (b) looking at things

differently. Table 17 shows which Generation X academic deans provided qualitative

data for each theme pertaining to differences matter.

Table 17
The Generation X Academic Deans Supporting each Theme for Differences Matter

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Looking at things differently	X				X			
Respecting others		X				X	X	

Looking at things differently

Two out of the eight deans spoke about considering another way to address a situation to enhance faculty effectiveness.

Jim related this theme to a Generation X. He points out that he was chosen for his role because of how he thinks about things differently than his predecessors did. He commented: "I do think about things differently and that change is good because we can't exist in the same model that we have been for the previous five decades of the institution." He believes the need to start adapting to our stakeholders who may be involved in the institution. He believes he can make that transition for people to be on board, no matter if they are a brand new faculty member or somebody who has taught for 30 years.

Ann expressed how she is open to thinking about different ways to do things. She is willing to assist in putting the pieces in place if told there is a different way.

Respecting others

Three out of the eight deans spoke of the importance of having a high regard for faculty to increase faculty effectiveness.

Peg pointed to the need for gaining the respect from the other faculty as something she works at every day. She stressed how she also shows a lot of respect for her faculty as the content experts in their area.

Doing whatever it takes – Preserving through adversity; taking full responsibility

According to the survey results of Generation X academic deans, doing whatever it takes was ranked tenth out of the 16 leadership practice to enhance faculty

effectiveness. Deans throughout the interviews discussed how they will do whatever it takes to enhance faculty effectiveness.

The theme identified for doing whatever it takes is supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for doing whatever it takes: understanding the role of a faculty member. Table 18 shows which Generation X academic deans provided qualitative data for the theme pertaining to doing whatever it takes.

Table 18
The Generation X Academic Deans Supporting each Theme for Doing Whatever it Takes

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Understanding the role of a faculty member	X	X	X		X	X	X	X

Understanding the role of a faculty

Seven out of the eight deans were faculty before becoming academic deans. They referred to the importance of "being in the trenches" in order to understand the role of a faculty.

Jim described his belief of understanding how everything works and that there's not a job that he oversees that he has not done to some extent. He feels very strongly about this when dealing with faculty, specifically knowing how to teach a class: "you then know what it is like to be still teaching and relate to them."

Pam expressed:

That most of us rise from the ranks of faculty, if you will, and I don't think you're very effective if you can't find a way to remember and understand what the faculty is experiencing every day in the classroom.

Ann referred to managing of personnel, mentioning making sure faculty are "where they should be and doing what they should be doing making sure they have the right resources to do what they do."

Compassion and sensitivity – Caring about the hopes and dreams of others, providing wise counsel; being sensitive to signs of overwork in others

According to the survey results of Generation X academic deans, compassion and sensitivity were ranked eleventh out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed how they sympathize with faculty to enhance effectiveness.

The themes identified for compassion and sensitivity are supported in detail below using quotes and other pertinent information gathered from the study. Four themes were identified for doing whatever it takes: (a) personnel connection, (b) providing support, (c) serving others, and (d) empathy. Table 19 shows which Generation X academic deans provided qualitative data for each theme pertaining to compassion and sensitivity.

Table 19
The Generation X Academic Deans Supporting each Theme for Compassion and Sensitivity

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Personal connection	X		X	X	X			X
Providing support	X	X			X			
Serving others		X	X					
Empathy		X			X	X		X

Personal Connection

Five of the eight deans spoke about the effort they make in having an individual rapport with faculty to enhance effectiveness.

Jim discussed how he tries to work on making it a point to be seen by adjuncts and goes out of his way to introduce himself to them during their office hours or during class.

Joe spoke about how he has to be conscious of not allowing the personal connection of faculty to cloud his judgment. He clarified: "Sometimes I allow the faculty to cloud some of the things I need to do for them." He believes he is not quite as firm or stern as he needs to be. He tries to compare his job to that of a parent trying to maintain decent order. Since he came from faculty, he knew them all before he became dean. He thinks sometimes that can be both a blessing and a curse. Most of the time he sees the blessing, but sometimes he is hesitant to pose what he needs to pose to faculty to make sure they're the most effective.

Liz spoke about how she will review her Outlook calendar and schedule in time when she knows faculty typically have office hours. She feels this scheduling is necessary because of the remote workforce with online teaching and the limited requirements of having to be on campus.

Providing support

Three of the eight deans spoke about the importance of advocating for faculty to enhance effectiveness.

Jim spoke of the effort he makes to have faculty identify how he can support them. He stressed that students don't pay different tuition if they are getting a course

from an adjunct or a full time faculty member. The expectations are going to be the same. Therefore he wants all faculty to know that he is a resource for them.

Ann felt strongly about advocating and fighting for faculty whom she supervises. She states:

> That is your job no one else is going to do that and that's what a good leader does sticks up for those faculty who don't have a voice and who aren't about to sit in that committee meeting and who aren't apart of the larger conversation.

She also spoke of leaving adjunct faculty alone but making sure they know she is there to support them. She recently started to care so much for adjunct faculty not just in her own division but college wide that she has begun an initiative to put together an adjunct faculty handbook.

Serving others

Two of the eight deans referred to the leadership theory of Servant Leader.

Pam spoke of how she always thought about being a dean as servant leadership. She explained how those were the people who always influenced her the most and seemed most effective.

Joe also referred to theory of Servant Leader. Servant Leadership is how he perceives his teaching as well as his current leadership position. He pointed out, there are times where he has stepped in and has taken a couple of classes when an emergency came up with the faculty. He indicated that this does not happen often, but again he is here to serve.

Empathy

Four of the eight deans expressed their understanding of the needs of faculty to enhance effectiveness.

Pam shared feedback on how she likes the work of Brene Brown a social work researcher who delves into the need for empathy. Brown's work really gets at things that are underlying conflict. Dean two sees this connection when faculty come to her and are upset. She can relate as a leader because she is in this role where no one can expect anyone to empathize with her. She feels the power dynamic is such that when faculty come to her office, they need something, and it's often an issue about which they feel very deeply. She believes her number one effective responsibility is to empathize with them and reflect back what they say and need.

Peg shared one example of how she sympathized with a specific faculty member. She says that she is "a big family person" and when someone calls in and says their child is sick, she responds with "go do what you have to do" because obviously, if they need to be elsewhere, "their mind is not here in the class." Therefore, she looks at what can be done to get family needs met.

Confronting problem employees – Moving quickly; basing decisions on performance

According to the survey results of Generation X academic deans confronting problem employees was ranked twelfth out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed a method they implement to address problematic faculty in order to enhance their effectiveness.

The theme identified for confronting problem employees is supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for confronting problem employees: coaching. Table 20 shows which Generation X academic deans provided qualitative data for the theme pertaining to confronting problem employees

Table 20
The Generation X Academic Deans Supporting the Theme for Confronting Problem Employees

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Coaching		X		X	X	X		

Coaching

Four out of the eight deans shared ways they help instruct faculty to enhance effectiveness.

Pam shared one of her experiences with a long time problematic adjunct faculty member. She felt the need to coach him and meet with him for an hour a week for six weeks. She expressed the commitment to "do this for any faculty because it is really about doing right by them and the students."

Sue shared how she divides her adjunct faculty into three different types based on their motivation: those that are here for the money, those here because they love their profession, and those that want to be educators. Depending on whom she is working with, she will assess their motivation and then coach them in the direction that is most appropriate for both of them. She spoke specifically to the challenge of finding effective discipline specific faculty. As a result there is a need to bring them in and coach them,

specifically coaching them on having teaching skills to deliver the curriculum. She referred to Transactional Theory relating to her understanding of faculty motivation to teaching. She believes that understanding the willingness of faculty to be led and coaching them to be effective will make a difference.

Ann spoke about how she will coach adjunct faculty to develop other competencies that they might not be aware of to find full-time employment.

Putting people at ease – Having personal warmth and good sense of humor

According to the survey results of Generation X academic deans, putting people at ease was ranked thirteenth out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed how they provide a sense of comfort to faculty to enhance effectiveness.

The theme identified for putting people at ease is supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for putting people at ease: a sense of humor. Table 21 shows which Generation X academic deans provided qualitative data for the theme pertaining to putting employees at ease.

