Case study of training deans at a community college

by

Michael Silveira

B.S., San Diego State University, 2006
M.S., San Diego State University, 2010

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2021

Abstract

Community college deans and other mid-level academic leaders contribute to institutional processes on several levels and work with many constituencies. Studies have demonstrated that these leaders are expected to possess a wide array of attributes, but typically do not undergo formal training. The literature contains documentation of other levels of community college leadership but is deficient in information regarding dean development. Therefore, the purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders.

This exploratory sequential case study examined dean training at a nationally recognized community college. Andragogy provided a theoretical lens for analysis and a conceptual lens was provided by the leadership competencies for mid-level academic leaders created by the American Association of Community Colleges. The first qualitive phase included semi-structured interviews with training program contributors and documents related to dean training were analyzed. Training program elements that emerged from interview data informed the development of the survey instrument used during the second phase of the study. Deans at the case study institution were surveyed to capture the perceived importance of including various competencies in a dean training program and value of different training methods.

The findings of this study agreed with previous studies that indicated community college deans are expected to understand a wide array of topics. After interview data were consolidated, 68 training competencies and 30 methods emerged as dean training elements. Almost all competencies were perceived as important or somewhat important to include in a dean training program. Classifying competencies as informational, leadership, or procedural revealed that procedural competencies emerged more often, but leadership competencies were perceived as

more important. Most training methods were perceived as valuable or somewhat valuable by deans at the institution. Practical applications of this study provide considerations for institutions and organizations interested in developing community college deans and other mid-level academic leaders.

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Dedication

This dissertation is dedicated to my mom and sister, Maria and Natalie. Raising me was never easy and I always strive to reach the levels of love, dedication, and encouragement you both gave me. Natalie, I miss you and will always carry you with me in my heart.

Chapter 1 - Introduction

If community colleges do not provide relevant leadership development training to deans, then how can institutions expect them to be effective and succeed? Deans are a group of mid-level academic leaders including administrative positions relating to instruction and these positions are not classified staff nor part of executive leadership. Noting how individuals in community colleges are frequently thrust into administrative roles without adequate preparation, a community college president stated that someone working in administration has to, "accept that learning on the job is the normal course of events" (McCarthy, 2003, p. 48). Entering an administrative position with minimal training could cause employees to rely solely on themselves for leadership or managerial skill development. Nevertheless, studies have also revealed many administrators think a wide range of skills are needed and formal training would be beneficial (Bragg, 2000; McCarthy, 2003; Nguyen, 2014; Sill, 2014). Investigating and documenting the phenomenon of an institution with an established dean training program may lead to more community colleges refining the preparation process to best suit their new academic leaders. Because deans often support both faculty and higher administration (McCarthy, 2003), documenting proven and promising practices for formal training for this group of leaders could positively influence many facets of community colleges. This study was designed to explore, research, document, and analyze a dean training program at a community college with the hope that these insights will be helpful in designing training for early career academic leaders.

Statement of the Problem

Studies have shown that community college deans in California are expected to understand a wide diversity of community college concepts (Nguyen, 2014; Sill, 2014). A 2014 investigation surveyed 50 managerial and leadership skills thought to be vital for this position

found that all were considered important (Sill, 2014). Many deans at community colleges were once faculty members, and studies found faculty focused training did not prepare them for work in administration (McCarthy, 2003; McManus, 2013). Previous studies have suggested that mid-level academic leaders learn while on the job and that a formal training program would be beneficial (McManus, 2013; Nguyen, 2014; Sill, 2014). In addition to the noted studies, the American Association of Community Colleges (AACC) identified leadership competencies that would benefit mid-level academic leaders (AACC, 2018). Unfortunately, training programs that develop these identified competencies are scarce. As a result, many new deans are left to their own training while on the job.

Measuring impact of formal training practices of community college deans is difficult. Testing specific benefits for leadership training within an organization has been difficult to generalize due to the variety of training practices (Yukl, 2013). Even with the knowledge of general training benefits, a study found, "many institutions forgo formal professional development because of costs and time away from the institution. The return on investment is difficult to measure and not obviously apparent" (Metheney-Fisher, 2012, p. 30). A lack of dean professional development studies increases the difficulty of evaluating institutional benefits. There are not many documented training programs that specifically focus on preparing community college deans. Additionally, preparing these mid-level academic leaders may be difficult without chronicled professional development competencies and activities.

Background of the Problem

The idea that community colleges would benefit from concentrating on leader preparation is not a new issue. The boom of American community colleges in the 1960s and the associated hiring of large numbers of new leaders for these new institutions led to a generation of leaders

who have been near retirement since the end of the last century (AACC, 2005; Boggs, 2003; Shults, 2001). These reports of filling leadership gaps focused on executive leaders, but future work mentioned the need to develop leaders at other levels at community colleges. Incumbent leaders who would have historically been considered for subsequent executive leadership positions (e.g., vice presidents and deans) are also close to retirement age (Riggs, 2009) and hence the leadership gap is widening even further. Riggs explains that with fewer people qualified to fill these executive level vacancies, community colleges are seeking ways to develop other levels of leadership to create qualified talent pools.

A diversity of development approaches have previously been relied upon to produce leaders who are well prepared for the future challenges of community colleges, but few of these focus on the dean position. Leadership programs at a number of universities nationally have been developed that focus specifically on community college leadership, but for the most part these programs have been shown to focus on community college culture and leading at the executive level (Friedel, 2010). Of the original W. K. Kellogg Foundation-funded community college leadership programs at universities, all have been closed or reduced in some manner (Vargas, 2013). Vargas noted that only five of the original 12 universities continued to offer community college specific courses. As fewer community college leadership courses or programs are offered at universities, community colleges may need to further rely on building internal leadership. The AACC (2005) developed competencies describing skills community college leaders would benefit from and Hassan et al. (2009) concluded that community college presidents and trustees found them valuable. There is a lack of studies examining how the competencies relate to community college deans. Grow your own (GYO) leadership programs have been created at individual institutions to cultivate leadership capacity within existing employees and encourage

them to seek leadership positions within the organization (Snyder, 2015). Many GYO programs are likely beneficial with a focus on general leadership skills, but studies noted a lack of position specific training in the curriculum (Asadov, 2020; Rowan, 2012).

The researcher's review of the literature regarding professional development in community colleges found little mention of dean-specific training. Comparatively, there are several examples of community college faculty training studies that examine a variety of topics: (a) discipline-specific professional development (Donohue, 2017; Noubani, 2018), (b) training in new instructional technologies (Andrews, 2020; Nielsen, 2018), and (c) development for adjunct faculty (Ferguson, 2015; Navarro, 2019). Community college deans rarely receive formal training when they start the position and have to rely on learning while experiencing the job duties (Sill, 2014). Nguyen (2014) noted deans must encounter an ever-changing landscape with little training and guidance. Becoming a community college dean includes several challenges and individual motivation for leadership development is paramount (McManus, 2013). Studies have addressed position challenges, but lack specifics to assist community colleges in formally preparing deans for their roles.

Purpose of the Study

The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. Using exploratory sequential mixed methodology (Creswell & Creswell, 2018), this case study developed a comprehensive list of dean training program competencies and practices. Additionally, the researcher reports upon lessons learned so professionals in the field could replicate the model program.

Primary Research Questions

Research Question One: What are the elements found within a model training program designed to prepare new deans in America's community college environment?

Research Question Two: How would the model training program competencies contribute to perceptions of job performance?

Research Question Three: How would training methods contribute to learning training program competencies?

Theoretical and Conceptual Frameworks

Understanding the value of an institution's training program would benefit from a framework lens. Creswell (2018) stated that a framework is important because, "this lens becomes a transformative perspective that shapes the types of questions asked, informs how data are collected and analyzed" (p. 62). The framework of this study used Knowles' (1970) andragogy model of adult learning, which has been refined and expanded to be utilized as a model of practice (Holton et al., 2001). Andragogy uses six assumptions about common traits of adult learners: (a) the learner's need to know, (b) the self-concept of the learner, (c) prior experience of the learner, (d) readiness to learn, (e) a life-centered orientation to learning, and (f) the motivation to learn (Knowles et al., 2014). The andragogical model additionally includes steps, such as helping learners prepare for the program, to assist in the creation of adult learning experiences (Knowles et al., 2014). Using andragogy as a theoretical model provided a lens for examining the training program comprehensively, which included both the learner perspective and the learning experience. Although this theoretical framework's insights about creating adult learner experiences were used to examine the overall training program experience, a more

specific conceptual framework will be used for an analysis of individual competencies that pertain to mid-level academic leaders in community colleges.

While the group of mid-level academic leaders contains a diversity of positions, some competencies could be beneficial for all of them. The AACC, the largest national association for community colleges in the United States, prepared a national report in 2018 that described competencies for six different levels of community college leaders (AACC, 2018). These competencies outlined for mid-level leaders will provide a useful conceptual lens for examining the selected model program. The analysis of this study will include AACC leadership competencies to examine specific areas of development, as done in a 2014 case study (Benard & Piland, 2014).

Methodology

This research consisted of a case study with exploratory sequential mixed methodology (Creswell & Creswell, 2018). Research suggests that a case study ought to be employed if the primary goal is to use an opportunity to learn and discover (Yin, 2012). The community college selected for the case study had the following criteria: (a) have at least one formal training program for community college deans, and (b) have maintained the training program for at least five years. These criteria were used because there is not a set standard of excellence for community college leadership training programs and formal training for community college deans is atypical (Sill, 2014). With the lack of standard, the researcher made the assumption that a formal dean training program that has been maintained for multiple years is worthy of study. Exploratory sequential mixed methods included gathering qualitative data about the training program first to inform the collection of quantitative data (Creswell & Creswell, 2018). Semi-structured interviews, surveys, and a document analysis were conducted. Analyzing both

qualitative and quantitative data from multiple sources allows for a more comprehensive understanding of the training program and provide the opportunity to triangulate data.

Delimitations

The focal point of this study was the training of deans within one community college district. The community college selected for the study has maintained formal dean training programs for at least five years. The study was delimited to only current employees in the college that contributed to the dean training or was a dean at the time of data collection. The survey instrument was administered through email and only captured the perceptions of academic leaders at the chosen institution who chose to participate.

Assumptions

The first assumption of this research was that if an institution met the selection criteria that it would be considered a model institution for training mid-level academic leaders. This assumption was made because currently there is not a set standard of excellence for a program that trains new community college deans. It was also assumed that participants in this study answered interview or survey questions openly and honestly. For this assumption, all participants were assured that confidentiality and anonymity will be maintained.

Significance of the Study

This study contributes to the understanding of how community colleges could train mid-level academic leaders. Documentation of various training methods would be important for institutions because, “both formal and informal approaches are noteworthy in the learning of leadership” (Metheney-Fisher, 2012, p. 79). Positions of this level could be thought of as part of a leadership succession plan, including the development of critical leaders that could be prepared to effectively become future community college presidents (Ebbers et al., 2010; McKnight,

2016; Riggs, 2009). Community colleges could use documented practices or competencies that emerged from this study to develop mid-level academic leaders, therefore creating a greater applicant pool for future vacancies in executive leadership. Even if well-prepared deans do not desire to become executive level leaders, they would likely make larger contributions in dean positions that are considered, "the linchpins of community college life" (Bragg, 2000, p.75). In addition to providing a resource for community colleges developing training programs, this study adds to the body of knowledge about dean training and serves as a basis for additional research beyond the instructional realm. Future studies could examine alternate training methods for mid-level academic leaders or compare training methods between different levels of leadership at community colleges. This study contributes to expanding the knowledge about how to train community college leaders.

Definition of Terms

The researcher used the following operational terms within this study:

Executive-level leadership: The President / Chief Executive Officer (CEO) of a community college and the positions that directly report to them.

Grow your own program: Benard & Piland (2014) define a grow your own program as "a leadership development program offered by a college or district to current employees as a way of preparing them for leadership positions within the institution" (p. 21).

Mid-level academic leader: Positions that relate to instruction within a community college that are not considered faculty members or part of the executive-level leadership.

Model program: A program that could be considered as "a model or example; serving or intended to serve as a pattern for imitation; exemplary, ideal" (Oxford English Dictionary, n.d.).

Professional development: Activities meant to increase an employee's general skill levels or leadership abilities. This term could be applied for activities around the time an employee starts a position or anytime thereafter (Cosenza, 2010).

Training: "A learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task" (Karim et al., 2019).

Chapter Summary

This chapter provided an introduction to mid-level academic leaders of community colleges and the need to understand training methods for these employees. Next, the chapter included explanations of the problem, the purpose of this study, and the primary research questions. The delimitations were discussed, followed by assumptions of this research. Then a summary of the research methods was provided along with the theoretical and conceptual frameworks that will be used. Chapter one also included the significance of the study and how it could contribute to future practice and the body of knowledge. This chapter concluded with definitions of terms used in this dissertation study.

Organization of the Study

Chapter One provided an overview and organization of the study. Chapter Two provides a literature review of leadership of community colleges, roles of mid-level academic leaders, and what is expected of mid-level academic leaders. Chapter Two also considers literature pertaining to preparing community college presidents, mid-level academic leaders, and faculty members. Chapter Three describes the methodologies used in the study. Chapter Four contains the research findings. Lastly, Chapter Five provides a conclusion of the study that includes a discussion of the findings, implications of the study, and recommendations

Chapter 2 - Literature Review

A literature review is designed to examine studies related to the research topic, synthesize relevant work, and demonstrate a knowledge gap in the field of study (Creswell & Creswell, 2018). The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. The literature review utilized library databases such as EBSCO, ERIC, and ProQuest to capture education related and noneducation studies. This chapter is organized thematically to synthesize information relevant to leadership development and training in community colleges. The themes of the literature reviewed include the following: (a) leadership crisis in community colleges, (b) professional development in community colleges, (c) community college deans, and (d) theoretical and conceptual frameworks. These themes support this study by exploring what prior research and professional publications have documented regarding the need for training, how training occurs, and what training might benefit community college deans. Additionally, this chapter will describe a gap in the knowledge that corroborates the selection of this area for study.

Leadership Crisis in Community Colleges

Authors considering the need to prepare future community college leaders approach this variously as a crisis (Campbell, 2006), challenge (Shults, 2001), or opportunity (Eddy & Garza Mitchell, 2017). Ensuring sufficient numbers of capable candidates for executive community college leadership positions has been a concern of researchers and community college leaders since the start of the century (Shults, 2001). Vaughn (2001) concluded impending vacancies provided an opportunity for college leadership, national organizations, and universities to prepare future leaders. Boggs and McPhail (2016) observed having an adequate number of prepared leaders may also be difficult because community colleges have evolved to become

"multi-faceted, complex, and diverse organizations, and the issues faced by students, faculty, staff, administrators, and trustees are often both difficult and sensitive" (p.3). To solve the leadership crisis and tackle ever-growing complexity, community colleges are looking to develop leaders to fill higher level positions and help them excel in their current roles (Campbell, 2006).

Preparing for a Void in Leadership

The number of American community colleges dramatically increased during the 1960s and 1970s, partially due to the G.I. Bill and the Baby Boomer generation entering college age (Young, 1996). The Baby Boomer generation later filled the community college workforce and there is concern about community colleges filling the vacated leadership positions as they retire. A 2001 report from the American Association of Community Colleges (AACC), indicated that a leadership crisis was eminent (Shults, 2001). Shults concluded leadership initiatives were needed to remedy the massive retirements of presidents, other executive level leaders, and faculty in the near future. A more recent study conducted in 2016, surveyed community college CEOs and found approximately 80% of responding presidents indicated they planned to retire in the next ten years (Phillippe, 2016). Phillippe's report points to a need for qualified presidential candidates, but does not include information about other executive level leaders. Smith (2016) reported a quarter of all community college presidencies turned over in the prior year and investigated causes for these high rates of leadership turnover. Additionally, Smith interviewed long-standing community college leader, Terry O'Banion, who stated the majority of current presidents and senior leaders planned to retire in the next decade. Community college deans also were predicted to retire in large numbers (Hassan et al., 2009). These studies suggest that initiatives to stop the leadership crisis may not have solved the problem, a perspective shared by other authors (Campbell et al., 2010; Drew & Ehrich, 2010; Forthun & Freeman, 2017). A 2010

survey found that the majority of leadership development program coordinators felt their programs were helping to alleviate the leadership shortage (Bornheimer, 2010). Program coordinators additionally perceived that leadership development programs had intrinsic value by developing skills necessary for community college leaders to serve effectively. Bornheimer surveyed training program coordinators to measure how much they perceived their programs influenced the development of 14 leadership competencies from his study and the following six competencies were ranked highest: (a) knowledge of the mission and purpose of the community college, (b) leadership skills, (c) relationship building skills, (d) knowledge of the importance and management of human resources, (e) communication skills, and (f) critical thinking and problem solving skills.

A 2011 study summarized key barriers to advancement to college presidency as the limit of local opportunities, difficulty in relocation, and the lack of a doctorate degree (McNair et al., 2011). The study, focused on skills that community college presidents wished they developed, further illustrated that presidents who overcame those barriers felt they would have benefited by additional preparation. Responses from presidents who identified certain skills for which they wished they had been better prepared were categorized into general groupings considered important for community college presidents. The researcher applied AACC competency domains to response groupings and the category with the highest responses was the AACC competency domain of resource management (McNair et al., 2011). Eleven themes were identified in the study, and the single domain, resource management, included topics such as human resources, budgetary issues, and facilities. The study provided an example of the breadth of topics that executive leaders are expected to understand and demonstrate. A study conducted by the American Council on Education (ACE) also found college presidents have a large range of roles

and the areas where presidents spend the majority of their time has changed little since 2001 (Cook, 2012).

The limited literature on dean professional development centers more on preparation for upper leadership positions, and less on training for their current role. When deans and other mid-level leaders are specifically examined through the lens of the leadership crisis, they are mainly mentioned as part of the pipeline (Eddy, 2009; Shults, 2001). Eddy and Garza Mitchel (2017) elaborated how mid- and lower-level leaders should be included in distributed leadership, including leadership networks and collaboration, to create the critical core of tomorrow's leaders. The authors concluded the leadership crisis necessitates that community colleges look throughout the institution for future leaders: "The opportunity to recast what community college leadership looks like is upon us" (p. 139).

Succession Planning

Succession planning, a systematic approach to satisfy long-term leadership needs, could be unnerving for higher education because use of shared governance normally involves collective action (Luna, 2010). A corporate view of succession planning may involve grooming individuals for leadership, but some community colleges have adopted formal or informal succession planning methods to establish leadership continuity (McKnight, 2016). A community college president stated, "the challenge for current leaders is to create a systematic approach for successors – future potential leaders – to get sound and ongoing advice, training, and professional development" (Austin, 2015, p. 17). Campbell (2006) also made this point and emphasized the need to prepare employees to take over highly specialized leadership positions, such as the director of enrollment management and registrar. A systematic and intentional approach to succession planning could occur at any employee level.