Table 21
The Generation X Academic Deans Supporting the Theme for Putting People at Ease

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Sense of Humor			X				X	

Sense of humor

Two of the eight deans referred to having a sense of humor to be important to enhance faculty effectiveness. Joe identified how he measures the performance of faculty in the classroom through the use of humor. He states:

"I know we all have different types of humor. I think it is really important that faculty find a positive way to issue it in the classroom."

Liz spoke of the importance of having a sense of humor to get through some of those rough days and to make some of those meetings enjoyable.

Being a quick study - Quickly mastering new technical knowledge and skills; learning the business quickly

According to the survey results of Generation X academic deans, being a quick study was ranked fourteenth out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews mentioned the practical information and abilities they possess that enhance faculty effectiveness.

The themes identified for being a quick study are supported in detail below using quotes and other pertinent information gathered from the study. Two themes were identified for being a quick study: (a) enhancing technology skills and (b) awareness of knowledge. Table 22 shows which Generation X academic deans provided qualitative data for the themes pertaining to being a quick study.

Table 22
The Generation X Academic Deans Supporting the Theme for Being a Quick Study

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Enhancing technology skills		X	X				X	
Awareness of knowledge	X	X		X		X	X	X

Enhancing technology skills

Three of the eight deans spoke of the change in technology impacting faculty effectiveness.

Pam spoke of the need to take an Excel class to help with all the logistical things.

Joe described a pilot program they have with a couple faculty members using Chrome books. "Chrome books are like small laptops and it takes away the bulkiness of a computer lab. The Chrome books do a lot of the same things that a big PC will do and is much smaller." He thinks their use will expand and it's going to lead to a different era. He would like to get away from computer labs because the desktop computers are so bulky and take up so much space.

Jan related her ability as a Generation X academic dean to see both sides of the use of technology. She spoke of working with many faculty members who think that the phone is "sort of an evil doer in the classroom." However, she can see the alternative in that if faculty embrace technology, it can enhance teaching and learning. She believes her youthfulness is advantageous because she sees where academia and the trends that technology has imposed upon us are going. Specifically with online learning, which is a huge growing piece of sustainability moving forward. She states:

"If we don't grow our online offerings, we could just sort of die off in the distance and so I think being open minded to that is crucial to this generation."

Awareness of knowledge

Six of the eight deans spoke of leaning on their team to increase their knowledge to enhance faculty effectiveness. Many of them addressed that they are new in their position and recognize their strengths are limited to a content perspective as a faculty

member. Three of the eight have a doctorate, with one scheduled to defend within a few months. Jim, Joe and Jan expressed personal plans for starting a PhD program in the very near future.

Jim expressed the desire to take leadership courses.

Pam reported that prior to this position she worked with deans, chairs, a provost, and vice presidents that have all been in different generations than hers. Being surrounded by people who are her age (they are all Gen Xer's), she wonders if it is a quality of Generation X to "sort of fend for themselves." She also expressed her personal wish to attend the American Council on Education Leadership Academy for department chairs. She also made reference to a book titled, *First Among Equals* that she has read and how the information impacts her role as a dean. She stated, "I remember sort of taking with me no matter where you are in that food chain, whether you're a dean, vice president, or a chair, you really are first among equals."

Sue highlighted her participation in the college's Leadership Academy. The Academy is open to anyone in the college and is based off the book, *Leadership: The Challenge* by Kouzes & Posner. She also spoke about the need to take some higher education courses to learn the profession of higher education. She believes that higher education has a different culture than most industries. She believes the need to continue to learn that culture and learn how to manipulate effectively in order meet her needs.

Peg spoke of increasing her own knowledge of the college systems. She expressed the desire to have more time to just sit down and read the Illinois Community College Manual. She believes that by being more knowledgeable and confident in her own

knowledge, she will become a better leader. She stressed the importance of everyone working together and "it's not her telling them what to do, but more of the team aspect."

Jan seeks to improve her skills by engaging with others. She believes that engagement is the best way that she can enhance her job; to better serve those around her is to integrate her in the faculty roles every day.

Liz commented that she really values the experiences, knowledge and skills that each faculty brings to the table. She thinks the most effective way that she leads is recognizing that she doesn't know everything and that she has to lean on her team. "One voice shouldn't supersede another voice in working together."

Decisiveness – Displaying a bias for action and calculated risks; being quick and approximate when necessary

According to the survey results of Generation X academic deans, decisiveness was ranked as the fifteenth out of the 16 leadership practice to enhance faculty effectiveness. Deans throughout the interviews discussed the importance of providing outcomes that impact faculty effectiveness.

The themes identified for decisiveness are supported in detail below using quotes and other pertinent information gathered from the study. Two themes were identified for decisiveness: (a) decision maker and (b) scheduling. Table 23 shows which Generation X academic deans provided qualitative data for each theme pertaining to decisiveness

Table 23
The Generation X Academic Deans Supporting each Theme for Decisiveness

Themes	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Decision maker	X	X		X			X	
Scheduling	X	X			X	X		X

Decision maker

Four out of eight deans discussed how being definitive is crucial to enhancing faculty effectiveness.

Pam expressed her experience that most academic deans have always been very thoughtful when making decisions about what faculty were experiencing. She also believes they were good at consulting with faculty. Therefore, in her early months of being an academic dean, she is trying to keep this in mind.

Jan spoke of a decisive leader as someone who is thoughtful yet can make a decision. She expressed the ability to look at "the big picture" and take all perspectives into account before making a decision. She validated that not all decisions will be liked by everyone but that it is very important to be decisive.

Scheduling

Five out of eight deans talked about their responsibility of scheduling to enhance faculty effectiveness.

Jim identified one of his roles as overseeing the scheduling of 450 sections of courses each semester.

Ann related to the responsibility of staffing and scheduling as something she is always doing. She describes working on scheduling as pulling all faculty wish lists together what they want to teach, when they want to teach - whether blended, online, or face to face.

Peg shared her role as academic dean who is in charge of the scheduling of classes and coordinating, who teaches which classes.

Liz spoke about how on a day to day basis she will meet with faculty members and conduct all new hires and scheduling.

Career Management - Using professional relationships and networks to manage own career.

According to the survey results of Generation X academic deans, career management was ranked as the least important out of the 16 leadership practices to enhance faculty effectiveness. Deans throughout the interviews discussed the importance having a mentor to enhance faculty effectiveness.

The theme identified for career management is supported in detail below using quotes and other pertinent information gathered from the study. One theme was identified for career management: having or being a mentor. Table 24 shows which Generation X academic deans provided qualitative data for the theme career management.

Table 24
The Generation X Academic Deans Supporting the Theme for Career Management

Theme	Jim	Pam	Joe	Sue	Ann	Peg	Jan	Liz
Mentor		X			X	X		

Mentor

Three of the eight deans spoke about the value of having and being a mentor to enhance faculty effectiveness.

Pam referred to her commitment to shaking her mentor tree particularly at her institution. She is fortunate to have more experienced deans, a vice president and a provost who are supportive. She is one who watches everything and is open to cultivation.

Ann shared how she has done much to mentor her adjunct faculty who are

trying to get full time employment. She has even mentored faculty that are not in her division. She has read over their cover letters, resumes, and assignments. She expressed a keen commitment to helping her adjunct faculty.

Peg spoke of the benefit of actually having her division chairs help mentor the adjunct faculty. Sharing the responsibility has helped the division chairs and adjunct faculty be more engaged in the college. She has also referenced to the mentors that she has had throughout her years, remembering how they had always supervised and led. She usually tries to follow that as an example and feels very fortunate to have the mentors and experiences she has had.

Summary

Chapter 4 presented the results of the data. Seventy academic deans provided online, anonymous survey responses and eight Generation X academic deans participated in personal interviews, resulting in the data described in this chapter. The purpose of Phase I of the study was to determine how academic deans perceive the importance of leadership practices to enhance faculty effectiveness. Phase II specifically looked at how Generation X academic deans employ leadership practice to enhance faculty effectiveness. The results of the study were generated from analyzing the descriptive data from the surveys and the interviews with each of the non-random purposeful participants. The data was analyzed by the researcher and presented according to each research question. Addressing the first question of what leadership practices do community college academic deans perceive to be important to enhance faculty effectiveness, the top five leadership practices were identified: (1) leading employees (2) straightforwardness

and compose (3) resourcefulness (4) building and maintaining relationships and (5) participative management.