Eddy (2009) argued that succession planning needs to begin at entry level leadership positions. This study noted that suitable training and support for an employee entering their first administrative position could encourage them to seek further promotions, while a lack of preparation could be a deterrence. In contrast, Drew and Ehrich (2010) posited succession planning should be viewed as a process initiated by executive leadership. Describing a model of organizational leadership development, the authors explained succession planning needs a level of communication, transparency, and integration with the organization that would require a top down approach. Vaughn (2001) argued community college presidents play an important role in selecting and developing future presidents. Hassan et al. (2009) investigated methods to acquire community college leadership competencies and suggested several methods to develop future leaders that would also require a top down approach: (a) progressive job responsibilities, (b) challenging job assignments, (c) networking, and (d) graduate programs. The researchers added that a framework for leadership development may be used to help identify potential future leaders.

The literature reflects a lack of agreement about how a college utilizing succession planning would benefit from identifying groups of employees to prepare for future leadership roles. Developing deans has been identified as a way to fill the upcoming vacancies in executive leadership (Riggs, 2009). In contrast, Wrighten (2018) raised concerns about this perception of the leadership pipeline and cited the chief of staff of the national community college association (AACC) who observed that many senior-faculty leaders had little interest in becoming presidents. In addition, Wrighten identified strategies for community colleges to prepare future leaders, including leadership succession planning that emphasized diversity and generational differences. The ACE found college presidents continue to be predominantly white and the

average age has risen from 52 in 1986 to 61 in 2012 (Cook, 2012). Wrighten (2018) stated Baby Boomer retirements would create a leadership crisis, but added that the Generation X workforce would not be big enough to fill the gaps. The author maintained leadership development ought to focus on developing Millennials for community college leadership. Tanner (2017) similarly concluded Millennials should be emphasized in leadership development and community colleges would benefit from adjusting practices to prepare that generation to be future leaders. These conclusions align with those of Eddy and Garza Mitchell (2017), who called for future leader pipelines to be widened to encompass as many employees as possible. The authors argued that intentionally broadening the scope of succession planning will lead to large-scale demographic changes in employees who become community college leaders.

In comparison, succession planning is widely used in corporate America. An Aon Hewitt (2012) research brief found that 100% of global top companies had a formal plan of succession. The researcher additionally noted that 88% of global top companies felt their pipeline for a chief executive officer was sufficient for future success. Charan et al. (2011) argued globalization and expansion of company types has made it difficult for organizations to acquire leaders and an internal succession plan could alleviate a leadership shortage. The authors described leadership planning should take different forms for various levels of leadership. A 2012 study concluded that knowledge transfer between senior and junior employees was an important part of succession planning for the studied publicly traded company (Appelbaum et al., 2012). The researchers recommended mentoring should occur and concluded communication increased job satisfaction for both senior and junior employees. Succession planning similarities may be drawn between corporate America and higher education, but colleges have been slow to adopt formal succussion planning processes (McKnight, 2016).

Professional Development in Community Colleges

Professional development, operationally defined as activities meant to increase an employee's skill levels or leadership abilities, could apply to actions taken at different times in an employee's career. A 2009 study about the impact of development and training in businesses found that employees thought trainings increased their job performance and satisfaction (Karim et al., 2019). Even though the authors did not disaggregate for position type, their data suggest broader applications. For example, community college employee perceptions about various professional development activities could be studied to check if they agree with Karim et al.'s survey results.

Professional development activities aimed at community college leadership development are frequently grouped into the various categories of university-based degree programs, short-term programs, and internally developed grow your own (GYO) programs (McNair et al., 2011; Piland & Wolf, 2003; Reille & Kezar, 2010; Shults, 2001). Each program category has been shown to display advantages and disadvantages and might be more appropriate for an individual institution's specific needs. The value in understanding the differences among such programs before choosing a strategy is emphasized by Eddy and Garza Mitchell (2017), who maintain, "one-sized solutions do not work" (p. 139). Piland and Wolf (2003) reviewed the various types of leadership development programs in community colleges and noted these programs are not typically linked to each other and do not have a universal approach to leadership development. The following sections will review relevant literature for each category of community college leadership development programs, with special notation of studies that include of focus on deans. The literature provides support for the need of this study, and demonstrates a lack of dean-specific professional development.

University-Based Degree Programs

The first few graduate programs for community college leadership focused on the administrative mechanics (Young, 1996). This focus led program graduates during the 1950s through the 1970s to rely on hands-on experiences and mentors to develop leadership skills (Hassan et al., 2009). Since then, the growing demand for trained leaders coupled with increased demands on community college leaders may compel university-based programs to adjust. Young (1996) researched university-based programs and concluded they needed to evaluate their relevance and alter their programing to match the evolving needs of community colleges and the university students who will become future leaders. A number of studies have concluded traditional university-based degree programs alone will not be able to satisfy the growing demand for community college leaders (Campbell et al., 2010; O'Banion, 2007; Piland & Wolf, 2003; Reille & Kezar, 2010; Vaughn, 2001). Nevertheless, Smith et al. (2020), while prescribing AACC competencies as a method to unite university-based programs, argued that community college graduate programs could be considered a primary source of leadership development.

Additionally, university-based programs could be examined by the value gained by the participant. Campbell et al. (2010) observed community college leadership development occurred in three general areas: (a) traditional coursework in community college leadership, (b) inquiry-based rationale building, and (c) interpersonal competencies. The authors recommended university-based programs utilize cohort-based program plans because this model reinforces the concept of working in a team and serves as a key instructional component. They further argued small doctoral cohorts could prepare future community college leaders beyond traditional coursework.

A 2009 study surveyed higher education administration program coordinators about their programs and identified some complexities in relying on doctoral programs to develop future community college leaders (Eddy & Rao, 2009). The researcher concluded many doctoral programs were not able to cover several competencies, and leadership skills were minimally taught. They also noted potential students frequently had to navigate graduate studies while working full-time, which led to students focus on convenience (Eddy & Rao, 2009). This study suggested doctoral programs could help address the needs for leadership development, but a lack of consistency between program offerings could make it difficult to rely on them as the sole source of future leaders, especially if aspiring leaders have restricted options. In a more recent study, Eddy and Garza Mitchell (2017) further concluded doctoral programs would benefit from strengthening the link between course content and leadership application. Smith et al. (2020) agreed graduate programs ought to employ application of knowledge and consider the needs of different institution types. The authors further concluded that AACC competencies could serve as paths towards consistency between programs.

The Kansas State University Community College Leadership Program (CCLP) provides an example of a university-based degree aligned with AACC leadership competencies. The CCLP is based on the community college leadership development work done by Dr. John E. Roueche, which began at the University of Texas-Austin (Kansas State University Community College Leadership Program, n.d.). The doctorate program uses a cohort instructional model, brings in nationally known community college leaders, and incorporates internships to provide a practical educational experience for future community college leaders. The alignment between CCLP student learning outcomes and AACC (2018) leadership competency focus areas are found in Appendix A. Of the 11 CCLP student learning outcomes used for courses, ten align to

AACC leadership focus areas. The student learning outcome regarding the conduction of doctoral level research is not addressed by AACC leadership focus areas.

Short-Term Programs

Apprehension about preparing future community college leaders led to creating additional professional development instruments, "leadership development seminars, workshops, institutes, academies, and programs have proliferated in response to concerns about the leadership pipeline" (Wallin, 2006, p. 514). Short-term leadership development programs are presented in many varieties in the literature, but could be described collectively as those programs that do not contribute to a graduate degree, typically last less than a year, and are not directly tethered to a specific community college. These leadership development programs could be viewed as a supplement to university-based programs that could target either general or specific leadership needs (Ebbers et al., 2010; Robison et al., 2010; Wallin, 2006). They also provide community college professionals with networking opportunities (Benard, 2012). Wallin (2006) explained community college leaders may seek a short-term program not associated with their college because it could broaden their perspective, noting, "when participants were asked why they chose to attend a national leadership institute, their responses centered on the need to expand their understanding of community colleges and of leadership beyond local idiosyncrasies and parochialism" (p. 522). The literature on short-term community college leadership development programs suggests participating leaders reported benefitting from these focused experience that incorporates networking and new perspectives. Overall, the literature suggests short-term programs have the capability to tailor programs to specific needs, but the lack of standardized organization could make the programs difficult to evaluate.

A 2003 study evaluated a short-term Administration 101 program created by the Association of California Community College Administrators (ACCCA) (Chiriboga, 2003). Administration 101 curriculum was created to satisfy statewide training needs and covered six topic areas: (a) California community college governance, (b) instruction and student services, (c) institutional dynamics, (d) human resources, (e) finance and budget development, and (g) current issues and challenges. The survey study of participant perceptions revealed that almost all sessions, of the two years studied, were rated as excellent in the category of usefulness. Only one session in the study, technology planning during the 2002 program, was marked as excellent by fewer than half of the respondents. The year of the study is worth noting, in relation to technology, because the overall program evaluation highly praised the benefits of the program's use of PowerPoint. This study is relevant because it is rare example of a published program evaluation for a short-term leadership program. Chiriboga concluded the program evaluation demonstrated the need for additional leadership development programs. Currently, ACCCA delivers various programs that include Administration 201 and a more specific Great Deans Program for California community college employees (ACCCA, n.d.).

Grow Your Own Programs

Shults (2001) described grow your own (GYO) programs as leadership development programs that are internally developed within a college or state system. Locally created leadership development programs do not follow a content standard and differences could derive from variances in program creators (Reille & Kezar, 2010). The researchers concluded that GYO leadership program competencies were mostly determined by the values of the program creator and would benefit from being more aligned with AACC leadership competencies. A recent study (Asadov, 2020) noted that many community colleges design GYO leadership program

competencies based on AACC's leadership training model and competencies, suggesting that alignment in program standards among independent community college leadership programs may be growing.

In addition to looking at the creation of a local leadership development program, one could examine advantages and disadvantages. Studies have found that GYO program advantages include locally created curricula, scheduling ease, financial savings for the college, and ease of content application (Asadov, 2020; Forthun & Freeman, 2017; Rowan, 2012). Reille & Kezar (2010) added the advantages of accessibility, effectiveness, and the, "opportunity to solve real college issues through the training" (p.74). Locally created and maintained leadership programs have the ability to make the training immediately applicable and use the time to solve current issues. Asadov (2020) added that the diversity of positions that participate in a program created additional advantages. The study concluded that program participants benefited from gaining insight from individuals they did not interact with regularly and found value in team building (Asadov, 2020). Studies have concurred that GYO programs increases collaboration, but also added the benefits of increased awareness and commitment in employees (Boswell, 2015; Kirkland, 2016). One study contradicted financial savings as a benefit by considering costs a challenge, or disadvantage, of GYO programs (Boswell, 2015).

Forthum and Freeman (2017) argued that locally created leadership development curriculum could be both an advantage and a disadvantage. The authors concluded GYO curriculum could address specific needs of an institution, but also risk being too specific. They stated these programs created an inwardly focused culture and possibly lacked rigorous program evaluation. Reille and Kazar (2010) detailed that curriculum development is limited by the biases of local creators focusing on topics they deem important and might neglect training needs

previously overlooked prior to program creation. The authors found that only 5 of the 15 GYO programs studied performed a pre-program survey to discover what the participants wanted to learn. The study found the program creator's views, philosophies of leadership, and biases were strongly mirrored in program creation. To compensate for local bias, the authors suggested bringing in external speakers or collaborating with other colleges to create a multi-college program (Reille & Kezar, 2010). Boswell (2015) listed recruitment as another limitation for local leadership programs. The author concluded programs studied had difficulty getting a sufficient number of qualified leaders to participate and difficulty increased with subsequent offerings of the program. The limitation of recruitment was not mentioned by Reille and Kezar (2010), but multi-college GYO programs might be able to provide a greater number of possible participants.

A case study examined the effectiveness of a multi-college district GYO program (Benard & Piland, 2014). The college district provided leadership programs for different position categories, but this study focused on the Management Leadership Development Academy. The academy was constructed to develop communication skills, leadership skills, and organizational knowledge in mid-level academic leaders. The study participants held jobs classified as managers, classified supervisors, or faculty serving in supervisory roles. Even though this GYO program focused on leadership and communication development, it had the opportunity to emphasize issues specific to the job classifications. The study results centered around four major themes: (1) building community, (2) building capacity, (3) the individual, and (4) the program. Participants mentioned the benefits of relationship building, a better understanding of the district operations, increased self-awareness, and that the program content contributed to their leadership learning. Respondents also noted that the diversity of participants limited the specificity of the content. The authors concluded the studied program provided benefits to the district, agreeing

with other studies (Asadov, 2020; Forthun & Freeman, 2017; Rowan, 2012). Bernard and Piland (2014) also concluded the program lacked enough leadership development to support succession planning. The case study was an example of the complexity involved in measuring program effectiveness and differences of using a participant versus institutional lens.

After completing GYO programs, community college employees and their supervisors responded that the program was effective at developing leadership and management skills (Asadov, 2020; Bresso, 2012; Forthun & Freeman, 2017; Kirkland, 2016, 2016; Reille & Kezar, 2010). Nguyen (2014) interviewed deans and mid-level administrators and observed participants that took part in an internally created leadership program did not perceive the experience useful for their position. The majority of the literature supports GYO programs develop general leadership and management skills.

GYO programs exhibit specificity relating to the institution, but the literature indicated they emphasize general leadership rather than position specific skills and knowledge. A 2012 study suggested that job specific leadership tracks in GYO programs could increase engagement (Rowan, 2012). Asadov (2020) conducted a follow-up study and found low support that these programs incorporated job specific tracks. Bresso (2012) concluded that GYO participants and supervisors reported gains in knowledge, skills, and practices without inclusion of position specific content. Rather than preparing employees for their position, the primary goal of locally created leadership development programs is to create qualified employees for a leadership pipeline (Asadov, 2020; Benard, 2012). When GYO programs allow for a greater range for participants and try to prepare them for future roles, they could possibly lack development that could help employees serve in their current specific position.

Position-Specific Development Programs

Many of the professional development programs lack position specificity. A 2011 study concluded that orientation programs, particularly for new employees, provide benefits for the employee and the organization (Acevedo & Yancey, 2011). The authors determined orientation programs increased the person-job and person-organization fit. Exploring position-specific professional development and orientations might illustrate methods that organizations could utilize to prepare employees for their role in the institution.

Community College Faculty Development

As community colleges have expanded faculty roles and instruction methods, the need for faculty development has been increasingly important (Watts & Hammons, 2002). The authors described that faculty professional development became such an integral part of community college culture that it would survive any financial crisis. Watts and Hammons explained faculty professional development had become a permanent fixture in institutions, but reporting has primarily focused on the amount of professional development as opposed to content. Similarly, Guskey (2002) noted the shift to document total hours of professional development experienced, rather than evidence that development occurred, has made evaluating professional development programs challenging. A 2020 study, using pre and post self-reporting surveys of efficacy, analyzed the effects of professional development on faculty efficacy and found no positive impact (Strickland-Davis et al., 2020). Hyak (2020) discovered faculty member self-efficacy was able to predict attitudes about professional development. The researcher also concluded various factors influence how faculty members perceived professional development, such as less experienced faculty members valued professional development more than senior faculty. Continued faculty studies have narrowed their focus to specific aspects of professional

development. Recent studies examined discipline specific professional development (Donohue, 2017; Noubani, 2018), training in new instructional technologies (Andrews, 2020; Nielsen, 2018), and development for adjunct faculty (Ferguson, 2015; Navarro, 2019).

Dean and Mid-Level Administrator Development

As Bragg (2000) described important knowledge areas for community college deans, she noted deans and other mid-level administrators would benefit from receiving continuous professional development. Studies have concluded deans and mid-level academic leaders felt they would benefit from dean specific training (Floyd, 2016; Nguyen, 2014; Sill, 2014). Sill (2014) surveyed if participants were offered different types of dean specific training and none of the specified professional development methods were provided to more than 50% of the respondents. Studies have reported knowledge, skills, and attributes considered important for employees in these roles (McCarthy, 2003; Nguyen, 2014; Sill, 2014; Wallin, 2006). Overall, the literature about community college dean development suggests important attributes, but lacks evaluation of training methods or best practices.

O'Conner (2017) studied the on-boarding process for nurses promoted to a middle manager position. The transition from faculty member to administrator may be similar to the route of nurse to nursing administrator because both sequences involve shifting from application expertise to managerial duties. O'Connor (2017) stated the program helped nurses learn leadership skills, specific job responsibilities, and encouraged middle manager team building. The study provided details about the training agenda and participant survey results, both of which could be used as a baseline for future studies about preparing nursing administrators. The researcher concluded by discussing the importance of on-boarding programs, "ongoing,

assessment-based, individualized professional development is important, no matter the background or experience of the middle manager" (p.366).

Community College President Development

To prepare for a community college presidency, a wide breadth of activities were considered beneficial (Eddy, 2009; McNair, 2015; McNair et al., 2011). McNair (2015) performed a case study of eight first time community college presidents to explore key professional development experiences. The researcher identified four strategies that developed the skills necessary for the position: (a) doctoral programs, (b) professional experiences, (c) mentors, and (d) short-term programs, such as institutes. Study participants noted that doctoral programs assisted with personal growth and assisted with getting job interviews, but did not note job specific value gained. McNair further concluded mentors and professional experiences, particularly positions immediately prior to becoming a president, were noted to develop skills and encourage employees to advance to a higher position. Lastly, the study revealed short-term programs for future presidents informed program participants what knowledge ought to be known by a president and assisted with the mechanics of becoming a president. McNair's study presented activities that could help someone prepare for a presidency similar to other studies (Eddy & Garza Mitchell, 2017; Hassan et al., 2009; McNair et al., 2011; Shults, 2001). A 2011 study illustrated presidents performed these common activities and still desired to have had more training for their position (McNair et al., 2011).

Bagadiong (2013) compared a variety of professional training programs in his study of community college president leadership development. The researcher noted AACC conducted two different leadership development programs that aspiring presidents could benefit from. AACC's Future Leaders Institute (FLI) focused on practical knowledge and the Future

Presidents Institute (FPI) covered topics such as board of trustee engagement and navigating a presidential selection process. Bagadiong discovered the Executive Leadership Institute (ELI), conducted by the League for Innovation in the Community College, also facilitated topics regarding a presidential job search. ELI additionally taught aspiring community college presidents about personal skill refinement, ethical issues, and leading change. The researcher described the Harvard Seminar for New Presidents covered eight key topics: (a) institutional culture and tradition, (b) governance and board performance, (c) fundraising, (d) financial management, (e) administrative team building, (f) academic leadership, (g) presidential lifestyle issues and choices, and (h) strategic planning. FLI, FPI, ELI, and Harvard's Seminar for New Presidents are examples of professional development programs for current community college leaders to prepare themselves for president and vice president positions. While interviewing new college presidents about skills, gaps, and professional development, Pegman (2018) concluded that various president preparation programs each had their own merits. The researcher was not able to identify a clear community college president development pipeline, "the professional development journeys were diverse and dependent upon issues such as expense, opportunity and time" (p. 77).

Community College Deans

The dean position in higher education has evolved greatly from its origins as an administrative assistant to the college president (Gould, 1964). Robillart (2000) observed that community college job postings demonstrated an expansion of responsibilities since Gould. Now, community college deans are noted as middle managers expected to facilitate college processes between faculty and administration (Nguyen, 2014; Robillard, 2000; Sill, 2014). Additionally, deans are tasked with managerial duties such as human resource issues,

evaluations, and budget management (Sill, 2014). As responsibilities increase in number, deans are not always given clear expectations (Nguyen, 2014). Deans are expected "to hit the ground running," but are not given the preparation to know "where to avoid the landmines" ((Nguyen, 2014, p. 102). A better understanding of what is expected of deans and methods of professional development could benefit the college. The following reviews the breadth of what the literature notes is expected from this position, as well as professional development activities geared towards preparation. Both community college deans and mid-level administrators will be examined in this section due to the scarcity of studies specifically about deans and because the term dean could refer to different positions in each college district.

Knowledge, Skills, and Attributes

The expected attributes of community college deans are broad, possibly because they are linchpins of institutions who balance faculty-based and administrative-based responsibilities (McCarthy, 2003). Bragg (2000) summarized deans needed preparation in six essential knowledge areas: (1) mission, philosophy, and history, (2) learner-centered orientation, (3) instructional leadership, (4) information and educational technologies, (5) institutional accountability and learner assessment, and (6) administrative preparation. The author noted the knowledge areas were created to strengthen a graduate program that could apply to any community college leadership level, but particularly applied to community college deans. In addition to knowledge that could be taught in a graduate program, others studied the perceptions of community college leaders.

Both Wallin (2006) and Sill (2014) surveyed community college employees regarding the importance of dean attributes. Wallin (2006) surveyed the perceived importance of knowledge, skills, and attributes of mid-level community college leaders who just completed a short-term

national leadership development experience and therefore had contemplated leadership attributes recently. The survey participants rated 45 items, using a Likert-based scale. The managerial and leadership attributes were divided into three categories: (a) mission, advocacy, and development; (b) management and operations; and (c) personal and interpersonal. The five highest rated skills, knowledge, and attributes within each of the three general categories are shown in Table 2.1. The researched themes reinforced the importance of developing budget and interpersonal skills. Sill (2014) sampled community college deans, faculty, and executive leadership and surveyed perceived importance of 60 dean attributes. The five highest rated attributes in each category, managerial or leadership, are shown in Table 2.1. Between the highest rated knowledge, skills, and attributes in both studies, only three were shared: (1) human resources and legal issues, (2) interpersonal skills, and (3) communication skills. Discrepancies between the highest rated attributes in the studies might exist because of differences in sample populations, differences in questionnaire, or due to the wide range of attributes considered important for deans. Sill's larger sample size, 211 versus 32, included additional levels of community college employees and different perspectives might have affected the results. Wallin's (2006) participants included mid-level community college leaders following a national short-term leadership program. Sill (2014) surveyed faculty, deans, and executive leaders throughout California community colleges. The specialized questionnaire in Sill's study was based on interviews in the first phase of that study. The exact ranking of the highest attributes may have differed, but all items in both studies averaged higher than a three on the five point Likert-based scale (Sill, 2014; Wallin, 2006). Even with a large survey item list and different samples, both studies concluded that a wide scope of knowledge, skills, and attributes were deemed important for community college deans and mid-level administrators.

Table 2.1.

Top Knowledge, Skills, and Attributes for Deans and Mid-Level Leaders

Study	Category	Top Ranked
Wallin, 2006	Mission / advocacy / development	Developing shared values, mission, vision
	Mission / advocacy / development	Motivating faculty and staff
	Mission / advocacy / development	Understanding and implementing the role of the college in the community
	Mission / advocacy / development	Promoting teaching and learning
	Mission / advocacy / development	Creating a student-centered environment
	Management / operations	Conducting effective meetings
	Management / operations	Managing budget and financial aspects
	Management / operations	Understanding legal issues
	Management / operations	Building effective teams
	Management / operations	Providing faculty / staff meetings
	Personal / interpersonal	Demonstrating personal ethics
	Personal / interpersonal	Communicating and working with staff
	Personal / interpersonal	Demonstrating enthusiasm and optimism
	Personal / interpersonal	Maintaining a positive outlook
	Personal / interpersonal	Speaking effectively before groups
Sill, 2014	Management skills or activities	Time management and prioritization
	Management skills or activities	Understanding human resources issues
	Management skills or activities	Ability to deal with unsatisfactory faculty performance
	Management skills or activities	Evaluation of personnel
	Management skills or activities	Ability to supervise and evaluate faculty / staff and make recommendations
	Leadership skills or activities	Listening and feedback skills
	Leadership skills or activities	Interpersonal skills
	Leadership skills or activities	Communication skills
	Leadership skills or activities	Ability to navigate institutional politics
	Leadership skills or activities	Understanding of shared governance

Note. Adapted from Sill, N. (2014). *Life in the middle: An exploratory study of California community college instructional deans* [ProQuest Dissertations Publishing]. https://search.proquest.com/publiccontent/docview/1537057095?pq-origsite=summon and Wallin, D. L. (2006). Short-term leadership development: Meeting a need for emerging community college leaders. *Community College Journal of Research and Practice*, *30*(7), 513–528. https://doi.org/10.1080/10668920500210092

Nguyen (2014) conducted interviews to examine leadership development for deans and mid-level administrators. Themes emerged as challenges faced by mid-level academic leaders included the following: (a) supervising employees with unsatisfactory performance, (b) understanding the culture of the college, (c) increasing job demands, and (d) changing current practices. Emerged supervisory and culture themes were similar to the results of Wallin (2006) and Sill (2014). The increase of job demands theme developed by Nguyen (2014) was not specifically stating a knowledge or skill, but was noted as an important aspect for community college mid-level leaders. The ability to change current practices could be interpreted as needing the leadership and managerial skills to urge faculty and staff to alter practices. Nguyen also mentioned how deans are asked to be strategic in helping to achieve a college's mission and vision. This strategic planning was also considered important by Sill (2014). The literature about community college dean attributes considered important cover a wide range of general leadership skills and position specific knowledge.

Professional Development

With a diversity of attributes expected from deans, additional attention is needed to prepare them, and according to Bragg (2000), "Professional development needs to be timely but also continuous, and practical but tied to bold new ideas that do not neglect time-tested theories of the past" (p.75). Professional development for community college deans is atypical. Sill (2014) surveyed academic deans about professional development activities they were provided and every identified training category was experienced by less than 50% of respondents. Results illustrated training was provided to the following percentage of participants: (a) 49.3% for on campus, informal training, (b) 47.1% for off campus seminars and workshops, (c) 34.6% for on

campus seminars and workshops, (d) 25.2% for formal mentoring, (e) 23.3% for on campus, ongoing formal training, (f) 16.1% for a formal orientation provided by the college, and (g) 10.0% for formal coursework for education leadership (Sill, 2014). McCarthy (2003) described the difficulty of transitioning from faculty member to dean without proper training, "I regretted again that there was no mechanism to guide new administrators as they work through the complex process of managing people" (p. 43).

Although little evidence of formal mentoring programs for deans was found (Sill, 2014), a number of studies found mentoring to be a valuable component for dean professional development (Drew & Ehrich, 2010; Knirk, 2013; Nguyen, 2014). This is similar to studies that indicated mentoring is beneficial for overall leadership development (Hassan et al., 2009; McKnight, 2016; Reille & Kezar, 2010; Wrighten, 2018). Sill's (2014) study differentiated between formal and informal mentoring provided for deans. Her study results indicated that formal mentoring was found to be beneficial, but deans found informal mentoring ineffective.

Literature about dean professional development activities suggests a lack of consistency for training provided to community college deans. Creating development activities may also be problematic due the amount of knowledge, skills, and attributes expected of deans. The literature lacks specific examples that detail or evaluate professional development specifically for community college deans. Examination and documentation of dean-specific professional development may be challenging because of the continuous evolution of roles in community college leadership (Boggs & McPhail, 2016; Campbell, 2006; Knirk, 2013).

Theoretical and Conceptual Frameworks

This study will investigate a dean professional development program through the theoretical lens of andragogy and using AACC competencies as a conceptual lens. Andragogy

includes assumptions about how adults learn and will guide the creation of research instruments. In data analysis, the AACC leadership competencies will be used to identify similarities between the dean development program and AACC competencies.

Andragogy

As higher education expanded throughout the 1900s, educators tried to differentiate how adults learn differently from children (Taylor & Kroth, 2009). Malcolm Knowles (1970) popularized and championed andragogy as a theory aimed to explain the adult learner. To differentiate andragogy versus pedagogy, Knowles (1970) referred to andragogy as, "unlike youth education, an open system in which participation is voluntary" (p. 220). The voluntary nature of adult education served as part of the foundation of describing how adults learn. The specifics of andragogy have been debated, critiqued, and altered over the years, but researchers agree the learning process for adults is different than for children (Holton et al., 2001; Knowles et al., 2014; Taylor & Kroth, 2009). Knowles et al. (2014) differentiated andragogy as learner focused in comparison to pedagogy being teacher focused. The authors elaborated that pedagogy put the responsibility of learning on the instructor to deliver content while andragogy stated that adults learn best situationally based on lived experiences. Instead of affirming one best method to accomplish adult learning, andragogy implies that educators of adults need to understand six assumptions of adult learners. Knowles et al. (2014) described that adult learning differs from pedagogical learning because adult learners exhibit the following common traits, or assumptions:

1. The need to know: Adult learners have a need to understand the value of learning something. This includes possible benefits of learning the content versus consequences if they do not. A facilitator would benefit from ensuring a learner recognizes why they need to know the information.

2. The learners' self concept: Adult learners exhibit independence and could resist a learning experience if they feel forced to learn a certain way. It is possible for adult learners to fall back to their assumption of teacher dependent learning if the facilitator does not create an experience to guide adults from dependent to self-directed learners.
3. The role of the learners' experiences: Adults, by virtue of having lived longer, bring more lived experiences to learning situations. A group of adult learners will have a wider range of experiences than a group of child learners. The greater heterogeneity of an adult learner group would benefit from a greater emphasis on individualization. Adults could also learn better by building on their experiences, stressing the importance of experiential learning. Past experiences could also bring habits and biases that must be accounted for when designing a learning situation. By acknowledging an adult learner's past experiences, a facilitator could affirm the learner's value and their concept as a self-directed learner.
4. Readiness to learn: Adults' ability to learn is proportional to how ready they are for the information. Knowles et al. (2014) explained an example, "Bench workers are not ready for a course in supervisory training until they have mastered doing the work they will supervise and have decided that they are ready for more responsibility" (p. 65). The authors noted that instead of passively waiting for an adult learner to be ready, educators could attempt to induce readiness through exposure of models and career counseling.
5. Orientation to learning: Adults learn more effectively when content is presented that represents context and application for the learner's life situation.
6. Motivation: "Adults are responsive to some external motivators (better job, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the

desire for increased job satisfaction, self-esteem, quality of life, and the like.)" (Knowles et al., 2014, p.67).

These assumptions were based on the idea adults have accumulated experiences throughout their lives and those experiences provide a rich resource for learning (Knowles et al., 2014). Though the assumptions are not explicit guidelines, they could be used as a foundation in creating professional development for community college leaders.

Some literature stated community college leadership development would benefit from incorporating andragogy elements and past learner experiences (Benard & Piland, 2014; Brabant, 2015; Eddy, 2009). Additional literature states community college professional development would be more effective by integrating learning strategies for adult learners or be more learner-centered (Campbell et al., 2010; Focht, 2010; Reille & Kezar, 2010; Wallin, 2006). Without specifically using the term andragogy, these studies recommended practices that fit with the six assumptions of adult learners.

American Association of Community Colleges Leadership Competencies

The AACC focuses on community college leadership trends and increased efforts to bolster leadership development in the 2000s (Vaughan, 2006). The impending community college leadership crisis (Shults, 2001) led to the creation of a task force to identify essential competencies that ought to be included in leadership development programs (AACC, 2005). This initial set of six competencies was the product of a collaborative effort that included community college presidents, university-based leadership program directors, leadership summits, and other representatives from college districts. Hassan et al. (2009) studied how community college presidents and trustees perceived the AACC leadership competencies. The authors validated the leadership competencies and suggested experiences to encourage development..

The most recent AACC (2018) competencies were expanded to include specific competencies for six different categories of community college leadership. This report was informed by the following contributors: (a) AACC's Commission on Leadership and Professional Development, (b) the AACC Board of Directors, (c) directors of doctoral programs in community college leadership, (d) AACC affiliated councils, (e) Presidents Academy Summer Institute attendees, and (f) members of the AACC Faculty Advisory Council. In the report, community college leaders were divided into six classifications: (1) faculty, (2) mid-level leaders, (3) senior-level leaders, (4) aspiring chief executive officers (CEOs), (5) new CEOs, and (6) CEOs. Each level of leadership contained the same 11 focus areas and 59 competencies. Specific behaviors that applied to the competencies differed for each level (AACC, 2018). Focus areas, competencies, and behaviors listed for mid-level leaders are found in Appendix B. This report provided detail about how each leadership level ought to contribute to each competency and provided a robust framework that could be implemented into leadership development programs.

Studies have suggested that AACC competencies be further embedded within GYO and university-based programs (Hassan et al., 2009; Reille & Kezar, 2010; Rowan, 2012; Smith et al., 2020). Studies of a GYO programs concluded that most AACC competencies were apparent in studied programs (Benard & Piland, 2014; Kirkland, 2016). A more recent study suggested AACC competencies have been widely used during the creation of community college GYO leadership programs (Asadov, 2020). Smith et al. (2020) acknowledged the large expansion of competencies has led to programs to prioritize competencies and stated priority ought to be given to national and local needs. McNair et al. (2011) conducted a survey illustrating an example of prioritizing the need to implement AACC competencies into the leadership development. The

study's focus on presidents could emphasize priorities for programs that aim to train future CEOs, but the literature lacks a similar study with a community college dean lens.

Eddy (2009) viewed individuals using the AACC competencies as a rubric for what skills they needed to develop was too passive of an approach. The author further argued the competencies ought to be used as a framework and actively embedded within leadership development programs. Incorporating AACC competencies within a community college dean training program could make competency learning more proactive and consistent.

Conclusion

Community college leadership development research began to flourish near the start of the century, due to an impending leadership crisis (Shults, 2001). The literature illustrated concern of impending retirements in various levels of leadership. To prepare for the need of qualified leaders, some institutions concentrated on succession planning to fill future positions. Literature regarding university-based, GYO, and short-term programs as methods to produce qualified leaders were explored. All three professional development program types were able to develop general leadership and managerial skills. The varied advantages and disadvantages of each method indicated all of them could contribute to developing leaders, but they tend to lack position-specific development. The literature contains specific position professional development for community college faculty members and presidents, but is deficient in information regarding dean development. The few available studies about community college deans examined expected attributes and documented a lack of formal professional development for this group of leaders. The gap in the literature is the lack of examination and documentation of community college dean specific professional development.

Chapter 3 - Methodology

Chapter three describes the methodology to be used in this research study. First, an overview of the study provides the purpose and research questions. Next, the chapter explains the research design and how theoretical and conceptual lenses are embedded. The subsequent study design section details the role of the researcher, site selection, participant selection, and sample procedures. Following, are discussions of data collection and analysis. Trustworthiness, limitations, and ethical considerations are considered before the chapter concludes with a summary.

Overview of the Study

The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. Using exploratory sequential mixed methodology (Creswell & Creswell, 2018), this case study developed a comprehensive list of dean training program competencies and practices. Three research questions guided the study:

RQ1: What are the elements found within a model training program designed to prepare new deans in America's community college environment?

RQ2: How would the model training program competencies contribute to perceptions of job performance?

RQ3: How would training methods contribute to learning training program competencies?

Theoretical and Conceptual Lenses

Guiding frameworks shape the research design approach and provide lenses for analyses (Creswell & Creswell, 2018). The theory of andragogy, particularly in terms of Knowles' assumptions about how adults learn, provided a framework for understanding training program

activities (Knowles et al., 2014). The common traits, or assumptions, of adult learners are (a) the need to know, (b) the learners' self-concept, (c) the role of the learners' experiences, (d) readiness to learn, (e) orientation to learning, and (f) motivation (Knowles et al., 2014). These researchers maintain the lived experiences of adults affect their learning process, which suggests a dean training program could leverage program participants' previous experiences to increase the efficacy of the professional development activities. Furthermore, making professional development learner-centered would contribute to adults assuming ownership of the content and application (Knowles et al., 2014). Andragogy guided the creation of interview questions relating to topics and methods used to train deans at the model institution. An andragogy lens also guided document analysis to further explore the training program's approach to facilitating professional development.

AACC leadership competencies served as a conceptual lens after data collection, to compare program competencies to AACC competencies. The additional lens improved case study depth and allowed for clearer comparisons to other programs. In their 2018 guide to leadership competencies, the AACC reported mid-level leaders would benefit from developing 11 focus areas, 59 competencies, and 59 competency-related behaviors (AACC, 2018). Studies have stated that AACC competencies ought to be incorporated into professional development programs (Hassan et al., 2009; Reille & Kezar, 2010; Rowan, 2012; Smith et al., 2020).

Mixed Methods Case Study Design

A case study is appropriate when the goal is to use a research opportunity to learn and discover (Yin, 2012). Mills et al. (2010) note case studies in educational research have been a way to assess particular programs: "the case study has proven a valuable and rich way to investigate particular educational contexts and improve professional practices" (p. 6). The

researcher selected a case study design to investigate and document a dean training program utilizing multiple perspectives. Due to the infrequency of community college deans receiving formal training (Sill, 2014), a single case study was conducted to illustrate a unique situation where it occurs (Frey, 2018). The case study was bound by a single, nationally recognized community college that has maintained dean training for five years.