The second question that was addressed was what leadership practices are employed by Generation X community college academic deans to enhance faculty effectiveness. Twenty-eight themes emerged from the descriptive data pertaining to the sixteen leadership practices. Each theme identified in the study was supported in detail using quotes and other significant information gathered from the academic deans. The academic deans provided extensive awareness regarding how they employ each of the sixteen leadership practices. The next chapter, will present a discussion of the results of the study as well as implications and conclusions. The area of future research will also be discussed.

CHAPTER V

DISCUSSION

The purpose of this research study is to examine important leadership practices identified by Illinois community college academic deans and to determine how Generation X academic deans employ leadership practices to enhance faculty effectiveness. To achieve this purpose, a sequential, mixed-methods, descriptive study was performed. The study included an online survey distributed to all Illinois academic deans and interviews with Generation X academic deans. The results identified leadership practices academic deans perceive to be most important to enhance faculty effectiveness. Further, the results revealed how Generation X academic deans employ, in very specific ways, leadership practices to enhance faculty effectiveness. This chapter describes the conclusions drawn from this study and discusses implications for practice, limitations, and recommendations for future.

Community colleges continue to face a challenging workplace and workforce. Community colleges face challenging environments directly related to a generational transition period in which Baby Boomer leaders are retiring in significant numbers (Shults, 2001). Because of pending retirements, severe cuts in state funding, and external pressures, community colleges currently face leadership changes and challenges not seen since the massive expansion of two-year colleges in the 1960's (Eddy, 2010). Today's leaders must navigate multiple demands from college and community constituents, uncertain funding streams, challenging and changing student demographics, and increased demands for accountability (Eddy, 2010). Given these changes and challenges, this next generation of community college leaders, including academic deans,

continuously seeks guidance on how to improve their leadership practices and effectiveness (Eddy, 2010).

As leaders, academic deans have responsibility that draws them in two directions simultaneously: advocates for and supervisors of the people of whom they have authority; report to and serve as the representatives of higher officials who set limits within which they can operate (Buller, 2007). According to Buller, (2007) "the key to being a successful academic dean is the abilty to see all points of view at the same time and to act on them with the best possible judgement" (p.6). Academic deans have decision-making responsibilities that influence large numbers of faculty, students, and staff (Morris & Laipple, 2015). As a matter of survival, academic deans must stay in touch with day-to-day realities by being accessible to faculty. To model the behaviors they expect of faculty, they first must be clear about the leadership practices necessary to lead the organization (Kouzes & Posner, 2003). Therefore, academic deans must have an understanding of what constitutes effective leadership practices and be able to identify how they implement leadership in their daily practices. The study has identified the most important leadership practices identified by academic deans to enhance faculty effectiveness. Additionally, the study has identified the leadership practices Generation X academic deans employ to enhance faculty effectiveness.

The literature on leadership practices and organizational commitment shows leaders greatly impact job satisfaction and organizational commitments of employees (Aydin, Sarier, & Uysal, 2013). Currently, no research exists on leadership practices of Illinois community college academic deans. The present study identifies leadership practices that enhance faculty effectiveness in two steps. First, academic deans in Illinois

were surveyed to determine leadership practices they considered most important to enhance faculty effectiveness. Second, this study specifically addressed leadership practices employed by Generation X to enhance faculty effectiveness. This study was performed to address the leadership practices in one community college system with a focus on Generation X academic deans.

Research Questions

Based on the literature review supporting the importance of leadership practices, two research questions were posed for this study:

Question 1. What leadership practices are perceived to be important across two generations of community college deans: "Baby Boomers" and "Generation Xers"?

Question 2. What leadership practices do community college Generation X academic deans employ to enhance faculty effectiveness?

Sixteen leadership practices identified by Generation X managers reported by Gentry, Griggs, Mondore and Cox (2011) serve as the theoretical framework for this study. The practices include (a) leading employees, (b) resourcefulness, (c) building and mending relationships, (d) straightforwardness and composure, (e) decisiveness, (f) change management, (g) participative management, (h) doing whatever is takes (i) being a quick study, (j) self-awareness, (k) balancing personal life and work, (l) confronting problem employees, (m) compassion and sensitivity, (n) putting people at ease, (o) differences matter, and (p) career management (Gentry, Griggs, Mondore & Cox, 2011). The 16 leadership practices, each known to be related to leader effectiveness from prior research, came from an extensive content analysis of interviews from Generation X

managers who were asked to identify at least three key events that made a difference in the way they managed (McCauley, Lombardo & Usher, 1989). These 16 leadership practices formed the foundation of the survey to identify what leadership practices academic deans perceive to be important to enhance faculty effectiveness. The interviews served as a guide for identifying the leadership practices employed by Generation X academic deans to enhance faculty effectiveness.

Research Question 1. What leadership practices are perceived to be important across two generations of community college deans: "Baby Boomers" and "Generation Xers"?

Phase I of the present study incorporated quantitative methodology using an on-line survey to determine what leadership practices are perceived important by Illinois community college academic deans to enhance faculty effectiveness. The research instrument (Appendix B) was comprised of two sections to answer research question one. The survey included a demographic section assigning participants to Baby Boomer and Generation X cohorts, in addition to discipline area, number of faculty supervised, and size of institution. The second section was derived from the research of Gentry, Griggs, Mondore and Cox which identified 16 leadership practices of 3,303 Generation X managers that they considered important for success in their organization (2011).

The findings of the on-line survey identified the leadership practices academic deans perceive to be important to enhance faculty effectiveness. According to Hockaday and Puyear (2000), "community college leadership should seek to preserve the traits and skills that have already served to create, nurture, and place community colleges in a strategic position for further prominence in higher education in the United States" (p. 1).

The top five most important practices identified by all academic deans include (1) leading employees (2) straightforwardness and composure (3) resourcefulness (4) building and maintaining relationships and (5) participative management. The academic deans' perception of the importance of these areas to leadership practice may affect how institutions enhance faculty effectiveness. Results indicated that academic deans from different generations typically choose the same leadership practices as important to enhance faculty effectiveness. The findings of this present study support the idea that leadership practices are considered important by Baby Boomers and Generation X. The present study identified Baby Boomers and Generaton X academic deans leadership practices to be more similar than they are different. The analysis of the gaps for the leadership practices found a considerable degree of consistency among the two generations. Four of the top five most important leadership practices identified by Baby Boomer and Generation X academic deans were the same. The one unique leadership practice identified by Generation X academic deans and not by Baby Boomers was the importance of having a balance between personal life and work. As supported by the literature, Generation X aspires more than previous generations to achieve a balance between work and life (Karp et al., 2002). Compassion and sensitivity was one of the top five leadership practices important to Baby Boomers and not Generation X. This finding was consistent with the literature that documents Baby Boomers bring a service orientation to the workplace and an ability to form good relationships. They are driven, work hard, want to please, and are willing to "go the extra mile" (Zemke et al., 2000, p. 76). If academic deans from different generations differ in beliefs about what leadership

practices are most important, it is likely that these differences will affect how they enhance faculty effectiveness.

Consistent with the literature, participative management was identified by all academic deans as one of the top five important leadership practices to enhance faculty effectiveness. Existing research emphasizes that a participative style of leadership gained dominance in the 1970's and 1980's (Sirias, Karp, & Brotherton, 2007). In describing a participative style of leadership, Northouse (2012), suggested that a leader invites others to share in the ways and means of getting things done. Northouse (2012), proposed that the leader works to establish a climate that is open to new and diverse opinions. The leader discusses with others, obtains their ideas and opinions, and incorporates their viewpoints into the decision regarding how the group or institution will progress (Northouse, 2012). There are different types of participative leaders who may attract followers, listen actively and carefully, and gain acceptance by engaging colleagues in the planning or decision-making process (Berlew & Heller, 1983).