Mixed methods was used with the understanding that integrating qualitative and quantitative data generates additional insight about the bounded case, beyond what each type data would produce alone (Creswell & Creswell, 2018). An exploratory sequential mixed methods design would allow the researcher to explore qualitative data and use that information to build a quantitative instrument to be used in a later research phase (Creswell & Creswell, 2018). During phase one of the study, the researcher conducted interviews and analyzed institutional documents. The qualitative first phase explored topics and methods used in the training program, while including program contributors' perspectives about why topics and methods were selected. Analysis of the themes from the first phase were used to identify training program competencies. Training program elements were validated with program contributors and incorporated into closed-ended questions for phase two of the study. The quantitative second phase of the study incorporated deans' perceptions about how the training program competencies would contribute to job performance and how training methods would contribute to learning the competencies. Additionally, survey participants were asked an open-ended question to inquire what additional topics would have been beneficial to incorporate into the training program.

Role of the Researcher

Qualitative research requires the researcher to make interpretations and to maintain experience with participants (Creswell & Creswell, 2018). The researcher designed a mixed

methods study to investigate a dean specific training program and incorporate various perspectives. By conducting data collection, the researcher was an active participant in the study. The researcher created interview questions, conducted semi-structured interviews, took notes, recorded conversations, reviewed documents, coded and analyzed qualitative data, created the survey instrument, performed descriptive statistics on survey data, compared data to AACC competencies, and articulated the findings.

Understanding a researcher's bias is essential to conducting research (Creswell & Creswell, 2018). The researcher has worked in higher education for ten years and has participated in faculty-level leadership positions. Additionally, the researcher participated in short-term and university-based leadership development opportunities. Researcher bias will be offset by the mixed method research approach.

Research Design

This case study of a dean training program used a two-phase exploratory sequential mixed methods design (Creswell & Creswell, 2018). Research suggests that a case study ought to be applied if the primary goal is to use an opportunity to learn and discover (Yin, 2012). A case study design uses a variety of tools to incorporate different perspectives and add depth to results (Hamilton & Corbett-Whittier, 2013). Exploratory sequential mixed methods include first gathering qualitative data that is then used to inform the collection of quantitative data (Creswell & Creswell, 2018). The two-phase research approach sequences qualitative data collection before quantitative components.

Phase 1. The first phase of research explored the nature of an institution with a model dean training program. Interview data were used to identify topics and methods of the dean training program to address research question one of this study. Interview questions were created

to seek insight about the program's methods and competencies (Appendix C). Andragogy and existing literature guided the initial creation of interview questions. Questions were piloted using experienced facilitators of community college professional development programs who were not part of this study. After the interview questions were piloted and refined, the researcher interviewed dean training program contributors. In addition, training program documents relating to subject matter and curriculum were analyzed. Interview and document analysis data were thematically analyzed and used in the development of the instrumentation tool of phase two.

Phase 2. The second phase of research seeks to answer research questions two and three by measuring deans' perceptions. Interview and document analysis data were used to develop a survey instrument (Appendix D) that was distributed electronically to deans employed at the institution. Training program methods and competencies were identified based on phase one research and discussed with interviewees to check for accuracy (Creswell & Creswell, 2018). The survey instrument contained closed-ended questions asking respondents how training program competencies would contribute to job performance and how training methods would contribute to learning the competencies. In addition, the survey contained an open-ended question to inquire what other competencies deans would want to be included in the training program. Survey results were analyzed using descriptive statistics and coding techniques (Creswell & Creswell, 2018).

Site Selection

This study took place at a large Midwestern community college (MCC), with several campuses and additional locations. MCC serves more than 40,000 credit and non-credit students each year in more than 100 career and technical programs. The college employs more than 3,000 people, about 2,000 of whom are categorized as administrative and support staff. The institution

has received awards from AACC, Achieving the Dream (2021), and the Bellwether College Consortium (2018).

MCC was selected for this case study because it exhibited the following criteria: (a) have at least one formal training program for community college deans, and (b) have maintained the training program for at least five years. The researcher searched the literature and made personal inquiries with national community college leaders to identify colleges that met these criteria. General GYO leadership programs were not included in the search because previous researchers noted they focus on general skills rather than on dean-specific competencies (Nguyen, 2014). The criterion for a training program to have operated for at least five years was intended to allow sufficient time for the program to mature and be refined. MCC's training program for mid-level academic leaders has been in use for five years, and approximately 50 deans have completed the program.

Participant Selection

The population of this case study included contributors to the dean training program and deans at MCC. This study was bounded to the dean training program at the institution and only current employees were part of the population. Stratification, allowing characteristics of population members to be known to the researcher (Creswell & Creswell, 2018), was needed to identify college employees related to the dean training program. After receiving Kansas State University Institutional Review Board (IRB) approval, the researcher collaborated with representatives from the offices of Institutional Research and Human Resources, as well as the Vice Presidents who lead professional development at MCC. Potential participants were categorized as training program contributors, deans, or both. Names, and email addresses of employees were collected the researcher in a secured, password protected file and all data will be

secured for five years. All efforts essential to maintaining the anonymity of all interviewees and participants were taken.

Interview Sample

A purposive, or nonprobability, sample involves subjective methods to adopt elements to be included in the sample (Lavrakas, 2008). The qualitative phase of this study sought to investigate topics and methods used in the selected dean training program. Semi-structured interviews were conducted with dean training program contributors based on experience with the program. A snowball sampling approach was used, initial research participants were asked to identify other possible research subjects (Lewis-Beck et al., 2004). Interviews were conducted, depending on the total number available, until saturation was reached with the population of the contributor category (Creswell & Creswell, 2018). Creswell and Creswell define saturation as the point when, "the researcher stops collecting data because fresh data no longer sparks new insights or reveals new properties" (p. 250).

Survey Sample

A survey instrument was created and distributed during phase two of the study. Target survey participants included employees who were classified as a dean at MCC. The bounded nature of the case study led to a finite population of approximately 43. The researcher invited all employees categorized as a dean to participate in the survey.

Data Sources and Collection

This exploratory sequential mixed methods study contains two data collection points (Creswell & Creswell, 2018). Phase one data collection consisted of semi-structured interviews. Phase two included collecting data using an electronic survey instrument. The survey primarily consisted of closed-ended quantitative questions, but also included one open-ended qualitative

question. The intent of the two-phase design was to first collect qualitative data and then, based on the analysis of phase one data, collect quantitative data from an expanded population (Creswell & Creswell, 2018). This data collection strategy was similar to a two-phase study seeking to explore the importance of knowledge, skills, and attributes of instructional deans in California community colleges (Sill, 2014).

The first qualitative phase of this study involved creating interview questions based on andragogy and existing literature to collect data from interview participants. After IRB approval, interview questions were piloted and refined with community college professional development facilitators. Once the interview questions were piloted and refined, semi-structured interviews were conducted. Interviews of approximately one hour were conducted face-to-face, via an electronic meeting platform. Interviews were recorded and interview notes were taken in the event of recording equipment failure (Creswell & Creswell, 2018). Interviewees were invited to participate in follow up interviews if necessary, for validity or clarification. To collect documents for analysis, the researcher reviewed the institution's website and collaborated with training program contributors to collect relevant materials.

The second phase of the study consisted of collecting survey data. The survey was designed based on phase one data analysis. Creswell and Creswell (2018) stated that it may be appropriate to analyze qualitative data to obtain variables not found in existing literature. The survey instrument seeked to incorporate MCC deans' perceptions about the program's influence on competency development. The training program competencies were developed using data collected from phase one of this study and validated with program contributors. The survey instrument was pretested with community college deans from institutions other than the case study site, who have participated in a professional development program. The researcher met

with the survey cognitive pretest participants to review the survey and collect feedback (Willis, 2016). Following the survey pilot test, the survey instrument was refined. The researcher sent an email invitation to participate in the electronic survey to every current employee at MCC who participated in the dean training program. The invitation included the study's purpose, confidentiality information, voluntary nature of participation, and information regarding anonymity. Participants were asked to complete the survey within 14 days and a reminder communication was sent to employees who did not complete the survey after seven days. A vice president at the institution elected to email deans before the survey invitation was sent to alert them of the study.

Data Analysis

Within an exploratory sequential mixed methods study, "the researcher analyzes the two databases separately and uses the findings from the initial exploratory database to build into a feature that can be explored quantitatively" (Creswell & Creswell, 2018, p. 225). Analysis of interview data followed the qualitative data analysis steps recommended by Creswell and Creswell: (1) organize and prepare the data for analysis, (2) read or look at all the data, (3) start coding all of the data, (4) generate a description and themes, and (5) represent the description and themes. Interviews were electronically transcribed and reviewed for accuracy. Interviewees were given transcripts to ensure accuracy. All field notes and documents were catalogued. During the second step, the researcher read all the data to get a general sense of the information and contemplate its overall meaning (Creswell & Creswell, 2018). The initial process of coding involved using words to represent segments of data. During early analysis, transcripts and hand-coded notes were submitted to study advisors for discussion and input. Additionally, transcript data were uploaded to the web-based qualitative analysis software Dedoose. The software allows

for coding, re-coding, and digital manipulation of the data. Next, the researcher generated a description of the people and themes of the findings. Training program competencies and methods that emerged were documented during this step. Program elements were reviewed with training contributors to check for accuracy before they were incorporated into the survey instrument. During the final step, representing the description and themes, the researcher developed a qualitative narrative to express analysis findings. Qualitative findings included detailed discussion of the themes, possible interconnectedness of themes, and training program competencies.

An electronic survey instrument was distributed to all MCC employees classified as a dean position. The survey data consisted of demographic information, quantitative Likert-scaled questions, and a qualitative open-ended question. Excel software was used for quantitative data analysis to perform descriptive statistics. Descriptive statistics allow for a succinct summary of a data set (Knapp, 2018). Descriptive statistics are appropriate for this case study because they "allow the researcher to draw conclusions about the current data but do not allow conclusions about any population outside of the current data set" (McGregor, 2018, p. 3).

AACC competencies for mid-level academic leaders (AACC, 2018) were a lens for an additional level of data analysis. Themes and training program competencies developed from qualitative data were compared to AACC competencies. Through comparative analysis, the researcher sought to determine (a) if the training program aligns with AACC recommendations, (b) which competencies were not included in the program, and (c) which training program competencies are not part of the AACC competencies. This analysis served as another perspective to add depth to the case study.

Trustworthiness and Validity

Creswell and Creswell (2018) maintain studies employing exploratory sequential mixed methods must check the trustworthiness qualitative data and the validity of quantitative data. In particular, they emphasize the importance of checking the validity of quantitative instrument creation based on qualitative data. Multiple sources of qualitative data were used to triangulate themes (Creswell & Creswell, 2018). The researcher reviewed interview transcripts for accuracy. To strengthen qualitative reliability, the research documented the coding process to periodically check for definitional drift in coding (Gibbs, 2007). Additionally, study findings were shared with interview participants to check for accuracy (Creswell & Creswell, 2018).

Once the training program competencies were shared with program contributors to check for accuracy, the primarily quantitative survey instrument was developed. To determine validity of the survey instrument, cognitive pretests were performed with community college deans who have completed a professional development program. Pretesting a newly developed survey instrument is important, "to establish the content validity of scores on an instrument; to provide an initial evaluation of the internal consistency of the items; and to improve questions, format, and instructions" (Creswell & Creswell, 2018, p. 154). The researcher met with the survey pretest participants to review the survey and collect feedback. After the survey instrument was refined, the instrument was shared with interviewees to check for content validity. To reduce threats to validity and trustworthiness for both phases of the study, the matrix found in Appendix E aligns research questions to study components.

Ethical Considerations

The researcher adhered to Kansas State University IRB policy to protect study subjects. All participants were provided with an informed consent invitation that explains the purpose of

the study, the intended use of the data, and confidentiality procedures. The identities of participants will remain confidential and the institution is anonymous. All electronic data collected, including interview recordings, interview transcripts, and survey responses, were password protected and kept on a USB flash drive in a locked cabinet. All survey data were collected anonymously and aggregated. Pseudonyms were assigned to interview participants. The researcher will continue to maintain integrity and preservation of the materials for five years.

Limitations

This bounded case study was limited by the small population size. Investigating a single dean training program within a single community college district led to a program contributor population of less than ten and a dean population of about 43. This case study sought to investigate and document the uniqueness of the program, but generalizability may be difficult. The findings of this study are unique to this single multi-campus institution and may not apply to all community college deans. Due to differing needs of each institution, replicating this study may lead to differing results. This study also was subject to travel and communication restrictions imposed by the COVID-19 pandemic of 2020-2021. Data collection occurred during the Spring 2021 semester at MCC. Conducting research during an academic period affected participant availability and scheduling. Finally, communication was limited due to the researcher residing more than 2,000 miles away from the study site. Communication limitations were mitigated by the use of technology.

Summary

The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. This exploratory sequential

mixed methods (Creswell & Creswell, 2018) case study sought to employ a two-phase approach to (1) explore topics and methods utilized by training program contributors and (2) measure program participants' perceptions of topics and methods. This chapter contained an overview of the study, research design, and framework lenses used. The chapter then explained the mixed methods case study design, including the role of the researcher, site selection, and participant selection. Additionally, data sources, collection, analysis, trustworthiness, and limitations were described. The chapter concluded with ethical considerations and a summary.

Chapter 4 - Data Collection and Analysis

The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. The data from this case study were derived from a two-phase, exploratory sequential research process (Creswell & Creswell, 2018). Phase one consisted of six semi-structured interviews of college leaders that contributed to the dean training process at the institution. Interview analyses led to the compilation of dean training competencies and methods used in the second phase. Documents were analyzed to provide an additional layer to the qualitative data. Phase two included surveying deans at the institution to acquire their perceptions of dean training competencies and methods. All steps of the research process were informed by the following research questions:

RQ1: What are the elements found within a model training program designed to prepare new deans in America's community college environment?

RQ2: How would the model training program competencies contribute to perceptions of job performance?

RQ3: How would training methods contribute to learning training program competencies?

The common traits, or assumptions, of adult learners (Knowles et al., 2014) provided a theoretical lens for analysis. An additional conceptual lens was provided by the leadership competencies for mid-level academic leaders (Appendix B) created by the American Association of Community Colleges (AACC).

Chapter 4 describes the results from the two-phase exploratory sequential mixed methods study. First, this chapter discusses the procedures, participants, and results of phase one. Next, the chapter reviews the procedures, participants, and results of phase two of the research.

Following the phase two results, this chapter discusses the process and results of a comparison between AACC mid-level academic leader competencies and the competencies derived from the case study institution.

Site Selection and Study Design

This study took place at a large Midwest Community College (MCC). The institution serves more than 40,000 credit and non-credit students at several campuses and additional locations. The institution has shown a focus on employee education by maintaining several types of professional development opportunities. MCC has also received awards from AACC, Achieving the Dream (2021), and the Bellwether College Consortium (2018). Both phases of this case study were bounded to the dean training contributors and deans of this institution. Phase one consisted of six semi-structured interviews of training contributors and a document analysis. Three deans and three non-deans contributed insights for the study. The qualitative first phase examined the elements of the training program, including training competencies and methods. After member checking, the 68 training competencies and 30 methods that emerged from the first phase were used to construct a primarily quantitative survey instrument for the second phase of this study. During phase two, deans of various levels at the case study institution were invited to participate in the survey to measure their perception of how each competency would affect job performance and the value of including each training method.

Phase 1: Qualitative Data

The first phase of this exploratory sequential mixed methods study (Creswell & Creswell, 2018) sought to explore qualitative data regarding an institution with a dean training program. Dean training program contributors were invited to participate in interviews and provide documentation related to dean training. Interview questions (Appendix C) were made to

encompass the assumptions of adult learners (Knowles et al., 2014) and answer research question one. Qualitative data were collected and analyzed to compile the list of training competencies and methods used in the development of the second phase survey instrument. The interviews were further analyzed to examine other themes that emerged.

Participant Selection

The focus of the qualitative phase of this study was to explore the nature and elements of dean training from the perspective of training program contributors at MCC. The initial interview pool was created using purposive, or nonprobability, sampling (Lavrakas, 2008). After IRB approval was obtained from Kansas State University and MCC, the researcher acquired an initial pool of employees that have contributed to dean training from a vice president involved with professional development. Additional possible interview participants were added to the interview pool via snowball sampling (Lewis-Beck et al., 2004).

Dean training contributors were sent an email invitation to participate in the interview phase of the study (Appendix F). If an interview candidate did not respond, they were sent a reminder a week later and a second reminder two weeks later. The initial potential candidate pool consisted of five dean training contributors and snowball sampling yielded an additional three possible participants. Of the eight total dean training contributors, six scheduled interviews, one declined to participate, and one did not respond to the researcher's inquiries. Of the six interview participants, three were deans and three held other positions. Additional information regarding each participant's position or specifics of their dean training contributions may lead to identification of the participants, and therefore were excluded from the data. Interview participants who served as a dean during data collection are referred in this study as Dean 1,

Dean 2, and Dean 3. Interview participants who served in other positions during data collection are referred in this study as Non-dean 1, Non-dean 2, and Non-dean 3.

Data Collection and Analysis

Before MCC dean training contributors were contacted, interview questions were piloted and refined with community college professional development facilitators employed outside of the case study site. The researcher conducted six semi-structured interviews, via Zoom, during the months of April and May in 2021. The average interview lasted 50 minutes. The researcher asked participants 13 planned questions and added follow-up questions when necessary. The interviews were video recorded, transcripts were ordered, and hand-notes were taken. After the transcripts were created, the researcher compared them to the recordings to fix any errors and names were removed to provide confidentiality. Additionally, the transcripts were sent to each interview participant to check for any errors.

The researcher became immersed in the data by watching the recordings and reading the transcripts multiple times before uploading the raw data into the Dedoose program for analysis. Dedoose is a qualitative and mixed methods analysis software that allows for the coding, re-coding, and visual manipulation of the raw data. The transcripts were coded using a combination of emerging and predetermined codes (Creswell & Creswell, 2018). The researcher used predetermined codes related to training competencies and methods. Those components directly linked to research question one and were needed for the development of the survey instrument. Additional codes and themes emerged during the analysis process.

Interview Themes

After reading the transcripts, the researcher coded the data using the Dedoose program and by hand. Core themes were developed and refined following steps described by Creswell and

Creswell (2018). Themes and notes were compared between digital program coding, coding by hand, and original interview notes. Five overarching themes emerged from the interview transcripts: (1) transition in dean training, (2) why it is important to train deans, (3) incorporating assumptions of adult learners into dean training, (4) training competencies, and (5) training methods.

Transition in Dean Training

The case study site was selected because the college was recognized for doing extensive faculty and staff training and had one of the very few dean focused training programs in the country. An added theme emerged from the interviews when the researcher discovered this dean training was being updated with more focused and detailed input provided by the deans themselves. Non-dean 1 stated the original program was developed six years ago and, "would be pretty encompassing, at least at a foundational level. It was 10 half day sessions." Interview participants described how the original training was requested by deans years ago and Non-dean 1 described the training was being updated because, "our deans decided they wanted to develop or think about developing another professional development onboarding session. I took a step back until they were ready to do what they were going to do." Non-dean 2 also acknowledged deans updating the training program:

> The deans over the last couple of years have accepted more self-responsibility for their training. … This provides them with the direct avenue for themselves. So, something they can do for themselves or a more formal way to reach out to me or whoever they might need to get the support that they need. I think that's great. Accepting that kind of self-responsibility, what do we need to do for ourselves and help out.

All of the interview participants described the responsibility of training deans at MCC was transitioning from non-deans to deans. There was not a consensus about why the training was in need of updating.

The interview data were inconsistent about whether the original training was successful or how much training occurred at MCC. Non-dean 1 expressed the original training was intended to be one component of dean professional development:

> Was a good foundation for them to get an overview and actually see different things that they may not be exposed to just in their day-to-day jobs. … It would really complement other things that were going to happen on the campus for the deans. It wasn't meant to be a cure all or to do all the training.

Non-dean 3 also noted the worth of the original program:

> I do feel like bringing back this deans onboarding program would be very valuable because they're getting a lot of that information as they go. Our deans are hired at all different times of the year, so it makes it very challenging to do a formal onboarding program.

The challenge of conducting a formal onboarding program connects with how the dean interviewees perceived a lack of training. Dean 1 stated, “So in the past, we really haven't had any formal deans orientation. It's whatever your dean or your manager can provide for you and it's very uneven and too often nonexistent.” Dean 3 agreed, “Up until recently, I should say much of our dean development had been pretty informal.” When Dean 1 discussed the original dean training, they described their dissatisfaction:

> We've really tried to revamp this and I have not been very happy with the results that we've been getting out of the deans training. It's been haphazard, unorganized and not

> very deep or broad. So we decided to take a little bit different tactic. We have a committee on the Deans Council that is for deans development. Basically, this is their job to address this.

In addition to the perceived efficacy of the original program, some participants discussed logistical components that may have caused a need for redesign considerations.

Interview participants also discussed scheduling and other logistical considerations that may have contributed to the transition in dean training at the case study site. The original dean training did not intend to train all the current deans at the College. Non-dean 1 described how it used a cohort system of about 10 to 15 people and they invited employees that started a dean role in the last six months. Non-dean 3 described that scheduling a dean training for new deans would be difficult, “Our deans are hired at all different times of the year. So, it makes it very challenging to do a formal onboarding program.” Dean 1 described why they thought training a smaller group of deans at a time was problematic:

> One of the problems that is a perennial problem is that you hold a live development session with the deans. A year later, the makeup of the deans is different. Two years later it's even more different and so all of a sudden you're in a place where not everybody had this particular training and how do you avoid that? We avoid that by developing and recording these modules that can be accessed on demand. So, you don't have to be in a room at a particular time to take advantage of this. It also enables us to have a much denser array of training. Everything from the technical, to how the process works, to the developmental.

Dean 3 agreed that the original training scheduling led to deans not getting all of the information and the gaps of knowledge were problematic. Non-dean 2 acknowledged the difficulty of

scheduling a training for deans, “It's hard to carve out the time when everybody can be there for a development session.” For reasons previously mentioned, the deans have taken responsibility for creating a new dean training program and expressed the intent was to include several online learning management system modules to increase the timing flexibility for dean training.

At the time of this study, the new dean training program had not been finalized. The dean participants described how the new training was developing but acknowledged that not all of the training components were finished at that moment. Dean 1 described the importance of developing the new training:

> We're just on the cusp of understanding how important this is. I think that as we get into it, people are going to realize how truly important this was and how the lack of this was hurting us in the past but it's going to take a while to get there. This is a process, developing the dean's training is a process that's going to take some time and a lot of people. But we will get there, I think we're off to a really good start.

Dean 2 and Dean 3 also mentioned how the Deans Council was in the early stages of updating the training and many components still needed to be created. Non-dean 3 was not involved with creating the new dean training, but felt a new program would still be valuable for preparing deans, “I think it's just a matter of refocusing how we get our training and our information to our deans.”

Why it is Important to Train Deans

Another theme that emerged from the first phase of the research was there are various reasons why it is important to train community college deans. Several ideas were expressed, but there was not a reason that was articulated by all interview participants. Participants conveyed that it was important to train deans because of the following reasons: (a) deans did not normally

receive training, (b) they came from various backgrounds, (c) deans are middle managers to many components of the college, (d) they have limited authority, and (e) the college wants them to be successful.

Half of the participants expressed how little training is received by mid-level leaders. Non-dean 1 stated the lack of training personally received led to the desire to create learning opportunities, “I really felt like there was this void and there was this gap for training for myself, so I wanted to make sure that I helped design something that would help people get acclimated.” Dean 1 connected the lack of dean training with the necessity of creating a training program, “We just throw deans in these roles in this like sink or swim. They need an orientation.” Dean 3 said the lack of training may have contributed to taking years to fully tackle the dean position, “I feel like in my three years I am probably just getting to the point that I’ve done everything expected of this particular position.” Dean 3 also added that the lack of training may be due to a lack of time with people that previously had that specific position:

> Oftentimes when a position becomes open the other person is either going into a new position or another institution. And therefore, they don't have a lot of time to tell you a lot of things, so there was a lot of on-the-job training.

Dean 3 elaborated about how transitioning to a new position or office often includes working with people that were either new or did not fully understand a dean’s role. They also described how once an academic leader learns the role, they often may consider the next person to fill that position. The lack of training and continuity is an important reason to train deans, but someone may also look at the inconsistency of the experience one has before becoming a dean as an additional motivation to conduct training.

Interview participants stated that community college deans may come from within or outside of the college and their training needs would differ. Dean 2 discussed how the dean position may be filled:

> They come up through the system. They were faculty who crossed over and became a program manager. … they have this institutional knowledge that they bring with them. It tends to be the academic deans and the student services deans that may be coming from another college.

Dean 1 described how a dean that was previously a faculty member would perceive the position differently:

> She has a faculty perspective; she sees a lot of the things the deans do from a different angle. The other thing is a lot of the faculty work with her differently because they know she's been a great faculty person and so that helped. But she was also very surprised about a lot of the stuff the deans do. She was mostly curious about understanding the other side and I think she was surprised by a lot of it. And I think she was surprised about how difficult, some of it can be.

Non-dean 3 stated that deans coming from other colleges need to learn about how MCC operates:

> For us, many of our deans come from external institutions. Sometimes if they are coming from external institutions there are a lot of differences between how we operate as a college, our policies or procedures, but also the culture of our college itself and our campuses. So, I think helping them to acclimate to that environment is extremely helpful so that they can be the best prepared in their goal. They're a leader to their campus and

> their division and their faculty. They really need to be connected with the college and the culture to be able to be that leader.

Without differentiating where deans come from, Non-dean 2 also stated the college would benefit from helping deans appreciate the community college environment.

The most common reason why it is important to train deans is the significant diversity of roles and people worked with in the position. Non-dean 1 described the wide breadth of people someone in a dean position works with:

> Their job is very diverse. They deal with faculty, but they also deal with program managers, they also deal with the external audience sometimes. … Also being able to work with our students from time to time so there's a lot of constituencies. They have a very broad job, it is not narrow in any shape, form, or fashion. Sometimes the decisions and things that they have to make are very political and they have to be really careful because of the [union] contract.

Non-dean 2 reflected on deans working with different constituencies and the overall challenge of the position:

> You're that difficult middle management position. You're right at the front line. … I found it challenging. I found it rewarding but it was probably one of the more difficult roles I've had while I've advanced in the institution.

Dean 1's response also included how a dean must work with various levels of the college and maintain work output:

> They have a lot of people above them a lot of people below them on the organizational chart. They have to deal effectively with all of them. At the same time, they have to get the work done, you have to have output, you have to have results. … I would say that

> even more important, ultimately than that, is deans really developing a vision for what they want their area to look like.

Non-dean 3 also stated that deans must understand how to work with different groups and emphasized how well the College instills this value:

> Our college leadership really instills the fact that the value of the deans is that they're leading their groups or divisions and the faculty within. And they're dealing with the students, one-on-one … we put so much emphasis on the value of our interactions with our students. I think that whenever we're doing any kind of training, it always goes back to how does this help you to improve your interactions with students, or how does it help us retain and engage our students, or retain and engage our faculty, our adjunct faculty, in particular? So, I think our college leadership overall does a really good job of instilling that value.

Dean 2 also acknowledged there is a diversity of people that deans work with and added that what training a dean could receive depends on where you work in the college and what specific position you will work with:

> Depending upon where you are in that hierarchy and in which silo you're operating, or which discipline you're operating, there's a different matrix of what you need to understand. … to solve problems over here, someday you're going to have to deal with the manager of the registration of the campus and when he or she pushes back against you, you really need to understand why.

The need for training deans to work with others was deemed important because some interviewees declared deans do not normally have much authority. Dean 2 stated how deans typically must accomplish goals, “We have no authority, we have only influence. To get things

done we have to build consensus and use political influence." Dean 1 also indicated that deans must understand how they can influence and how that helps the overall organization:

> I think deans are in a very unique position of having to manage by influence more than by direct authority. It doesn't work. The deans very often are the pivotal pin between faculty and the rest of the organization and if you want to be an effective organization, things have to run smoothly. So I think that, unlike some other organizations, where there may be a more authoritative structure than a community college … you really have to learn how to manage by influencing people to move in the right direction.

The diversity of constituencies deans work with cover many facets of the college and interview participants wanted those interactions to be successful for the betterment of the college.

The last emerged reason why it is important to train deans was wanting them and the college to be successful. All three non-deans interviewed expressed the desire to have deans succeed in their position. Non-dean 2 included how training related to unions was important for their success:

> The more we can help them understand right at the beginning, in particular what's defined by contract and what isn't. How you handle different interpretations of the contract, you know that is very important. You want your deans to be successful right?

Non-dean 3 elaborated on that training deans would set them up for success:

> I think that helping the deans, setting them up to succeed, understand their role, and understand all the different processes and the people that are in place are important. And then giving them the tools that they need so that they can then lead their divisions appropriately.

Dean 1 described how wanting a dean to be successful relates to how the institution can be successful:

> The bottom line is you need to be effective. If the organization is going to be effective, if the organization is going to be able to really fulfill its mission, then people in key roles need to be high level contributors to that. So, it really gets down to an organization's ability to fulfill its mission. … I think that's true with any organization.

Study participants conveyed that it was important to train deans because if deans were successful in their diverse roles throughout a college, that would increase the effectiveness of the institution.

In the interview data it became apparent that the importance of training deans also included the timing and frequency. Non-dean 1 stated that initial and continuing training are needed, "I think it is important for deans to have some sort of training. Onboarding when they come on campus, but I also think it's important for them to have ongoing training." Dean 1 also expressed deans could be continually developed, but emphasized the role of a dean and their supervisor:

> As a manager of deans, you're always concerned with their development and their continued advancement. So, the role is very often that of a coach and a mentor in helping them get better in their jobs and to that end truly being concerned with that. … if we're developing deans, we want them to increase their self-awareness. And we want them to increase their awareness that development is ongoing, it needs to be.

The concept of development also emerged when Dean 1 was discussing the creation of an updated dean training. Dean 1 stated that when examining what topics may be included in the training, that there was a difference between day-to-day technical training and higher-level development:

> A lot of the early responses came back and they were very tactical technical things and I don't think about development in those terms so much. But this was their need and it dawned on me that until we meet that need they're not going to be open and emotionally available to do a higher level development. These are the day-to-day things that stress them. Let's help them understand those, but that in itself is not a training and development program. That's just the beginning, it's a facet of it.

The dean position encompasses many roles within a college. By instilling importance in helping them succeed, the college would enable them to develop and learn in other ways.

Incorporating Assumptions of Adult Learners into Dean Training

Knowles et al. (2014) advocate that educators of adults consider six core assumptions of adult learners: (1) the learner's need to know, (2) the self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) the motivation to learn. Six of the thirteen interview questions used in the first phase of this study related to adult learner assumptions or characteristics. During the interview coding process, all answers that could be associated with an assumption were grouped. Analysis demonstrated that assumptions of adult learners were mostly not accounted for in dean training.

The first adult learner assumption is the adult learner's need to know, or understand the value of what they are learning. Explicitly helping deans understand the value of the training was not found to be included in either the original or new dean training programs. Although, it was mentioned that deans understand the value based on mistakes made in the past. Non-dean 2 also mentioned that deans receiving training may recognize the value by having training close to when it is needed:

> When we onboarded deans we talked about the faculty evaluation process. We find at about the same time every year. … That's a good time to bring all the deans back together again, refresh on the process, and talk about some of the challenges that they face because it's part of their workload right then and there. So they value it, they are interested in it, they find they can apply it right away, which kind of solidifies or forces that one.

Dean 3 stated the value of the training may come from lack of understanding in the past, "finding yourself needing instructions and not knowing exactly who can provide you with the answer." Non-dean 1, when discussing the original training, mentioned that understanding the value also came after the training, "I had people come to me six months later and say I didn't connect the dots that day but boy, am I connecting the dots now." The trainees need to know was not explicitly incorporated in the trainings but was discussed as part of scheduling the training or as a reflection component.

The second assumption of adult learners, self-concept of the learner, accounts for adult learners perceiving a difference between facilitator-directed and self-directed learning. Pedagogy is typically more facilitator-directed and andragogy more self-directed (Knowles et al. 2014). All participants related that dean trainings were a combination. According to Non-dean 1, past training leaned more towards facilitator-directed in terms of topics chosen:

> We share with them, ahead of time, what the topics are, and I ask if there are other topics that they may want to cover. We try to blend those in as best we can. … each year I would make changes to the topics, based on the feedback from the participants.

The new training was also described as a combination of facilitator and self-directed. Dean 3, while discussing different training modules, stated as a new dean, "You would be required to do

certain ones, and then the other ones, you would use as needed." The deans interviewed discussed how the new training would include modules that could be required, self-paced, or used as refresher. Dean 1 described why it may be important to give deans some control over their training:

> It's much easier for them to understand why they're doing this, then if the boss says, well, you need to take this module and they kind of mumble under the breath, well I'm going to do this because you're my boss, but I'm not going to get nearly as much out of it as if I drive myself to that module. I think part of the development, quite frankly, is becoming more and more self-directed.

The original dean training primarily focused on having the facilitators direct the programming. The updated dean training would also have experienced deans facilitate and direct the training, but also would allow deans to direct some aspects after the initial training modules.

The third assumption of adult learners, prior experience of the learner, includes the understanding that adults enter trainings with a wide range of experience. Knowles et al. (2014) urged facilitators to accommodate for the diversity of experience a learner could bring in and may capitalize on the experience of the person learning. Interview participants mentioned the experience of training facilitators, but the experience of the person being trained was not included. Dean 1 acknowledged that training facilitators are mindful, but do not typically alter training:

> I'm not sure that we've specifically dealt with that. I think we're aware of this, for sure, because people come from all different roles into this. But I don't know that we do that. … I think the characteristics that the person has are much more important than the specific experience that they've had.

A few participants mentioned that a dean's past experience becomes part of discussion components of case studies. Non-dean 2 described how past roles may come up during group sessions, "some of them have been faculty, others have been directors or administrators before they moved into a dean role. So, they have the opportunity to bring those things to the table when they're discussing certain situations." Overall, the experience of the person being trained was minorly incorporated into the training, if at all.

Readiness to learn is the fourth assumption of adult learners and an adult's ability to learn is proportional to how ready they are for the information. It was common for interview participants to ask for clarification regarding the phrase readiness to learn. Knowles et al. (2014) explained an example, "Bench workers are not ready for a course in supervisory training until they have mastered doing the work they will supervise and have decided that they are ready for more responsibility" (p. 65). The researcher clarified the interview question using Knowles et al.'s example and applying it to community colleges. After interview participants heard the question reworded to how does the college help deans understand the roles of the people they will supervise to be better at their own roles, it was discovered that this aspect was not structurally included in the trainings. A couple interviewees mentioned the readiness to learn may come in informal ways. Non-dean 2 stated a dean's supervisor was primarily responsible helping a new dean on-board and become comfortable. Non-dean 3 described how they informally reached out to new deans to increase their readiness to learn:

> You're probably going to hear these terms being thrown around, you'll probably see a bunch of emails coming from me, I just want to fill you in so you know who I am and how we interact with each other.

Dean 2 said that the need to understand the roles you are directly supervising is why the college tends to promote entry level dean positions from within:

> I think that is largely why the roles that have managerial responsibility or supervisory responsibility for line-level positions tend to be organic. You cannot hire somebody out of a hospitality management program to manage a restaurant that has never waited tables or cooked. It won't happen, you know it will not work.

Non-dean 1 had a similar opinion about how leaders could understand the employees that report to them, "it's very important for them to understand all the expectations. How do they develop those expectations for people that report to them, whether it's a faculty member or whether it is a support staff person." Readiness to learn was acknowledged by interview participants but was not mentioned as structurally incorporated in training programs.

The fifth assumption of adult learners, orientation to learning, suggests that adults learn best if the facilitator uses context and application that relate to the learner's situation. Of the six assumptions, orientation to learning was the most clearly incorporated into dean training programs at MCC. Non-dean 2 posed that application could be the highest priority. The use of case studies to add context to the training was mentioned by deans and non-deans. When Dean 3 was asked about context and application, they responded, "that's where the mentorship will come in. I think the mentorship gives you those extra questions that you need to ask." In addition to the methods mentioned by other participants, Non-dean 3 also included that incorporating different perspectives into the training adds context, "oftentimes we'll try to have as many perspectives at the table as we can so that the dean understands about their audience and their faculty as well." Training facilitators agreed that training ought to connect to the learner's situation.

The final assumption of adult learners that could be accounted for is the motivation to learn. Interview participants did not explain how motivation of a dean was explicitly included in trainings, but they discussed motivators for deans to participate. Internal motivation included that deans want to be trained so they may be successful in their roles. Non-dean 3 elaborated this internal motivator may include keeping up with a fast-moving college environment:

> There's so many deans at the College and there's so many faculty that I think that there is a motivation to get up to speed as fast as possible, because everything just moves so fast at the College. So, I think that there's this kind of internal needs to hit the ground running.

One external motivator mentioned was the influence of a supervisor. Non-dean 1 sent invitations to the original training program through a dean's supervisor:

> I send it to their supervisor first and then their supervisor encourages them, I suspect, to attend. I don't want to say it's mandated. I don't believe it's mandated at all because this is also offered to individuals who may be transitioning from one position to another.