Of the 16 leadership practices examined in the study, the leadership practice that received the lowest rankings by both cohort groups related to career management. This leadership practice of career management refers to using professional relationships and networks to manage one's own career. The result of the survey information can help community colleges have a clearer picture about what specific leadership practices are important for different generations of academic deans to enhance faculty effectiveness.

Research Question 2. What leadership practices do community college Generation X academic deans employ to enhance faculty effectiveness?

Phase II of the research study incorporated qualitative methodology using in-depth, semi-structured interviews to determine what leadership practices employed by community college Generation X academic deans to enhance faculty effectiveness. The second research question was fully addressed through the collection and analysis of the descriptive data. Descriptive data were gathered from the interviews and analyzed using constant comparative analysis. Results of the research included the 28 themes emerging from the descriptive data pertaining to practices Generation X academic deans employ to enhance faculty effectiveness. The data uncovered how Generation X academic deans employ the 16 leadership practices. Furthermore, the data identified common approaches Generation X academic deans use to carry out each of the leadership practices. Findings were reached by comparing relevant literature reports with the descriptive data gained from the Generation X academic deans. The findings pertaining to each theme are presented in this section and reported according to each of the following 16 leadership practices.

Leading Employees

Leading employees was reported as most important leadership practice identified by Generation X academic deans. When leading employees Generation X academic deans described how following the faculty contract requirements and organizing mandatory faculty meetings guided their leadership of employees.

Straightforwardness and Composure

Generation X academic deans identified the importance of admitting mistakes. They believe if a dean (leader) admits errors and take responsibility faculty effectiveness

is enhanced. The results identified Generation X academic deans' need to increase their tolerance for being able to lead faculty with different personalities.

Resourcefulness

Previous research and the results of this study with Generation X deans confirmed the importance of being resourceful to enhance faculty effectiveness. Participative leadership suggests the leader makes group members feel free to participate actively in discussion, problem-solving, and decision making (Bass, 2008). Being an effective leader requires academic deans to be careful listeners, seeking out multiple points of view (Behling, 2014). Academic deans can be helpful to ask faculty what they would like to see done to resolve the problem and then guide the individual to their own solution (Behling, 2014).

Balancing Personal Life and Work

The Generation X academic deans indicated that their personal lives were very important to them. Previous research and the results from this study validate that Generation X academic deans value a work life balance. Generation X value family-work life balance more than the Baby Boomer Generation (Karp et al., 2002). Quality of life is a major consideration of individuals in Generation X. This genereation is concerned about having a balanced life. They are not workaholics and believe in compartmentalizing their work, social, and family lives. Their outside interests are as important to them as their jobs (Karp et al., 2002). They are more realistic about the balance between their work and family/social life that will give them satisfaction and make them happy (Chao, 2005).

Building and Mending Relationships

To build and mend relationships, Generation X academic deans incorporate collaboration among their faculty to enhance effectiveness. Generation X leaders stress that collaboration, networking, inclusiveness, and communication are essential leader qualities (Penney, 2011). The ability to negotiate, create consensus, respond to the needs, and create a mutual partnership are critical leadership practices necessary for community college deans (Deggs & Miller, 2013).

Change Management

Using effective strategies to facilitate change and overcoming resistance to change was shared by the Generation X academic deans. Generation X academic deans like to receive feedback, are adaptable to change, and prefer flexible schedules (Zemke et al., 2000). The literature review focused on the change leadership theory; academic deans who are serious about changing their community college must educate themselves about the concept of change (Wolverton et al., 2001). They must signal to the faculty that change is valued, create an environment conducive to change, and understand how people respond to change.

Participative Management

All Generation X academic leaders stressed the importance of how the skill of listening is critical to enhance faculty effectiveness. According to Robillard (2000), the academic dean must exercise good cooperation, troubleshooting, and listening skills in mediating among students, faculty and administration.

Self–awareness

Generation X academic deans reported the need to be self-aware of their own behavior as a very important leadership practice.

Differences Matter

Three of the Generation X academic deans emphasized the importance of treating faculty with respect to enhance effectiveness.

Doing Whatever it Takes

Seven out of the eight academic deans spoke of how they understand the role of a faculty member because they were faculty prior to their current position. In order to enhance faculty effectiveness, Generation X academic deans felt strongly about remembering and understanding what faculty experience every day in the classroom.

Compassion and Sensitivity

Three of the Generation X academic deans compared the theory of servant leadership to having compassion and sensitivity in order to enhance faculty effectiveness. According to Greenleaf (1977), servant leadership emphasizes that leaders should be attentive to the needs of followers, empower them, and help them develop their full human capacities. The needs of others must be their highest priority (Greenleaf, 1977). Spears (2002) identified the following 10 characteristics that are essential to the development of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Servant leaders emphasize teamwork and inspiring those around them (Hawkins, 2009).

Confronting Problem Employees

Research suggests three specific areas of leadership practice development crucial for academic deans as follows: communication, conflict resolution, and team building (Darling & Pamatto, 1999; Grossman, 1981, Kirtek, 1994). The academic deans shared how they deal with conflict daily. Academic deans need to have an understanding of how people with different behavioral styles interact and must be able to capture the strength of team member in ways that compensate for personnel and team weaknesses (Darling & Pamatto, 1999). One Generation X academic dean shared a successful approach with coaching to address conflict.

Putting People at Ease

Two of the Generation X academic deans suggested having a sense of humor was important to enhance faculty effectiveness.

Being a Quick Study

Generation X academic deans shared the need to have more knowledge to effectively perform their new role as academic dean. Academic deans have been labeled as amateurs because they have not been prepared for their position and many have no experience in the dean's office (Austin, 1984; Green, 1981; Jackson, 2000; Lamborn, 1991; Marshall, 1956; Scott, 1979). Academic deans, for the most part, come to the position underprepared to deal with the strained fiscal resources, demand for relevant curricula and programs, technology advancement and educational delivery, faculty ill prepared to meet student and system demands, diversity and professional and personal imbalance (Wolverton et al., 2001).

Decisiveness

Four out of the eight academic deans spoke about the importance of being definitive to enhance faculty effectiveness. Specific to a characteristic of Generation X, they need to be in charge and to have control of critical organizational resources and decision-making mechanisms that motivate and drive them to excel at work (Mhatre & Conger, 2001).

Career Management

Even though career management received the lowest rankings by both cohort groups as an important leadership practice to enhance faculty effectiveness, three of the Generation X academic deans expressed the importance of needing a mentor to manage their career.

In this study, interviewees' responses for importance of leadership practices support what is found in the literature. Findings from this study were interpreted from the data gathered from the interviews and the review of relevant literature. When examining the 28 approaches listed in the study, 18 of the approaches were directly supported by previous research. When examining the 16 leadership practices outlined in the study, the following seven leadership practices were mentioned as most important from Generation X academic deans: (a) resourcefulness, (b) building and mending relationships, (c) change management, (d) participative management, (e) doing whatever it takes, (f) compassion and sensitivity, and (g) being a quick study.

Implication For Practice

Several implications for practice are immediately apparent based on the results of this study. As is recommended for leadership practices in other arenas, community

college leaders may use a research study, such as this study, as an opportunity to begin to listen and understand the opinions and ideals of Generation X academic deans. This development of Generation X academic deans to understand and employ leadership practices within a community college setting is beneficial to recognizing what is perceived, regarded, and desired in the development of a new generation of leaders. Data that reports the Generation X academic deans' importance on leadership practices opens the door for community colleges to allow for implementation of these leadership practices to enhance faculty effectiveness.

Implications for Institutions

Today's institutions should refer to the findings of this study in order to better support Generation X academic deans' leadership practices to enhance faculty effectiveness. According to De Pree (2008), institutions must never be permitted to operate in isolation. Academic deans as a matter of survival must stay in touch with reality by opening themselves to faculty. Academic deans have decision-making responsibilities that influence large numbers of faculty, students, and staff (Morris & Laipple, 2015). Community college leaders may benefit from answering this question: What specific leadership practices could be improved and promoted by campus initiatives to enhance faculty effectiveness? Based on this study, three discussion points for consideration can be made for Generation X academic deans. These are (1) acquiring data which reports the Generation X academic deans' leadership practices and opinions, (2) understanding the implications for professional development leadership programs, and (3) applying the data on Generation X academic deans' ability to employ leadership practices that enhance faculty effectiveness.