The other external motivator for a dean to attend training would be due to past mistakes a dean has made. Dean 1 elaborated how a past error could translate into an external pressure for a dean to attend training:

> When somebody is really having a problem and somebody has to sit down with that person and say look, we need to talk more deliberately, more specifically, you know you've kind of goofed up in this area. We need to figure out how to get you the skills, not to let that happen again.

The external motivators that emerged from the interviews relate to how a dean enters a training program. The internal motivator that emerged could have applied to why a dean enters a training program or how they proceed within the program.

Training Competencies

Training program competencies were identified from the interviews. Competencies included topics specifically mentioned in trainings, stated as possible additions to trainings, or considered important for deans to understand. Emerged topics included several items related to procedural knowledge and information regarding areas of the College. The competencies did not perfectly fit previously used categories for community college deans (Sill, 2014; Wallin, 2006). The researcher used a three-category system to delineate the emerged competencies: (a) informational, (b) leadership, and (c) procedural. Sill (2014) separated all emerged competencies into either a more procedurally focused management category or a leadership category that included personal and interpersonal skills. This study adapted the categories used by Sill into procedural and leadership. Additionally, the third category of informational was created to encompass competencies related to learning about areas or groups of the institution. The researcher acknowledges some informational competencies may have been classified differently, but competencies were classified as informational when interview data suggested that deans be trained about the category as opposed to trained to perform the competency.

A summary of competencies identified from each interview can be found in Table 4.1. The average amount of training competencies mentioned was 18.5 per interview. Table 4.1 separates competencies expressed by each interviewee into the categories of informational, leadership, or procedural. No consistency was discovered when examining which category contained the most competencies for each individual interview participant. One study participant (Non-dean 1) mentioned the most competencies in the informational category. One participant (Dean 1) mentioned the most competencies in the leadership category. Three participants (Dean 2, Dean 3, and Non-dean 3) mentioned the most competencies in the procedural category. Non-

dean 2 exhibited a tie between the leadership and procedural categories. No single training competency was found in all six interviews. The topics of communication and union contracts both appeared in five of the six interviews. Competencies that appeared in four of the six interviews include having difficult discussions, student grade issues, budget, and scheduling. All other topics appeared in three or less interview transcripts. Competencies from individual interviews were combined and similar competencies were merged to avoid repetition in the survey instrument. A total of 68 dean training competencies emerged from the interviews (Table 4.2). 24 competencies were categorized as informational (35.3%), 16 as leadership (23.5%), and 28 as procedural (41.2%). The 68 dean training competencies were included as part of the survey instrument used in the second phase of this study (Appendix D).

Table 4.1. Training Competencies Identified from Individual Interviews
Training Competencies Identified from Individual Interviews

Participant	Total Number of Competencies	Informational	Leadership	Procedural
Dean 1	11	2	7	2
Dean 2	19	8	2	9
Dean 3	12	4	2	6
Non-dean 1	35	19	5	11
Non-dean 2	19	5	7	7
Non-dean 3	15	5	3	7

When interview participants were asked what competencies they perceived as the most important for deans to learn, there was little agreement. Non-dean 1 stated the most important

competencies depended on the dean's previous experience, "I would say depends on if you're new or not. If you're brand new to the College, I think, having that foundation about who [MCC] is, and the history of community colleges." Non-dean 1 also stated if a dean was not new to the community college system, it would be important for them to understand the intricacies of faculty affairs:

> Things that are in the contract and things that they're going to have to know over time. Whether it's professional improvement leave, tenure, rights and responsibilities in general … advancement and rank, workload, all of those things if you have instructional or non-instructional faculty reporting to you. Those are things that you're going to have to know.

Non-dean 2 found it difficult to prioritize competencies for deans to learn because they thought a dean needed to understand all of them:

> Well, that's really hard to do, because I think a successful dean has some expertise in all of that. I think you can learn all of it, too, but I think the deans that have innate good communication skills have an easier way of surviving. … you've got to know the contract, you have to know emotional intelligence, and how to communicate that message, technical knowledge.

Non-dean 3 also found it difficult to narrow a competency list because of aspects involved with the dean position:

> There's a couple different things that I think would be most important. Certainly, understanding the College and the culture, understanding our student population, as a community college might be different from other institutions. … We have a pretty robust diversity and inclusion training program and I think that's absolutely essential for all of our employees and deans, especially because they're going to be interacting with

> students, faculty, and staff. They will be interacting with populations all across the College, and I think it's really crucial for them to understand that fact. It's crucial for them to understand the faculty contract. Which we don't specifically train them on it. … Terms of faculty evaluations and helping them form their professional development plans. We have required training on our budget.

Two of the three deans interviewed focused on a top priority for deans to learn. Dean 3 stated the specific policies and procedures of the areas supervised were the most important topics for a dean to understand. Dean 2 asserted that understanding the union contract was the most important competency for a dean:

> If you're anywhere in a union environment, whether it's a hotel or a plumber's union, the first thing you need to do is read the contract and understand the contract, because everything centers around the contract and if you understand your collective bargaining agreement, you can be successful. If you do not understand or do not respect your collective bargaining agreement, you will not be successful, that is the very first trip wire.

Dean 1 specifically made the point that the more important competencies were not logistical and not the first topics learned:

> I think the most important ones, are the ones that come after this first bank of technical ones. I think it has to do with working with people. Deans are right in the middle of things. They have a lot of people above them a lot of people below them on the organizational chart. They have to deal effectively with all of them. At the same time, they have to get the work done, you have to have output, you have to have results, and I think those are some of the most important things. I would say that the even more

> important, ultimately than that is deans really developing a vision for what they want their area to look like.

Earlier in the interview, Dean 1 connected the importance of learning logistical topics first and how that connects to deeper developmental competencies:

> It dawned on me that until we meet that need they're not going to be open and emotionally available to do a higher level development. It's like these are the day-to-day things that stress them. Let's help them understand those, but that in itself is not a training and development program that's just the beginning it's a facet of it.

No single competency emerged from more than three of the six responses. The union contract and some form of communication were the most common competencies to be listed as a top priority.

Table 4.2.

Training Competencies Emerged from Interviewing Dean Training Contributors

Category	Training Competency
Informational	About community colleges, as an institution
Informational	About the college where you work
Informational	Behavior intervention team
Informational	Career center
Informational	College mission and vision
Informational	College research institute / evidence and inquiry
Informational	Community college culture and environment
Informational	Counseling Department
Informational	Diversity and Inclusion
Informational	Experience and knowledge from people that have served in position
Informational	External partners
Informational	Faculty terminology
Informational	Foundation
Informational	Government affairs
Informational	Grant department
Informational	Local community
Informational	Summary of key aspects about each department

Category	Training Competency
Informational	Summary of key aspects in academic affairs
Informational	Summary of key aspects in student services
Informational	Transfer center
Informational	Understanding the student population
Informational	Veterans affairs
Informational	What is a center of excellence
Informational	Workforce development
Leadership	Becoming self-directed
Leadership	Collaboration
Leadership	Communication skills
Leadership	Conflict management and resolution
Leadership	Crisis communication
Leadership	Emotional intelligence
Leadership	Faculty professional development
Leadership	Having crucial or difficult conversations
Leadership	How a dean contributes to strategic planning and vision
Leadership	How to develop a vision or plan for your area
Leadership	Listening skills
Leadership	Manage by influence (instead of authority)
Leadership	Motivating faculty
Leadership	Shared governance
Leadership	Working in a political work environment
Leadership	Working in a unionized environment
Procedural	Accreditation process
Procedural	Attendance tracking
Procedural	Budgets
Procedural	Capital and construction
Procedural	Communication procedures with different departments / campuses
Procedural	Course scheduling
Procedural	District office resources
Procedural	Faculty affairs (professional improvement leave, sabbatical, tenure portfolio, advancement in rank)
Procedural	Faculty evaluation and tenure process
Procedural	Faculty load and compensation
Procedural	Faculty obligations; syllabus, handbook, office hours, etc.
Procedural	Financial Aid
Procedural	Human resources policies and procedures
Procedural	Knowledge of who to contact for various procedures
Procedural	Legal affairs
Procedural	LMS (learning management system) training
Procedural	Performance based funding
Procedural	Policies and procedures of their specific office
Procedural	Policies and procedures to host or lead specific areas/events in your area

Category	Training Competency
Procedural	Registration process
Procedural	Student code of conduct
Procedural	Student complaints
Procedural	Student grade changes / disputes
Procedural	Technology and forms used at college
Procedural	Title IX
Procedural	Training for current and timely needs (Just-in-time training)
Procedural	Understanding common reports at college
Procedural	Union contracts

Training Methods

Training methods mentioned in interviews as being used to train deans, will be used to train deans, or could be useful for training deans were documented. 30 methods emerged from interviews as possible approaches for dean development, including the following:

- external conferences or other development opportunities
- mentorship
- occasionally teaching a course, as a dean
- learning from supervisor of dean
- learning from support staff
- observing behaviors being modeled by other leaders
- list of leaders for a dean to speak to or meet with
- lecture style learning from other college leaders
- speakers brought in to teach deans
- cohort of deans progressing through trainings together
- optional (drop-in, drop-out) schedule of training sessions
- formal orientation to dean position
- informal or non-scheduled conversations about the position

- dean trainings as part of college-wide development days
- speed networking with different departments
- groups of deans coming together for half-day training sessions
- coffee / informal conversations with groups of deans
- groups of deans coming together to discuss best practices
- interview a leader in front of a group of deans
- case studies
- role-playing dean-specific scenarios
- discussions about topics from books / essays
- exposure to topics outside of area / department
- lessons based on current or timely problems
- lessons based on upcoming scheduled / yearly college tasks
- human resources designed modules
- training in modules delivered online via LMS (learning management system)
- onboarding binder for the dean position
- policies and procedures binder for department or area
- having an individualized professional development plan

None of the training methods were mentioned in all six interviews. Training via mentorship and through the learning management system both appeared in four of the six interviews. The remaining 28 methods emerged from three or fewer interviews. Training methods from individual interviews were combined and similar methods were merged to avoid repetition in the survey instrument used during the second phase of this study (Appendix D).

Document Analysis

Each invited participant was asked to contribute any documents relating to dean training at their institution. All interview participants who mentioned documents that might pertain to training were sent an additional request after the interview. One dean and one non-dean provided documents. Non-dean 1 provided an electronic packet of documents that were distributed to original dean training program participants. The documents were reviewed for training competencies and methods. The packet was not included in the appendix because every pertinent page contained a considerable amount of information that would identify training program contributors and the case study college. After the second phase of the study was in progress, Dean 1 emailed a list of competencies the Deans Council assembled for the new dean orientation at the institution (Appendix G). Since the email was received after initial survey responses were collected, the competencies were analyzed, but could not have been included in the survey.

The packet of documents from the original dean training program contained a schedule of activities and the PowerPoint presentations used in various activities. The schedule was not included in the appendix due to half of the text including facilitator names and room locations. The presentation materials were not included in the appendix because the specific details of training each competency are out of the scope of this study. The training topics listed in the schedule for the original training program include the following; (1) breakfast and networking, (2) introduction to community college students, (3) what I know now, that I wish I had known then, (4) access, learning, and success, (5) faculty affairs, (6) student services speed networking, (7) coffee and conversation with evidence and inquiry team, (8) healthcare accreditation program, (9) government and outreach, (10) frontline and crisis communication, (11) online learning and academic technology, (12) curriculum development, (13) finance and budgets, (14)

access and completion (student affairs), (15) legal issues facing higher education, (16) learning outcomes assessment, (17) articulation agreements and prior learning, (18) college pathways and strategic partnerships, (19) enrollment management (20) Title IX, (21) grant management, (22) center for learning engagement, (23) workforce, community, and economic development, and (24) speed networking with center of excellence leaders. The schedule document, itself, did not note specific days, but Non-dean 1 stated in their interview that the original training covered the topics over the span of 10 separate half-day training sessions. The two topics in the original training schedule that did not emerge from phase one interviews, and resulting survey, are curriculum development and learning outcome assessment.

The email regarding the top items for dean training selected by the Deans Council included the following: (1) overview of institutional organizational structure, (2) routine paperwork, (3) calendar of academic processes, (4) management of direct staff reports, (5) student complaints and grade disputes, (6) basic management of faculty, (7) course schedule, (8) deeper learning on faculty, (9) budgets and purchasing, and (10) curriculum. This document was received by the researcher 20 days after the start of survey response collection and was not able to be included in the survey instrument. Topics listed in this document that did not emerge from the phase one interviews include overview of institutional organization structure, management of direct staff reports, and curriculum. The list of topics to be included in the new dean training was compared to topics on the schedule for the original training. Of the 10 topics noted as the most important to include by the Deans Council, eight were related to or directly included in the original training program. The two topics found in the top list from the Deans Council that were not discovered in the original training documents are overview of institutional organization

structure (original training contained a section on the organizational structure of the access, learning, and success area of the college) and calendar of academic processes.

Phase 2: Quantitative Data

The second phase of this mixed methods study sought to investigate how deans at MCC perceived different training competencies and methods that could be used in dean training. Deans were invited, via email, to participate in an electronic survey (Appendix D) to measure how valuable they perceived training competencies and methods would be for a dean training program. Competencies and methods were derived from phase one interviews and member checked with interview participants. Before the survey was administered, it was pilot tested with five community college deans or mid-level academic leaders that were not employees at the case study institution. Cognitive lab testing with academic leaders that have participated in community college leadership development allowed for real time feedback and modification to improve the clarity of survey items (Willis, 2016). Survey questions mainly collected quantitative data from closed-ended questions, but also included one question to capture if the participant identified other training competencies that may be included. The survey data was analyzed to examine trends.

Participant Selection

The focus of the primarily quantitative second phase of this study was to measure the perceptions of deans at the case study site. The MCC's website and directory were independently checked for any employee classified as a dean. The contact information for 49 employees were collected, but the human resources department confirmed that six employees were not classified as deans at the college. A total number of 43 deans were sent an email to participate in the survey phase of this study (Appendix H). Of the 43 employees invited to participate, 14 were classified

as deans (33%), 10 were classified as assistant deans (23%), and 19 were classified as associate deans (44%). A reminder was sent seven days after the initial invitation.

Data Collection and Analysis

The link to participate in the survey instrument was emailed to 43 deans at MCC. The electronic survey was conducted via Google Forms. The survey instrument collected responses between June 2 and July 13, 2021. N=21 viable surveys were collected, showing a 48.8% response rate. Smaller sample sizes in single case studies may be considered adequate depending on the research questions posed (Mills et al., 2010). This study would be considered a unique single case study that aimed to document and analyze the rare phenomenon of community college dean training at a specific institution. Survey data was exported to Excel and then any data online was deleted. Descriptive statistical analyses was conducted to summarize participant demographics, perception of training competencies, and perception of training methods.

Participant Demographics

A total of 21 viable surveys were collected as part of the second phase of this study. Table 4.3 presents the non-numerical demographics of the survey respondents. Results indicate that 28.6% of respondents were deans, 19% were assistant deans, and 52.4% were associate deans. In comparison, the percentage of each dean identified and invited from the college were 33% deans, 22% assistant deans, and 44% associate deans. Survey respondents identified as 52.4% male and 47.6% female. The results showed an almost even split between respondents whose highest degree achieved was a doctorate degree versus a master's degree (11 to 10). When asked what position they held prior to their current position, the options with the highest results were another dean position (38.1%) followed by a non-dean administrator position at a community college (28.6%). Table 4.4 portrays numerical demographics of the survey

participants, including the mean, standard deviation, minimum, and maximum. The average age of respondents was 53.3 years (SD=10.6). The number of years served as a dean is of note because of the wide range of responses. The average amount of time served as a dean was 5.3 years (SD=4.2), the minimum value was 0.5 years, and the maximum value was 20 years. When asked how long respondents worked at a community college, the average response was 12.6 years (SD=6.9). See Table 4.3 and Table 4.4 for specific demographic details.

Table 4.3.

Non-numeric Demographics of Survey Participants

Baseline characteristic	n	%
Position		
Dean	6	28.6
Assistant Dean	4	19
Associate Dean	11	52.4
Gender		
Male	11	52.4
Female	10	47.6
Highest degree achieved		
Doctorate degree	11	52.4
Master's degree	10	47.6
Bachelor's degree	0	0
Most previous position held		
Another dean position	8	38.1
Non-dean administrative position at a community college	6	28.6
Faculty position at a community college	3	14.3
Position outside of a community college	3	14.3
Staff at a community college	1	4.8

Table 4.4.

Numerical Demographics of Survey Participants

Baseline characteristic	M	SD	Min	Max
Age	53.3	10.6	34	77
Years served in a dean position	5.3	4.2	0.5	20
Years served in current position	3.3	2.5	0.5	11
Years worked at a community college	12.6	6.9	3	27

Training Competencies

Survey participants were presented with 68 competencies that were suggested, by phase one interview participants, to be included in a dean training program as means to increase job performance. Using a Likert-based scale, survey respondents were asked to rate the importance of including each competency in a dean training program. The five-point scale included 'does not need to be included', 'not very important', 'somewhat important', 'important', and 'very important'. Numeric codes for each item ranged from 1 to 5, with higher score reflecting greater importance of including the competency in a dean training program. For example, if a respondent selected a five for a given competency, that would correspond with that competency being perceived as a very important inclusion to increase job performance. If they selected a one, that would correspond with the respondent not perceiving the competency as needing to be included in a dean training program. Table 4.5 displays the average, standard deviation, minimum, and maximum score for each training competency. The 68 competencies were ordered from highest to lowest average score.

Of the 68 competencies scored, 32 received an average of 4.00 or greater (important to include), 32 received an average between 3.00 and 3.95 (somewhat important to include), and 4

received an average between 2.38 and 2.81 (not very important to include). The competency perceived by respondents to be the most important to include (conflict management and resolution) was the only competency to not receive a score of less than 4 out of 5. Of the competencies categorized as informational, 29.2% received and average score of 4.00 or higher. Of the competencies categorized as leadership, 75% received an average score of 4.00 or higher. Of the competencies categorized as procedural, 46.4% received an average score of 4.00 or higher. The four competencies that scored an average below 3.00 were grant department, capital and construction, foundation, and government affairs.

Table 4.5.

Perceived Importance of Competency Inclusion in a Dean Training Program

Competency	M	SD	Min	Max
Conflict management and resolution	4.76	0.44	4	5
Having crucial or difficult conversations	4.71	0.56	3	5
Collaboration	4.62	0.59	3	5
Understanding the student population	4.62	0.59	3	5
Communication skills	4.57	0.68	3	5
Listening skills	4.52	0.75	3	5
Course scheduling	4.52	0.75	2	5
Faculty evaluation and tenure process	4.48	0.60	3	5
How to develop a vision or plan for your area	4.38	0.67	3	5
Knowledge of who to contact for various procedures	4.38	0.86	3	5
Faculty obligations; syllabus, handbook, office hours, etc.	4.38	0.67	3	5
Emotional intelligence	4.33	0.91	2	5
Working in a unionized environment	4.33	0.80	2	5
Faculty load and compensation	4.30	0.66	3	5
Policies and procedures of their specific office	4.30	0.80	3	5

Competency	M	SD	Min	Max
Budgets	4.29	0.90	2	5
Human resources policies and procedures	4.25	0.91	2	5
Diversity and Inclusion	4.24	0.83	3	5
Student grade changes / disputes	4.24	1.00	2	5
Manage by influence (instead of authority)	4.19	0.87	2	5
Experience and knowledge from people that have served in position	4.19	0.75	3	5
Working in a political work environment	4.14	1.01	2	5
Summary of key aspects in academic affairs	4.14	0.73	3	5
Faculty affairs (professional improvement leave, sabbatical, tenure portfolio, advancement in rank)	4.10	0.83	2	5
Student complaints	4.10	0.89	3	5
College mission and vision	4.05	0.89	2	5
Motivating faculty	4.05	0.92	2	5
About the college where you work	4.05	0.92	2	5
Community college culture and environment	4.05	0.86	2	5
Union contracts	4.05	0.92	2	5
Understanding common reports at college	4.05	0.80	2	5
Crisis communication	4.00	0.92	3	5
Summary of key aspects in student services	3.95	0.74	3	5
College research institute / evidence and inquiry	3.95	0.92	2	5
Accreditation process	3.90	1.09	1	5
Faculty professional development	3.90	0.77	2	5
About community colleges, as an institution	3.86	0.79	2	5
How a dean contributes to strategic planning and vision	3.86	0.91	2	5
Shared governance	3.86	1.01	1	5
Student code of conduct	3.86	0.79	2	5
Becoming self-directed	3.76	1.14	1	5
Technology and forms used at college	3.75	0.97	1	5
Behavior intervention team	3.71	0.72	2	5

Competency	M	SD	Min	Max
Counseling Department	3.62	1.24	1	5
Title IX	3.62	1.24	1	5
Faculty terminology	3.57	0.98	2	5
Performance based funding	3.57	0.98	2	5
Registration process	3.57	1.16	1	5
Training for current and timely needs (Just-in-time training)	3.57	0.87	2	5
Summary of key aspects about each department	3.52	0.87	2	5
Workforce development	3.52	1.03	1	5
What is a center of excellence	3.48	1.08	2	5
Local community	3.45	1.05	1	5
Legal affairs	3.43	0.98	2	5
District office resources	3.35	1.04	2	5
LMS (learning management system) training	3.33	1.20	1	5
External partners	3.29	1.01	2	5
Attendance tracking	3.24	0.83	2	5
Communication procedures with different departments / campuses	3.24	1.14	1	5
Financial Aid	3.10	1.14	1	5
Transfer center	3.10	0.94	1	4
Career center	3.00	0.89	1	4
Veterans affairs	3.00	0.95	1	5
Policies and procedures to host or lead specific areas/events in your area	3.00	1.26	1	5
Grant department	2.81	1.03	1	5
Capital and construction	2.80	0.95	1	4
Foundation	2.67	1.11	1	5
Government affairs	2.38	0.92	1	4

The survey participants were also asked what other topics or competencies they thought would be beneficial to include in a dean training program. Of the 21 respondents, seven answered this open-ended question (33.3%). Three of these responses did not mention additional competencies. The following competencies mentioned in this survey item were each stated a single time: (a) organizational chart, (b) College Credit Plus, (c) discipline specific training, (d) Argos, (e) data analysis, and (f) data-based decision making.

Training Methods

Survey participants were presented with 30 training methods that were suggested, by phase one interview participants, to be valuable approaches to assist deans in learning training competencies. Using a Likert-based scale, survey respondents were asked to rate their perceived value of using each training method in a dean training program. The five-point scale included 'not valuable for dean training', 'not very valuable', 'somewhat valuable', 'valuable', and 'very valuable.' Numeric codes for each item ranged from 1 to 5, with higher score reflecting greater perceived value of using the method in a dean training program. For example, if a respondent selected a five for a given training method, that would correspond with that method being perceived as very valuable for learning dean training competencies. If they selected a one, that would correspond with the respondent perceiving the method as not valuable for dean training. Table 4.6 displays the average, standard deviation, minimum, and maximum score for each training method. The 30 methods were ordered from highest to lowest average score.

Of the 30 training methods scored, 10 received an average score of 4.00 or higher (valuable), 17 received an average score between 3.05 and 3.95 (somewhat valuable), and three received an average score between 2.67 and 2.95 (not very valuable). The training method that was perceived to be the most valuable for deans to learn training competencies was mentorship.

Only four training methods received a minimum score of three and the remaining 26 surveyed methods received a score of two (not very valuable) or one (not valuable for dean training) from at least one respondent. The three training methods that were perceived to be the least valuable for dean training were discussions about topics from books or essays, human resources designed modules, and speed networking with different departments.

Table 4.6.

Perceived Value of Training Methods

Training Method	M	SD	Min	Max
Mentorship	4.48	0.81	2	5
Formal orientation to dean position	4.43	0.60	3	5
Cohort of deans progressing through trainings together	4.24	0.70	3	5
Groups of deans coming together to discuss best practices	4.19	0.75	2	5
Informal or non-scheduled conversations about the position	4.14	0.73	3	5
Learning from support staff	4.10	0.94	2	5
Observing behaviors being modeled by other leaders	4.05	0.60	2	5
List of leaders for a dean to speak to or meet with	4.00	0.84	2	5
Dean trainings as part of college-wide development days	4.00	1.05	1	5
Onboarding binder for the dean position	4.00	1.05	2	5
Learning from supervisor of dean	3.95	1.02	2	5
Case studies	3.86	0.73	3	5
Groups of deans coming together for half-day training sessions	3.81	0.68	2	5
Policies and procedures binder for department or area	3.81	1.03	1	5
Having an individualized professional development plan	3.81	0.93	2	5

Training Method	M	SD	Min	Max
Lessons based on upcoming scheduled / yearly college tasks	3.76	1.00	1	5
Optional (drop-in, drop-out) schedule of training sessions	3.71	0.90	2	5
Coffee / informal conversations with groups of deans	3.71	0.72	2	5
Occasionally teaching a course, as a dean	3.62	0.80	2	5
Lessons based on current or timely problems	3.57	0.75	2	4
External conferences or other development opportunities	3.45	1.15	1	5
Training in modules delivered online via LMS (learning management system)	3.35	1.14	1	5
Speakers brought in to teach deans	3.29	1.06	1	5
Role-playing dean-specific scenarios	3.25	1.25	1	5
Lecture style learning from other college leaders	3.24	0.70	2	5
Exposure to topics outside of area / department	3.10	0.94	1	5
Interview a leader in front of a group of deans	3.05	0.97	1	5
Discussions about topics from books / essays	2.95	0.92	1	5
Human resources designed modules	2.90	1.09	1	4
Speed networking with different departments	2.67	0.97	1	4

American Association of Community Colleges Competency Comparison

The AACC (2018) created a list of focus areas, competencies, and behaviors for mid-level academic leaders that could be incorporated into leadership development programs (Appendix B). To provide an additional perspective to this study, the researcher compared the training competencies derived from the first phase of this study to the AACC competencies for mid-level academic leaders. Comparisons were made using the title of the AACC competency and the description of the related behavior for mid-level academic leaders. When direct word

matches were not available, the researcher made interpretations with the available information. Table 4.7 compares the dean training competencies derived from the first phase of this study to the AACC leadership competencies for mid-level academic leaders. The descriptions of AACC competencies match with 38 of the 68 training competencies that emerged from this study (55.9%). Many of the competencies that do not match with the AACC recommendations would be categorized as informational or procedural. One unexpected result was the competency of diversity and inclusion was not found to match with an AACC leadership competency. Of the 59 AACC competencies for mid-level academic leaders, 25 were found to not match the training competencies that emerged from the first phase of this study (42.4%). The AACC competencies that were not found in the training competencies that emerged from this study included the following:

- Organizational structure of the community college
- Board relations
- Student success agenda
- Consistency between the college's operation and a student focused agenda
- Evaluation for improvement
- Performance management
- Lead by example
- Problem solving techniques
- Advocate for professional development across the institution
- Media relations
- Marketing and social media
- Fundraising

- Alumni relations
- Public relations
- Strategies for multi-generational engagement
- Fluency with social media and emerging technologies
- Consistency in messaging
- Work with supervisor
- Institutional team building
- Authenticity
- Courage
- Ethical standards
- Time management and planning
- Familial impact
- Embrace change

The AACC lists the same 59 competencies for each of the six levels of community college leadership and they differ by the description of associated behavior for the given leadership level. This may explain the presence of several competencies that were not found to match the competencies that emerged from this study.

Table 4.7.

Comparing Dean Training Competencies with AACC Competencies

Competency	M	AACC Competency
Conflict management and resolution	4.76	X
Having crucial or difficult conversations	4.71	
Collaboration	4.62	X

Competency	M	AACC Competency
Understanding the student population	4.62	X
Communication skills	4.57	X
Listening skills	4.52	X
Course scheduling	4.52	
Faculty evaluation and tenure process	4.48	
How to develop a vision or plan for your area	4.38	X
Knowledge of who to contact for various procedures	4.38	X
Faculty obligations; syllabus, handbook, office hours, etc.	4.38	
Emotional intelligence	4.33	X
Working in a unionized environment	4.33	
Faculty load and compensation	4.30	
Policies and procedures of their specific office	4.30	X
Budgets	4.29	X
Human resources policies and procedures	4.25	X
Diversity and Inclusion	4.24	
Student grade changes / disputes	4.24	X
Manage by influence (instead of authority)	4.19	X
Experience and knowledge from people that have served in position	4.19	
Working in a political work environment	4.14	
Summary of key aspects in academic affairs	4.14	
Faculty affairs (professional improvement leave, sabbatical, tenure portfolio, advancement in rank)	4.10	
Student complaints	4.10	X
College mission and vision	4.05	X
Motivating faculty	4.05	X
About the college where you work	4.05	X
Community college culture and environment	4.05	X
Union contracts	4.05	X

Competency	M	AACC Competency
Understanding common reports at college	4.05	X
Crisis communication	4.00	X
Summary of key aspects in student services	3.95	
College research institute / evidence and inquiry	3.95	X
Accreditation process	3.90	X
Faculty professional development	3.90	
About community colleges, as an institution	3.86	X
How a dean contributes to strategic planning and vision	3.86	X
Shared governance	3.86	X
Student code of conduct	3.86	
Becoming self-directed	3.76	X
Technology and forms used at college	3.75	X
Behavior intervention team	3.71	
Counseling Department	3.62	
Title IX	3.62	
Faculty terminology	3.57	
Performance based funding	3.57	
Registration process	3.57	
Training for current and timely needs (Just-in-time training)	3.57	X
Summary of key aspects about each department	3.52	
Workforce development	3.52	X
What is a center of excellence	3.48	
Local community	3.45	X
Legal affairs	3.43	
District office resources	3.35	X
LMS (learning management system) training	3.33	X
External partners	3.29	X
Attendance tracking	3.24	

Competency	M	AACC Competency
Communication procedures with different departments / campuses	3.24	
Financial Aid	3.10	
Transfer center	3.10	
Career center	3.00	
Veterans affairs	3.00	
Policies and procedures to host or lead specific areas/events in your area	3.00	X
Grant department	2.81	
Capital and construction	2.80	X
Foundation	2.67	X
Government affairs	2.38	X

Note. Competencies listed with average score received from survey responses and listed in order from highest average score to lowest.

Summary

This exploratory sequential case study investigated and documented dean training at a large community college in the Midwest. In this chapter, the results of the interview data, document analysis, and survey data were reported in detail. The following chapter will interpret the findings of this study and provide recommendations for improving the dean training process at community colleges.

Chapter 5 - Discussion and Conclusions

The purpose of this study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. This case study, with exploratory sequential mixed methodology (Creswell & Creswell, 2018), allowed the examination of a rare case of dean training. The researcher used the theoretical lens of andragogy and conceptual lens of the American Association of Community Colleges (AACC) leadership competencies. This final chapter contains a summary of the study, discussion of the findings from this case study, recommendations based on the results, and concluding remarks.

Summary of the Study

Mid-level academic leaders at community colleges have been shown to need a wide array of skills, but typically must learn while performing job responsibilities (McCarthy, 2003; McManus, 2013; Nguyen, 2014; Sill, 2014). Studies have stated that formal training would be beneficial for dean professional development (McManus, 2013; Nguyen, 2014; Sill, 2014). The problem is the scarcity of community college dean training programs makes it difficult to document competencies for dean training or the effectiveness of the trainings. To alleviate this problem, this study sought to investigate and document dean training at a national award-winning institution. Three research questions guided this study:

RQ1: What are the elements found within a model training program designed to prepare new deans in America's community college environment?

RQ2: How would the model training program competencies contribute to perceptions of job performance?

RQ3: How would training methods contribute to learning training program competencies?

Andragogy and the six assumptions of adult learners (Knowles et al., 2014) provided a theoretical framework lens and the American Association of Community Colleges (AACC) list of leadership competences served as conceptual lens. This study sought to contribute to the expanding knowledge about how community colleges could train deans.

Midwest Community College (MCC) served as a unique single case study site because of the rarity of dean training programs and because it is an institution nationally recognized for its professional development efforts. A two-phase exploratory sequential mixed methodology (Creswell & Creswell, 2018) was used to capture qualitative interview data to drive the creation of the survey instrument used in the second primarily quantitative phase. Phase one involved interviewing dean training contributors and document analysis to examine training elements. Training competencies and methods that emerged from interview data were included in an electronic survey sent to deans at the case study site. The survey instrument captured how participating deans perceived the training competencies and methods.

Summary of Findings

Six semi-structured interviews were conducted and two documents were analyzed during the first phase of this study. Consolidated interview data led to the emergence of 68 dean training competencies and 30 methods that were incorporated in the phase two survey. Of the 43 deans invited to contribute to the second phase survey, 21 participated (48.8%). Of the 68 emerged competencies, 38 matched to AACC leadership competencies (55.9%). The resulting data were categorized by the research questions of this study.

Research Question One

The researcher used interview and document analysis data to answer RQ1: What are the elements found within a model training program designed to prepare new deans in America's

community college environment? After interview data were consolidated, 68 dean training competencies emerged (Table 4.2). Document analysis uncovered four additional competencies. None of the training competencies emerged from all the interviews, suggesting there is not a single dean training competency that could be considered universal from this study. Competencies related to communication and understanding of the union contract emerged from the most interviews, five of the six. The remaining competencies were mentioned by four or fewer of the interview participants. After categorizing competencies as informational, leadership, or procedural, it became clear that procedural competencies emerged more frequently in the interviews. 24 competencies were classified as informational (35.3%), 16 as leadership (23.5%), and 28 as procedural (41.2%). After examining each interview to determine how many competencies emerged from each category, it was discovered that half of the interview participants mentioned procedural aspects more than other categories (Table 4.1). Dean 1 suggested that deans might need to learn procedural items so they may be able to start developing higher level, leadership competencies. When interview participants were asked which competencies they felt were most important for deans to learn, the trend shifted and leadership aspects were mentioned more often. All competencies specified by interviewees as most important scored higher than a 4.00 on the Likert-based survey instrument used in phase two of this study. The data may suggest procedural aspects are prominent in dean training, but leadership competencies are considered more important. A hierarchy of dean training needs may be worth consideration when looking at the elements of a training program designed to prepare community college deans.

The first phase of this study also sought to explore what training methods may be valuable to include in a dean training program. Consolidation of interview data led to the

emergence of 30 training methods. Various types of training methods were mentioned and a method category trend did not emerge. The two methods that were stated the most often in the interviews were mentorship and learning via a learning management system (LMS). Interview data did not include which training methods were considered more valuable. After member checking was conducted to ensure the researcher correctly captured the training competencies and methods from the interview participants, training program elements were compiled into a survey to capture how deans at MCC perceived element importance.

Research Question Two

The researcher surveyed deans at MCC to answer RQ2: How would the model training program competencies contribute to perceptions of job performance? The electronic survey (Appendix D) was completed by 21 deans at the institution, resulting in a 48.8% response rate. Deans rated the value of including each competency in dean training using a five point, Likert-based scale with a higher score indicating a perception of higher importance. The resulting data was presented in Table 4.5. Of the 68 competencies scored, 32 received an average of 4.00 or greater (important to include), 32 received an average between 3.00 and 3.95 (somewhat important to include), and 4 received an average between 2.38 and 2.81 (not very important to include). The data suggest most competencies are perceived as at least somewhat important to include in a dean training program. This study does not imply lower rated items are unimportant for performing dean functions, but instead lack perceived importance to include the competency in dean training. The following competencies were perceived by deans at MCC as most important to include in a dean training program: (1) conflict management and resolution, (2) having crucial or difficult conversations, (3) collaboration, (4) understanding the student population, and (5) communication skills. Overall, 64 of 68 rated competencies were perceived

as important or somewhat important to include. The four competencies that were perceived as not very important to include (below 3.00) were the following: (a) grant department, (b) capital and construction, (c) foundation, and (d) government affairs.

Most of the training competencies averaged a rating of at least 3.00, but some trends emerged when examining competency categories. Of the competencies categorized as informational, 29.2% received an average score of 4.00 or higher. Of the competencies categorized as leadership, 75% received an average score of 4.00 or higher. Of the competencies categorized as procedural, 46.4% received an average score of 4.00 or higher. This survey data corroborate the interview data that suggest a higher perceived importance for competencies related to leadership. Of the five highest rated competencies, only one (understanding the student population) was not categorized as leadership. Of the four lowest rated competencies, three were categorized as informational (grant department, foundation, and government affairs) and one procedural (capital and construction). It is noteworthy that if another researcher classified some of the lowest rated competencies, the competencies may be placed in either informational or procedural. None of the competencies perceived as the least important by deans were classified as leadership competencies. Most of the surveyed training competencies were perceived as at least somewhat important to include in a dean training program to improve job performance.

Research Question Three

The researcher used the survey of MCC deans to answer RQ3: How would training methods contribute to learning training program competencies? The participants used a Likert-based scale to rate the value of using each method to learn training competencies, with a higher number indicating a higher perceived value. Training methods were ranked from highest to lowest perceived value in Table 4.6. Of the 30 training methods scored, 10 received an average

score of 4.00 or higher (valuable), 17 received an average score between 3.05 and 3.95 (somewhat valuable), and three received an average score between 2.67 and 2.95 (not very valuable). Training methods perceived by deans at MCC to be the most valuable for learning training competencies are the following: (1) mentorship, (2) formal orientation to dean position, (3) cohort of deans progressing through training together, (4) groups of deans coming together to discuss best practices, and (5) informal or non-scheduled conversations about the position. Mentorship was also one of the two most common methods mentioned by interview participants. The other most common method mentioned by interview participants, learning via LMS, ranked 22 of the 30 training methods. The data suggest an agreement of placing a high value on mentorship to train community college deans. The three methods rated as not very valuable include the following: (a) discussions about topics from books and essays, (b) human resources designed modules, and (c) speed networking with different departments. Trends regarding what types of training methods were perceived as more valuable were not evident from the survey.