Implications for Generation X Academic Deans

As the findings of this study indicate, academic deans have been referred to as amateurs because they have not been prepared for their position and many have no experience in the dean's office (Austin, 1984; Green, 1981; Jackson, 2000; Lamborn, 1991; Marshall, 1956; Scott, 1979). Academic Deans for the most part come to the position underprepared to deal with the strained fiscal resources, demand for relevant curricula and programs, technology advancement and educational delivery, faculty ill prepared to meet student and system demands, diversity, and professional and personal imbalance (Wolverton et al., 2001). However, most academic deans have had no prior training and development in business, management, or leadership (Morris & Laipple, 2015)

Academic deans deal with conflict daily. They constantly encounter power differentials when they negotiate or mediate differences, especially among diverse constituencies (Kritek, 1994). Academic deans need to have an understanding of how people with different behavioral styles interact and be able to capture the strength of team members in ways that compensate for personnel and team weaknesses (Darling & Pamatto, 1999; Hecht, Higgerson, Gmelch & Tucker, 1999). Penney (2011) identifies Generation X values and understands the difficulty in leading teams. According to Penney (2011), Generation X notes that one of the most important duties of a leader is to develop her/his people. Many of them find this model of helping others learn and improve to be one of the most rewarding as well as most difficult aspects in their current leadership positions (Penney, 2011).

Generation X academic deans may consider how to focus on strengthening their ability to develop and implement leadership practices to develop their ability to work as a team with faculty.

Implication for Deans Regarding Adjunct Faculty

Academic deans as a matter of survival must stay in touch with reality by opening themselves to adjunct faculty. The fact that the community college adjunct faculty population continues to increase and is not commonly together on campus for substantial amount of time allowing for interaction with academic deans makes it imperative that leadership practices to enhance their effectiveness are considered. Collaboration was another literature theme mentioned and repeated in interviews as important leadership practice for academic deans to nuture among their adjunct faculty. The leader sets high standards and purposes for followers, engaging them through inspiration, exemplary practice, collaboration, and trust (Morman, 2012). As prescribed by Kouses & Posner (2003), leaders who enable others to act, work well with others through collaboration. Fostering collaboration and building trust are important to leadership and teamwork.

Implications for Emerging Gen X leaders

Future Generation X academic deans might explore the findings listed in the study as a guide for developing leadership practices as emerging leaders. Generation X leaders stress that collaboration, networking, inclusiveness, and communication are essential leader qualities (Penney, 2011). Generation X is concerned that so much communication is now through electronic means (Penney, 2011). To be an effective leader one must be an excellent communicator and know how to use the many different styles and strategies.

In addition, Generation X leaders cannot be isolated they must be active communicators and listeners (Penney, 2011).

In addition, these results pose the following question for community college leaders to consider: What sort of training and leadership development programs should exist to prepare future Generation X academic deans as leaders? According to Gillett-Karam (1999), professional development programs help academic deans to understand the leadership role expected of them. By understanding implications for professional development leadership programs, Generation X academic deans may increase their knowledge of leadership practices important for emerging leaders.

Implication for Full-time Faculty

This study is limited in scope, and includes importance of employing leadership practices by Generation X academic deans to enhance faculty effectiveness. Academic deans are responsible for helping faculty comprehend and negotiate their relationships between their departments and the larger campus, and encouraging them to lead lives of campus citizenship and professional advancement (Pence, 2003).

According to DePree (2008), a leader's role is one of developing people rather than directing them or eliciting ideas and skills from them. A leader does not tell people how to use what they already have. As DePree (2004) said, "leaders are responsible for effectiveness," and effectiveness comes about through enabling others to reach their potential (p. 21). The best leaders as academic deans can inspire full-time faculty and adjunct faculty to see new possibilities. If effectiveness for full-time and adjunct faculty is to be accomplished within the institution, Generation X academic deans must have an understanding of what constitutes effective leadership practices and be able to implement

that leadership in their daily practices. To address the impact of academic dean leadership practices, interviews with full-time and adjunct faculty could be conducted pertaining to how they perceive the academic dean in carrying out leadership practices that enhance the faculty's ability to be effective.

Implication for Adjunct Faculty

The proportion of adjunct faculty compared to full-time tenured faculty continues to grow. According to DiMaria (2012), in fall 2009, 32% of community college faculty members were employed full-time, and 69% were adjunct (p. 44). Adjunct faculty should be aware that academic dean will assist in meeting their specific needs. Generation X academic deans should advocate to expand opportunities for adjunct faculty so that they can feel a stronger part of the college culture and are better prepared to teach (Diegel, 2013). Ultimately, the involvement of adjunct faculty can build a stronger sense of community within a division, department, and within a campus.

<div align="center">

Delimitations

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This research study was done exclusively within community colleges throughout the State of Illinois. The scope of this study was a delimitation because the study was confined to the Illinois community college system and involved a small sample of academic deans from a few institutions. Academic deans employed by Illinois community colleges were the target of Phase I of the study through the completion of an online survey. The survey instrumentation employed ranked order lists and limited open-ended responses and in turn, constrained the scope of the survey data. The lack of response from Urban institutions limits generalizability.

For Phase II of the study, only academic deans from Generation X were interviewed. A small representative sample of different community colleges throughout the State of Illinois were acquired. Defining a socially constructed interest group, Generation X, is considered a delimitation due to the many variable and inconsistencies that exist within a large diverse group.

Limitations

There are limitations in this study. In Phase I of quantitative research, the limitations relate to the culture of United States managers as a critical contextual variable. Choosing which 16 leadership practices are most important to enhance faculty effectiveness from an already established list is not as precise as what future research could accomplish.

In Phase II of the qualitative study, participant and researcher bias was included. Participant bias was a limitation because the resulting data relies on the truthfulness of the participants' responses. Each participant answered the questions based upon previous leadership experiences. The researcher attempted to structure the interview guide to allow the participants the opportunity to provide objective data pertaining to each question. The researcher triangulated the data from multiple participants before including data as an emerging theme.

Researcher bias was due to the fact the researcher analyzed the data under the assumption that the participants would be able to offer valuable insight concerning how they employ the 16 leadership practices. The researcher was not a practicing academic dean, and therefore analyzed and interpreted the data through her own experiences and frame of new knowledge.

Lastly, leadership practices are a complex, subjective issue and therefore, if this study were replicated, different results may be reported. Furthermore, the recommendations from this study may not meet the needs of every academic dean. This study is not longitudinal: therefore, results are limited to academic deans' perceptions of their leadership practices at the time of the survey and interviews. Additionally, there is little in the recent literature relating to Illinois community college Generation X academic deans' leadership practices.

Recommendation For Future Research

Research is needed to examine generational differences and whether this study examines age differences and not generational cohorts. Future research could attempt longitudinal data collection to disentangle generational differences from age differences. If these are only age effects, some of the small differences found become more interpretable. For instance, since Generation X academic deans are young and new to the institution, they may need to master new things and be a quicker study. This researcher recommends that additional research could further discover the impact that generational membership has on the leadership practices enhancing faculty effectiveness.

A follow-up study could investigate whether importance of leadership practices differ across cultures to determine if different leadership practices are more or less important to U. S. managers and Generation X academic deans. Conducting interviews with Generation X academic deans to identify at least three key events to establish a list of leadership practices could be more accurate.

The researcher believed leadership practices to be a worthy topic to study and believed the findings from this study would benefit current and future academic deans.

Future research is recommended to identify effective leadership practices employed by Generation X academic deans in urban institutions. A follow up to this study, describing leadership practices employed by Generation X academic deans, may provide data for today's community college. A benefit for the community college is the ability for Generation X academic deans to implement leadership practices that enable them to be persuasive, and effective leaders.

Conclusions

This research study serves as an initial identification of how Generation X academic deans employ leadership practice to enhance faculty effectiveness. Generation X academic deans' leadership remains critical to the development of community colleges in the 21st century. The main objective of this study was to discover leadership practices Generation X academic deans employ to enhance faculty effectiveness. Conclusions were reached by comparing what the relevant literature reports with the descriptive data gained from the surveys and the academic deans' interviews. The findings from this study can be used to help create a channel of leadership practices to enhance faculty effectiveness. The findings can help address the question of how Generation X academic deans currently employ leadership practices. It is the researcher's hope that these findings may initiate and contribute to future discussion about effective leadership practices, and ultimately when needed, positive changes in community college leadership.

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APPENDIX A

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APPENDIX B

On-Line Survey
Leadership practices by Academic Deans that enhance faculty effectiveness.

Thank you for your voluntary participation in this research project conducted by Donna J. McCauley, a doctoral student at Old Dominion University in the Community College Leadership Program.This 16 item survey ask that you rate your level of importance of leadership practices you employ as Academic Dean in your division. In addition the survey ask questions to gather demographic information This study has been approved by Old Dominion University Human Research Subjects committee.with approval number 844043-1.
My advisor for this study is Dr. Alan Schwitzer aschwitz@odu.edu and the Head of the Human Subjects Committee is Petros Katsioloudis
This online survey is being sent to all academic deans serving in the Illinois Community College system. Results of Phase I of the study is to determine which leadership practices are perceived by Academic Deans to be most important. The survey will take approxiamately ten minutes to complete.

For the purposes of this survey, Academic Dean is defined as administrator of an academic unit in a higher education institution and the primary representative of that unit. Academic Deans may have titles such as Dean, and Associate Dean.

If you are not the Academic Dean could you please tell me who I can contact serving in that capacity _____. If filled in skip to end,
Thank you.

1). Please check your academic discipline
        I have each of the academic dean's discipline from the directory, not sure if I
        should list each of them here as a text box option?

2) How many faculty members do you supervise? _____

3) How long have you served as Academic Dean? _____
____ 0 to 5 years
____ 6 to 10 years
____11 to 15 years

4) Have you served as a full-time faculty member before becoming an Academic Dean?
Yes ___ No___ If yes how many years _____

Please rate each of the 16 leadership practice

1 = Not at all important
2 = Somewhat important

3 = Moderately important
4 = Important
5 = Very Important

_____*Balancing personal life and work*

Balancing work priorities and personal life so that neither is neglected.

_____*Being a quick study*

Quickly mastering new technical knowledge and skill: learning the business quickly.

_____*Building and mending relationships*

Working hard to understand others; getting the cooperation of peers, clients, negotiating well; not alienating others.

_____*Career management*

Using professional relationships and networks to manage own career

_____*Change management*

Using effective strategies to facilitate change; overcoming resistance to change.

_____*Compassion and sensitivity*

Caring about the hopes and dreams of others; providing wise counsel; being sensitive to signs of overwork in others.

_____*Confronting problem employees*

Moving quickly; basing decisions on performance

_____*Decisiveness*

Displaying a bias for action and calculated risks; being quick and approximate when necessary

_____*Difference matter*

Respecting various backgrounds and perspectives

_____*Doing whatever it takes*

Persevering through adversity; taking full responsibility.

_____*Leading employees*

Being patient and fair; Setting clear performance expectations

_____*Participative management*

Using listening skills and communication to involve others; building consensus

_____*Putting people at ease*

Having personal warmth and good sense of humor

_____*Resourcefulness*

Being a problem solver; understanding and working effectively with higher management; being a strategic thinker

_____*Self-awareness*

Recognizing strengths and weakness; seeking corrective feedback.

_____*Straightforwardness and composure*

Not blaming others; not being arrogant, cynical or moody; coping with situations beyond one's control.

Source: Gentry, Deal, Griggs, Mondore, & Cox (2011)

Demographic information

How many students are enrolled as full time equivalent for your community college, please check below:

_____>1,000 – 5,000 students
_____5,001 – 10,000
_____10,001 – 15,000
_____15,001 – 20,000
_____20,001 – 25,000
_____>25,000

How many students are enrolled as part-time equivalent for your community college, please check:

_____>1,000 – 5,000 students
_____5,001 – 10,000
_____10,001 – 15,000
_____15,001 – 20,000
_____20,001 – 25,000
_____>25,000

Please check location of your community college
_____Urban
_____Suburban
_____Rural

Please check your cohort group:
Baby Boomers Born between years 1946 and 1964_____
Generation X Born between 1965 and 1981_____
Other _____

Phase II of this study includes in-depth interviews with Generation X academic deans aimed at learning more about the leadership practices necessary to enhance faculty effectiveness.

I am asking for your support, cooperation, and time in participating in either a phone or face to face interview for my study. If you decide to participate the interview will take approximately 90 minutes. The interview will include a series of questions pertaining to your specific leadership practices and their impact on effectiveness of your faculty.

_____Yes, I am Generation X Academic Dean would like to be considered for participation in Phase II of this study.

Please identify the best way for me to reach you to set up the interview_____

I will be contacting you within the next two weeks regarding a time for the interview.

_____No, I would like to decline the invitation to participate in Phase II of this study.

Should you have further questions regarding the interview phase, please contact the researcher, Donna McCauley directly at (708) 668-5157 or by email at dmcca015@odu.edu

At the conclusion of the study, I am most happy to share my results with you. Your consideration and participation are most appreciated!

APPENDIX C

Interview Questions

Thank you for volunteering to participate in Phase II of this study on Leadership Practices by Academic Deans that enhance faculty effectiveness. The interview includes 9 structured questions and is expected to last approximately 90 minutes. I will audio record the interview for later use in data analysis but will also take notes throughout our time together. Also, as a reminder, I will not use your name or the name of your institution in my research. Instead, to protect your identity, I will use pseudonyms to describe participants and their institutions. In most cases, information will be shared in aggregate form. Remember, this is completely voluntary and you can elect not to answer any question asked. Please feel free to ask any questions of me during this time as well. Are you agreeable to beginning the interview?

Leadership Practices General Questions

1) Can you describe the roles and responsibilities you have as an academic dean?

2) What is your definition of leadership practices?

3) What leadership practices do you believe are most important to have with your position?

4) Everyone is a leader in their own way, what do you define as important leadership practices necessary to engage your faculty to be effective?

5) What criteria do you use to determine effectiveness in your faculty?

6) What could you do to improve your leadership?

7) As an Academic Leader is there a particular Leadership Theory you prescribe to?

8) In your position as an Academic Dean you are a Generation X can you tell me what that means to you**?**

9) Can you describe the difference between how you engage your full and adjunct faculty to be effective?

Appendix D

IRB Approval

From: Petros Katsioloudis <no-reply@irbnet.org>
Sent: Thursday, January 7, 2016 9:09 AM
To: Schwitzer, Alan
Subject: IRBNet Board Document Published

Please note that Old Dominion University Education Human Subjects Review Committee has published the following Board Document on IRBNet:

Project Title: [844043-1] Gen X academic deans' leadership practices that enhance faculty effectiveness
Principal Investigator: Alan Schwitzer, PhD

Submission Type: New Project
Date Submitted: December 9, 2015

Document Type: Exempt Letter
Document Description: Exempt Letter
Publish Date: January 7, 2016

Should you have any questions you may contact Petros Katsioloudis at pkatsiol@odu.edu.

Thank you,
The IRBNet Support Team

www.irbnet.org

Appendix E

Application for Exempt Research

OLD DOMINION UNIVERSITY
APPLICATION FOR EXEMPT RESEARCH

Note: For research projects regulated by or supported by the Federal Government, submit through IRBNet
to the Institutional Review Board. Otherwise, submit to your college human subjects committee.

Responsible Project Investigator (RPI)		
The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.		
First Name:	**Middle Initial:**	**Last Name:**
Telephone:	**Fax Number:**	**E-mail:**
Office Address:		
City:	**State:**	**Zip:**
Department:	**College:**	

Complete Title of Research Project:		**Code Name (One word):**
Investigators		
Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and data analysis. If more investigators exist than lines provided, please attach a separate list.		
First Name: Donna McCauley	**Middle Initial:J**	**Last Name: McCauley**
Telephone: (708) 668-5157	**Fax Number: (708) 974-0185**	**Email: dmcca015@odu.edu**
Office Address: 9000 West College Parkway		
City: Palos Hills	**State: Illinois**	**Zip: 60465**
Affiliation: __Faculty __Graduate Student __ Undergraduate Student __Staff _X_Other_PhD Student		
First Name:	**Middle Initial:**	**Last Name:**
Telephone:	**Fax Number:**	**Email:**
Office Address:		
City:	**State:**	**Zip:**
Affiliation: __Faculty __Graduate Student __ Undergraduate Student __Staff __Other_____		
List additional investigators on attachment and check here: __		

Type of Research
1. This study is being conduced as part of (check all that apply):

	Faculty Research	_	Non-Thesis Graduate Student Research
_X	Doctoral Dissertation	_	Honors or Individual Problems Project

_	Masters Thesis	_	Other_____

Funding

2. Is this research project externally funded or contracted for by an agency or institution which is independent of the university? Remember, if the project receives ANY federal support, then the project CANNOT be reviewed by a College Committee and MUST be reviewed by the University's Institutional Review Board (IRB).

___Yes **(If yes, indicate the granting or contracting agency and provide identifying information.)**
_X__No

Agency Name:
Mailing Address:
Point of Contact:
Telephone:

Research Dates

3a. Date you wish to start research (MM/DD/YY)   12/01/2015
3b. Date you wish to end research (MM/DD/YY)   4/30/2015

NOTE: Exempt projects do not have expiration dates and do not require submission of a Progress Report after 1 year.

Human Subjects Review

4. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research participants?
    _X__Yes
    ___No

4a. If yes, is ODU conducting the primary review?
    _X_Yes
    __No (If no go to 4b)

4b. Who is conducting the primary review?
Dr. Alan Schwitzer
Dr. Shana Pribesh
Dr. Mitch Williams

5. Attach a description of the following items:

    __Description of the Proposed Study
    __Research Protocol
    __References
    __Any Letters, Flyers, Questionnaires, etc. which will be distributed to the study subjects or other study participants
     __If the research is part of a research proposal submitted for federal, state or external funding, submit a copy of the
FULL proposal

Note: The description should be in sufficient detail to allow the Human Subjects Review Committee to determine if the study can be classified as EXEMPT under Federal Regulations 45CFR46.101(b).

Exemption categories

6.   Identify which of the 6 federal exemption categories below applies to your research proposal and explain why the proposed research meets the category. Federal law 45 CFR 46.101(b) identifies the following EXEMPT categories. Check all that apply and provide comments.

SPECIAL NOTE: The exemptions at 45 CFR 46.101(b) do not apply to research involving prisoners, fetuses, pregnant women, or human in vitro fertilization. The exemption at 45 CFR 46.101(b)(2), for research involving survey or interview procedures or observation of public behavior, does not apply to research with children, except for research involving observations of public behavior when the investigator(s) do not participate in the activities being observed.

__X__(6.1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
Comments:
This study will research the leadership practices of Generation X Academic Deans within the Illinois Community College system that enhance faculty effectiveness

____(6.2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; AND (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
Comments:

____(6.3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:
(i) The human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
Comments:

____(6.4) Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
Comments:

___ (6.5) Does not apply to the university setting; do not use it

____(6.6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
Comments:

Human Subjects Training

7.   All investigators (including graduate students enrolled in Thesis and Dissertation projects involving human subjects) must document completion of the CITI Human Subject Protection course.
(Attach a copy of all CITI Human Subject Protection completion certificates.)
Date RPI completed Human Subject Protection training: 8-11-15

PLEASE NOTE:

1.   You may begin research when the College Committee or Institutional Review Board gives notice of its approval.
2.   You MUST inform the College Committee or Institutional Review Board of ANY changes in method or procedure that may conceivably alter the exempt status of the project.

Description of the Proposed Study

Leadership has and will continue to be a widely studied topic in higher education. This study will investigate an aspect of leadership that has yet to be studied in detail. Little is known about specific leadership practices of academic deans in community college. This study will seek to determine the leadership practices that are identified as most important and which are employed by academic deans to enhance faculty effectiveness.

Research Protocol

Protocol Title

Generation X Academic Deans Leadership Practices That Enhance Faculty Effectiveness

Principal Investigator and Co-Investigator

Dr. Alan Schwitzer Dissertation Chair
Dr. Shana Pribesh, Methodologists
Dr. Mitch Williams, Committee Member

Location of Study

Phase 1 of the study will be an On-line survey sent to all Illinois Academic Deans within the Illinois Community College System. Phase 11 of the study will be in depth face to face interviews with Academic Deans who completed the above survey and have identified as members of the Generation X cohort. These interviews will take place at their place of employment.

Purpose and Potential Benefits

Community colleges continue to face a changing workplace with a changing workforce. In continuing to address the future of Illinois community colleges, one of the many questions relate to the next generation of leaders due to the aging baby boomer retirements. The study focuses on the expansion of the leadership theories applied to higher education, and understanding of the new generation of leaders in community colleges. The purpose of this study will examine the workforce of academic deans in Illinois who have become more heavily populated by Generation X and their leadership practices that enhance faculty effectiveness. The importance of effective leadership practices necessary to respond to the challenges that new students, new cultures, and new market demands place upon Illinois community colleges.

The identification of leadership practices that community college Generation X academic deans in Illinois employ as most important to impact faculty effectiveness is a goal of the study. Ultimately, the study will contribute to understanding how community college Generation X academic deans identify and employ specific leadership practices to enhance faculty effectiveness. The findings of this study can inform other community college Generation X academic deans of what leadership practices enhance faculty effectiveness.

The benefits of this study will provide information into how some Generation X academic deans view their prevalence of practices as leaders to enhance faculty effectiveness. By more fully understanding the importance of aligning leadership practices with faculty effectiveness, this study's findings will hopefully help Generation X academic dean's role in achieving the mission and goals of the community college. Expectantly, the participants in this study will provide meaningful data that identifies and defines effective leadership practices that impact successful organizations. Optimistically, through the data analysis process the researcher hopes to validate the leadership practice employed by Academic deans to enhance faculty effectiveness.

Subjects

Sample Size and Composition

The research purpose and the design guided the criteria of the two research participant groups; the institutional population and the individual participants. The institutional population will be included in the quantitative Phase I of the study, while individual participants will volunteer to be included in the qualitative Phase II of the study.

In Phase I, the target population is all public community college academic deans in the state of Illinois. There are 48 public Community Colleges in 39 community college districts in the

state of Illinois. The Directory of Illinois Community College Administrators (Illinois Council of Community College Administrators, 2014) lists by name and titles the administrators at each of the 48 Illinois public Community Colleges updated yearly. The Directory of Illinois Community College Administrators will be used to determine the name and email address for each of the individuals serving as academic deans in the Illinois system.

Methods and Procedures

Phase 1 Online survey

The online survey will be made available to participants for two weeks. One week after the initial e-mail is sent out; a reminder e-mail will be sent thanking those who had already completed the survey and encouraging others to do so by the deadline. The final question on the online survey asked for academic deans from Generation X to voluntarily participate in Phase II of the study. For those who indicated they wanted to volunteer, the survey asked for their contact information. From this survey link, the researcher will be able to gather the essential contact information needed to make individual appointments with each of the academic deans.

Phase II –Interviews

Phase II will consist of one-on-one, face-to-face interviews for data collection to determine specific detailed information regarding how community college Generation X academic deans employ leadership practices to enhance faculty effectiveness. The researcher will conduct interviews with all Generation X academic deans who agree to volunteer for the study.

The data collected from the responses through the online surveys will be descriptive in nature and reported by importance. Descriptive statistics will be computed to determine frequencies of responses from Likert-scale items. A summary of the most important to least important leadership practice will be determined by using the reporting tools contained in Qualtrics.

Upon completion of the interviews, the researcher will code the data. The researcher will code the leadership practices that academic deans identified, employed, or reinforced. The researcher will code academic dean's statements regarding their knowledge and use of leadership practices to enhance faculty effectiveness.

On-line Survey

Thank you for your voluntary participation in this research project conducted by Donna J. McCauley, a doctoral student at Old DominionUniversity in the Community College Leadership Program.This 16 item survey ask that you rate your level of importance of leadership practices you employ as Academic Dean in your division. In addition the survey ask questions to gather demographic information This study has been approved by Old Dominion University Human Research Subjects committee.with approval number _____
My advisor for this study is Dr. Alan Schwitzer aschwitz@odu.edu and the Head of the Human Subjects Committee is _____
This online survey is being sent to all academic deans serving in the Illinois Community College
        system. Results of Phase I of
the study is to determine which leadership practices are perceived by Academic Deans to be
        most important. The survey will
take approxiamately ten minutes to complete.

For the purposes of this survey, Academic Dean is defined as the administrator of an academic unit in a higher education institution and the primary representative of that unit. Academic Deans may have titles such as Dean, and Associate Dean.

If you are not the Academic Dean could you please tell me who I can contact serving in that capacity _____. If filled in skip to end,

Thank you.

1). Please check your academic discipline
    I have each of the academic dean's discipline from the directory, not sure if I should list
    each of them here as a text box option?

2) How many faculty members do you supervise? _____

3) How long have you served as Academic Dean? _____
_____ 0 to 5 years
_____ 6 to 10 years
_____11 to 15 years

4) Have you served as a full-time faculty member before becoming an Academic Dean?
Yes ___ No___ If yes how many years _____

Please rate each of the 16 leadership practice

1 = Not at all important
2 = Somewhat important
3 = Moderately important
4 = Important
5 = Very Important

_____*Balancing personal life and work*
Balancing work priorities and personal life so that neither is neglected.

_____*Being a quick study*
Quickly mastering new technical knowledge and skill: learning the business quickly.

_____*Building and mending relationships*
Working hard to understand others; getting the cooperation of peers, clients, negotiating well; not
alienating others.

_____*Career management*
Using professional relationships and networks to manage own career

_____*Change management*
Using effective strategies to facilitate change; overcoming resistance to change.

_____*Compassion and sensitivity*
Caring about the hopes and dreams of others; providing wise counsel; being sensitive to signs of
overwork in others.

_____*Confronting problem employees*
Moving quickly; basing decisions on performance

_____*Decisiveness*
Displaying a bias for action and calculated risks; being quick and approximate when necessary

_____*Difference matter*
Respecting various backgrounds and perspectives

_____*Doing whatever it takes*
Persevering through adversity; taking full responsibility.

_____*Leading employees*
Being patient and fair; Setting clear performance expectations

_____*Participative management*
Using listening skills and communication to involve others; building consensus

_____*Putting people at ease*
Having personal warmth and good sense of humor

_____*Resourcefulness*
Being a problem solver; understanding and working effectively with higher management; being a strategic thinker

_____*Self-awareness*
Recognizing strengths and weakness; seeking corrective feedback.

_____*Straightforwardness and composure*
Not blaming others; not being arrogant, cynical or moody; coping with situations beyond one's control.
Source: Gentry, Deal, Griggs, Mondore, & Cox (2011)

Demographic information
How many students are enrolled as full time equivalent for your community college, please check below:
_____>1,000 – 5,000 students
_____5,001 – 10,000
_____10,001 – 15,000
_____15,001 – 20,000
_____20,001 – 25,000
_____>25,000

How many students are enrolled as part-time equivalent for your community college, please check:
_____>1,000 – 5,000 students
_____5,001 – 10,000
_____10,001 – 15,000
_____15,001 – 20,000
_____20,001 – 25,000
_____>25,000

Please check location of your community college
_____Urban
_____Suburban
_____Rural

Please check your cohort group:
Baby Boomers Born between years 1946 and 1964_____
Generation X Born between 1965 and 1981_____
Other _____

Phase II of this study includes in-depth interviews with Generation X academic deans aimed at learning more about the leadership practices necessary to enhance faculty effectiveness.

I am asking for your support, cooperation, and time in participating in either a phone or face to face interview for my study. If you decide to participate the interview will take approximately 90

minutes. The interview will include a series of questions pertaining to your specific leadership practices and their impact on effectiveness of your faculty.

_____Yes, I am Generation X Academic Dean and would like to be considered for participation in Phase II of this study.
Please identify the best way for me to reach you to set up the interview_____
I will be contacting you within the next two weeks regarding a time for the interview.

_____No, I would like to decline the invitation to participate in Phase II of this study.

Should you have further questions regarding the interview phase, please contact the researcher, Donna McCauley directly at (708) 668-5157 or by email at dmcca015@odu.edu

At the conclusion of the study, I am most happy to share my results with you. Your consideration and participation are most appreciated!

Interview Questions
Thank you for volunteering to participate in Phase II of this study on Leadership Practices by Academic Deans that enhance faculty effectiveness. The interview includes 9 structured questions and is expected to last approximately 90 minutes. I will audio record the interview for later use in data analysis but will also take notes throughout our time together. Also, as a reminder, I will not use your name or the name of your institution in my research. Instead, to protect your identity, I will use pseudonyms to describe participants and their institutions. In most cases, information will be shared in aggregate form. Remember, this is completely voluntary and you can elect not to answer any question asked. Please feel free to ask any questions of me during this time as well. Are you agreeable to beginning the interview?

1) Can you describe the roles and responsibilities you have as an academic dean?

2) What is your definition of leadership practices?

3) What leadership practices do you believe are most important to have with your position?

4) Everyone is a leader in their own way, what do you define as important leadership practices necessary to engage your faculty to be effective?

5) What criteria do you use to determine effectiveness in your faculty?

6) What could you do to improve your leadership?

7) As an Academic Leader is there a particular Leadership Theory you prescribe to?

8) In your position as an Academic Dean you are a Generation X can you tell me what that means to you**?**

9) Can you describe the difference between how you engage your full and adjunct faculty to be effective?

Appendix F

INTERVIEW CONSENT FORM

My name is Donna McCauley and I am a student under the direction of Dr. Alan

Schwitzer in the Community College Leadership PhD Program at Old Dominion

University. I am conducting a research study for my doctorate degree to identify the

leadership practices of Generation X Academic Deans in Illinois Community

Colleges. Your participation will involve answering questions about your leadership

practices that enhance faculty effectiveness.

I would like your permission to interview you and use your comments in my study. The

interview will last approximately one hour. The results of the research study may be

published, but your name will not be used. The data collected will be kept secure and

confidential at all times. Each interview will be given an individualized tracking number,

and all responses will be recorded and summarized using this number. All information

collected will remain confidential and the interview notes will be destroyed at the end of

the study.

Your participation in this study is voluntary. If you choose not to participate or to

withdraw from the study at any time, there will be no penalty. Although there may be no

direct benefit to you, the possible benefit of your participation could identify leadership

practices that enhance faculty effectiveness. Remember this is completely voluntary and

you can elect not to answer any questions asked. Please feel free to ask any questions of

me during this time as well.

If you have any questions concerning this research study feel free to contact me at (708)

668-5157 or dmcca015@odu.edu or Dr. Alan Schwitzer at 757-683-3251

aschwitz@odu.edu Are you agreeable to begin the interview at this time?

Appendix G

Blueprint	Knowledge (What is known)	Experience (What one has done)	Competency (What one is capable of)
Academic Dean Roles and Responsibilities		Can you describe the roles and responsibilities you have as the academic dean?	
Leadership Definition Skills ***Leadership Practices*** Leading Employees Resourcefulness Building and mending relationships Straightforwardness and composure Decisiveness ***Leadership Theories*** Transformational Transactional Servant Team Change	What is your definition of leadership? Everyone is a leader in their own way, what do you define as important leadership practices necessary to engage your faculty to be effective? Is there a theory you employ in your position?	What skills do you believe are most important to have with your position? What leadership practices are needed for your faculty to be effective? What other leadership practices do you think are needed for your faculty to be effective?	Can you describe to me how you lead faculty? What criteria do you use to determine effectiveness in your faculty? What could you do to improve your leadership practices?
Generation X Characteristics	Can you tell me what Generation X means to you?		
Faculty Effectiveness	How do you define faculty effectiveness?	How important is faculty effectiveness as part of your job?	Do you think you are doing a good job in fostering effectiveness among your faculty? Can you describe the difference in what you do to engage both full and part time faculty to be effective?