Unexpected Findings

The lack of connection between dean training and succession planning was an unexpected finding in this study. Interviews mentioned it was important to train deans to be successful, but little to nothing was said about preparing deans for future roles. Dean 3 expressed a view that may be considered similar to succession planning for future deans:

> Each year we just felt better and better about it. So now you feel like you're a pro. It's almost at the point where people are going to be going into different positions. Someone else is going to start. Someone else is going to start, and they're going to have that learning curve.

Nothing was stated about deans getting prepared for future roles in the institution. The lack of succession planning in dean training may support the lack of perceived importance in training competencies that rated the lowest: (a) grant department, (b) capital and construction, (c) foundation, and (d) government affairs. These lower rated training competencies may be more associated non-dean roles in the institution, and therefore not considered important for deans to learn if there is little focus on preparing deans for future positions. Another unexpected finding was the lack of evidence suggesting deans be trained in strategic planning for the institution. AACC (2018) suggests that different levels of leadership become involved in planning and strategic visioning at the college.

Discussion of Findings in Relation to the Literature

This research sought to gain a better understanding of dean training at community colleges. Since the community college dean position has evolved greatly since its inception (Gould, 1964), it would make sense the training needed would also change. This study aimed to broaden the knowledge of dean training to assist colleges in preparing deans. This section seeks to describe how the findings of this research relate to relevant literature about dean training at community colleges.

The scarcity of studies regarding community college programs meant to train deans led the researcher to compare findings to literature about grow your own (GYO) programs. GYO programs are internally developed at community colleges to develop general leadership skills in employees of various positions (Shults, 2001). Boswell (2015) stated that GYO programs generally become limited by recruitment. This study found that recruitment may play a factor in dean training programs. The limited recruitment of deans to participate in the original training program at MCC may have led to the perception that not enough deans were being trained. The

interviewed deans expressed disapproval of the original dean training and wanted to create an updated version that could involve all deans. The updated training would include all employees new to the position and provide an opportunity for more established deans to learn more information as needed. A different problem with GYO programs is a general lack of procedures to review and improve a program (Forthun & Freeman, 2017). This study found the original dean training asked for some feedback; and, Non-dean 1 expressed changes were made based on feedback received. No assessment was mentioned in interview segments regarding the updated version of dean training. Reille and Kezar (2010) found GYO program competencies greatly differed, depending on the program creator. This study was not able to compare competencies between institutions but was able to make some comparison between the original and updated dean trainings at MCC. The document analysis found many similarities between the different versions of the trainings. Of the top ten topics listed for the updated version of dean training, eight were found to match competencies from the original dean training schedule examined.

The emerged training competencies from this study may be compared to the knowledge, skills, and attributes described in the literature about community college deans. Bragg (2000) summarized that deans needed preparation in six essential knowledge areas: (1) mission, philosophy, and history, (2) learner-centered orientation, (3) instructional leadership, (4) information and educational technologies, (5) institutional accountability and learner assessment, and (6) administrative preparation. This study concludes the dean training explored at MCC included at least some aspect of each knowledge area. Nguyen (2014) advocated that the following challenges be included in dean training: (a) supervising employees with unsatisfactory performance, (b) understanding the culture of the college, (c) increasing job demands, and (d)

changing current practices. This study concludes that dean training at the case study site included at least some aspect of each challenge posed by Nguyen.

Wallin (2006) and Sill (2014) conducted surveys to rate various knowledge, skills, and attributes for deans and mid-level academic leaders at community colleges and top ranked responses are in Table 2.1. Of the 15 listed attributes that ranked highest in Wallin's study, two did not emerge from this study: (a) promoting teaching and learning and (b) demonstrating personal ethics. Of the top 10 attributes in Sill's study, only one item, time management and prioritization, did not emerge from this study. Note that Wallin surveyed mid-level academic leaders at the end of a national short-term professional development program and Sill surveyed deans and non-deans throughout California community colleges. This case study at a single institution served as an additional point of comparison. All surveyed attributes in the studies conducted by Wallin (2006) and Sill (2014) received and average rating of three or higher on the five point, Likert-based scale. This study found four competencies that were rated as not important: (a) grant department, (b) capital and construction, (c) foundation, and (d) government affairs. These results are not evidence of the lack of importance of these competencies but may serve as evidence that deans may perceive some competencies as less important to include in a dean training program. The perceptions of deans may be accounted for when developing training as a way to avoid the GYO program issue of developing the curriculum only around the focus of the program creator (Reille & Kezar, 2010).

To add a layer of depth to the study, the researcher compared the emerged training competencies to the AACC (2018) leadership competencies for mid-level academic leaders. Studies have recommended that community college training programs incorporate AACC leadership competencies (Hassan et al., 2009; Reille & Kezar, 2010; Rowan, 2012). This study

found that 55.9% of the emerged training competencies match with a related AACC leadership focus area, competency, or behavior. Two trends surfaced from examining which emerged competencies did not match AACC recommendations. First, this study found many faculty related competencies that did not match the AACC competencies. Additionally, several non-matched competencies were informational and may have been too specific to be part of the AACC recommendations. The researcher compared the AACC competencies to the data of this study and 42.4% of the AACC competencies were found to not match the emerged results. Certain AACC competencies that did not match may not normally be associated with common dean functions (e.g. media and alumni relations). Many AACC competencies that did not match with the emerged results may be important for future community college dean training. Several AACC competencies, that did not match with the emerged results, involved personal attributes: including authenticity, courage, and time management. When forming the most recent version of the AACC leadership competencies, the organization did not appear to involve many deans in the creation process (AACC, 2018). This study did not find evidence of dean training contributors using the AACC competencies to inform the updating of the training program and it was unclear if all the interviewed contributors were aware of the competencies established by the AACC.

Literature has stated that both formal and informal training methods may be worthwhile (Metheney-Fisher, 2012). This study found various types of training that were perceived to be valuable and did not discover any trends regarding formal training rating differently from informal methods. This study found that mentorship was ranked by deans as the most valuable training method. This finding agrees with studies that found mentoring to be valuable for all leaders (Hassan et al., 2009; McKnight, 2016; Reille & Kezar, 2010; Wrighten, 2018) and with

studies that concluded mentoring would be valuable for deans (Drew & Ehrich, 2010; Knirk, 2013; Nguyen, 2014). Reille and Kezar (2010) suggested that community colleges use the method of outside speakers to broaden the scope of the training and bring in more perspectives. This study found that the perceived value of speakers being brought in was lower than many of the other training methods (ranked 23 of 30). This study also discovered several training methods that involved interacting with others were perceived as valuable. This may agree with Asadov's (2020) view that bringing leaders from various areas together could provide additional benefits by increasing collaboration, insight, and team building.

Furthermore, findings regarding additional elements of dean training also relate to previous studies. Multiple interview participants indicated that dean training needs to be more than a single orientation program. The emerged importance of continuing dean training tend to agree with Bragg (2000) who asserted that professional development needed to be timely and continuous. Additionally, this study found dean training lacked succession planning and aspects involving preparing deans for future roles. This finding connects with the view of Campbell (2006), who stated institutions need to train for the present and the future. Studies have stated that deans are part of the leadership pipeline and could be prepared accordingly (Eddy, 2009; Shults, 2001). Pegman (2018) noted that there is no clear pathway or development route for college presidents. Discrepancies can be found when looking at training focused on present needs versus training to prepare for the future. When asking college presidents what they wish they learned before the presidency, McNair et al. (2011) discovered the most desired category was resource management. This study found that competencies that ranked as the least important to include in dean training were primarily related to resource management. Competencies related

to planning and strategic visioning, commonly associated with vice president and president roles, were also lacking from these results.

Recommendations for Current Practice

Based on the results and analysis of this study, several practice recommendations are made. First, recommendations related to dean training methods are discussed. Next, dean training competency recommendations are considered. Recommendations for AACC leadership competencies will follow. Finally, recommendations about the incorporation of andragogy into dean training will be discussed.

Training Methods

There is a need for formal training of community college deans. Dean 3 stated that it takes about three years for a dean to start to feel comfortable in the position and understand their roles. Sill (2014) concluded that most deans are not aware nor receive formal training. Studies have stated that formal training would be beneficial for community college deans (McManus, 2013; Nguyen, 2014; Sill, 2014). Half of the interview participants in this study mentioned dean training is important because they typically lack necessary training. Deans have been expected to hit the ground running in their positions (Nguyen, 2014) and learning on the job is accepted as normal (McCarthy, 2003; McManus, 2013; Nguyen, 2014; Sill, 2014). Eddy and Rao (2009) concluded that doctoral programs could not fill the training gaps for deans because they could not cover all of the needed competencies and leadership skills are minimally taught. GYO programs may not be able to fully prepare deans due to a lack of needed position specific training (Asadov, 2020; Rowan, 2012).

This study recommends that formal dean training programs be developed at community colleges to better prepare these mid-level academic leaders that have been considered, “the

linchpins of community college life" (Bragg, 2000, p.75). There is no singular best method for training deans, but this study suggests that mentorship be considered since it was rated by deans as the most valuable.

Additionally, organizations dedicated to preparing community college leadership are urged to explore the possibility of a for-credit graduate level certificate program to prepare mid-level academic leaders. Certificate programs could be tailored towards mid-level leadership, bring in a variety of views, and provide an extra educational opportunity for leaders who already possess terminal degrees.

The researcher also recommends involving deans in the training program creation, including curriculum design. Examination of qualitative data suggest many similarities between the original dean training and the updated version. Analysis of the prioritized list of items to be included in the updated training indicated 80% were related to or directly included in the original training program. Interview data suggest that even if deans consider the training competencies important, they might consider training more valuable if they helped develop the process. If deans of a given college are involved with training development, methods may be better refined for the given campus culture and deans might become comfortable in their roles in less than three years. Study findings did not lead to recommendations relating to the efficacy of training frequency or timing.

Training Competencies

Studies have concluded that community college deans need a wide array of skills (Bragg, 2000; McCarthy, 2003; Nguyen, 2014; Sill, 2014; Wallin, 2006) and the diversity of demands may make it difficult to design a training focused on the position. This study has demonstrated that deans and non-deans find many competencies are important and interviews mentioned deans

are expected to know a great deal in a short amount of time. Results included training competencies deemed most important by interview participants and the perceived importance of deans from the case study site (Table 4.5). When dean training program organizers are establishing a list of competencies, they may use these data to start the conversation. Organizers can note that different campuses will have distinct culture and priorities. Deans perform a diversity of roles and new deans will have a wide range of previous experiences. Training may account for this diversity to best serve the new dean, the college, and the students. Some aspects of training competencies may be worthy of further discussion at a given institution. The perceived importance of several competencies may drastically change if this study was conducted in a community college without a union environment. Some competencies not included in these findings (e.g. planning and strategic visioning) may be worth consideration when designing a program to prepare deans for current and future roles.

When organizing dean training competencies, the researcher recommends looking at trends of perceived importance. More competencies emerged in the procedural category than the other groups, displaying dean functions, and how to perform them, are prevalent in the minds of training contributors. Of the competencies categorized as leadership, 75% averaged a rating at, or above, 4.00 (important). In comparison, 46.4% of procedural competencies and 29.2% of informational competencies received an average rating of at least 4.00. Dean 1 discussed that deans may need to understand the procedural competencies to be comfortable enough to develop the leadership competencies. The researcher recommends that training organizers consider this hierarchy of dean training needs when looking at the elements of a training program designed to prepare community college deans.

American Association of Community Colleges Competencies for Mid-Level Academic Leaders

The AACC (2018) leadership competencies serve as a guide for community college leadership to strive for at various levels. By maintaining competencies for different leadership positions, the list may provide direction on how training program contributors may develop leaders for their current role and future vacancies. Previous studies have encouraged the incorporation of AACC competencies into professional development (Hassan et al., 2009; Reille & Kezar, 2010; Rowan, 2012), but this study found that only 42.4% of AACC competencies matched the emerged results of this study. While some recommendations may be worthwhile inclusions in dean training (e.g. authenticity and time management), some AACC recommendations may not typically apply to a dean position (e.g. media and alumni relations). As mentioned in chapter two, AACC (2018) did not appear to include many deans in the formation of the competencies, though many people involved likely served in a dean capacity in the past. The researcher recommends training program organizers use AACC competencies as a source of suggestions for dean training programs. Because every campus has different needs, it may not be possible to include all AACC competencies mentioned as important. Based on the findings from this study, AACC competencies may be strengthened by expanding the diverse perspectives incorporated into future revisions. Including more leaders at each level might contribute to relevant competencies and may drive greater use of the recommendations.

Andragogy

Andragogy and the assumptions of adult learners may help training facilitators provide a more worthwhile learning environment for adults (Knowles et al., 2014). Based on the results of this study, the researcher found that assumptions of adult learners were primarily not

incorporated in dean training and recommends a greater inclusion. The researcher is cognizant that andragogy may not perfectly align with dean training, which may be considered more mandatory, because Knowles (1970) stated that adult education is voluntary. Studies have concluded value can be added to training by integrating strategies for adult learners or making the training more learner centered (Benard & Piland, 2014; Brabant, 2015; Campbell et al., 2010; Eddy, 2009; Focht, 2010; Reille & Kezar, 2010; Wallin, 2006). This study found that most of the assumptions of adult learners were not formally incorporated into dean training at the case study site. The assumption that adults learn better with context and application, orientation to learning, was the most evident in the studied dean training. Dean training programs could continue to provide context for what is being trained and consider how other assumptions of adult learners may benefit dean training. Providing more ownership to deans being trained may improve their self-concept in their education and induce individual motivation for leadership development. McManus (2013) stated the importance of individual motivation for leadership development and interview data in this study supports that notion.

Recommendations for Future Research

Based on the results of this study, several recommendations for future research are made. The first recommendation would be to examine and document community colleges that have developed formal professional development programs for varying levels of leadership. This case study was bound to a single institution and could serve as a comparison for other programs that may also train deans or other levels of leadership. Studies may also examine differences between training programs designed for a single college district versus larger state or regional programs. Differences and similarities between programs may provide insight regarding perceptions of

training competencies and methods. The foregoing might be beneficial for refining training practices and competencies.

Additionally, the researcher suggests future studies could attempt to measure the efficacy of various training methods. This study sought to capture how deans at MCC perceived the value of each training method but was not able to capture the effectiveness of methods. Additional studies may provide insight about which methods might work best for dean training and produce best practices. Future work may further assess mentorship, including the impact of formal versus informal mentoring for community college leaders. Differences between dean and executive level mentors could be evaluated.

Furthermore, it is recommended that studies examine how professional development can prepare deans for both current and future roles. Investigations may evaluate if teaching competencies usually associated with non-dean roles correlate to deans being better prepared for higher positions. McNair et al. (2011) described competencies that college presidents wish they previously learned and future work may explore if dean training may benefit by including them.

Conclusion

The purpose of this two-phase exploratory sequential case study was to investigate and document dean training in a community college that maintained training for mid-level academic leaders. Andragogy provided a theoretical lens and AACC leadership competencies provided a conceptual lens that guided the study. The intent was to use mentioned frameworks to provide more insight into how community colleges could prepare mid-level academic leaders. To further the understanding of dean training, perceptions were solicited from training contributors and deans from a community college that has been nationally recognized for its professional development efforts.

The study included two data collection phases. Phase one consisted of six semi-structured interviews with dean training contributors where interview data were thematically analyzed and used to create a survey instrument. A document analysis provided additional data regarding training elements. Phase two involved inviting deans at the institution to participate in the survey to capture their perceptions regarding various training competencies and methods. All data were utilized in the final analysis of this study.

The findings of this study agreed with previous studies that indicated community college deans are expected to understand a wide array of topics. By examining how training competencies were prioritized by training contributors and perceived as important inclusions by deans, this study discovered trends in competency categories. Competencies classified as procedural emerged more often, but leadership competencies were perceived as more important. Interview data also suggest community college leaders may need to understand the procedural aspects of their position before they are comfortable developing leadership attributes. Many training methods emerged from this study and most were considered valuable by deans at the institution, but mentorship was rated as the most valuable.

The findings from this study may be useful on many levels and provide opportunities for future research. Practical applications may provide direction for community colleges to create dean training programs or refine professional development already in place. Other organizations concerned with developing community college leaders may also use the results to alter professional development to better incorporate the dean perspective. Future research may compare the results of this case study with training programs for other levels of community college leadership or seek to measure the efficacy of examined training elements.

The documented elements of the mid-level academic leader training contribute to filling the lack of literature examining and documenting community college dean specific professional development. The recorded deans' perceptions of training competencies and methods demonstrated the wide range of elements that were considered important for dean training. This study may serve as a foundation for community colleges to develop relevant training for deans and other mid-level academic leaders.

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Appendix A - Alignment of Kansas State University Community College Leadership Program Student Learning Outcomes and American Association of Community Colleges Leadership Competency Focus Areas

CCLP student learning outcome	AACC leadership competency focus area
Demonstrate knowledge of the history of the community college and the community college mission, vision, values and culture.	Organizational culture
Demonstrate knowledge and application of the community college governance framework.	Governance, Institutional Policy, and Legislation
Demonstrate knowledge and application of theories and practice related to community college student success, access, retention, and completion.	Student Success
Demonstrate effective personal traits (including interpersonal relationships, personal philosophy, motivating others, and nurturing diversity) of an effective leader of a community college.	Institutional Leadership, Collaboration, Personal Traits and Abilities
Demonstrate knowledge and application of organizational, legal, and fiscal theories; operationalizing policies, principles, and strategies; including issues with strategic planning, management skills, accreditation, and partnerships in a community college setting.	Institutional Infrastructure
Demonstrate knowledge of how to use and analyze data to assess holistic community college performance.	Information and Analytics
Demonstrate knowledge and application of marketing, media, communication principles and practices.	Advocacy and Mobilizing
Demonstrate knowledge and application of fundraising strategies and external agency relationships (i.e. alumni, media, legislature, workforce partnerships).	Fundraising and Relationship Cultivation
Demonstrate the ability to critically evaluate, synthesize, and communicate information pertinent to community colleges.	Communication

CCLP student learning outcome	AACC leadership competency focus area
Demonstrate proficiency in conducting research appropriate for the Ed.D. dissertation, evaluation and application of research methods, and critical analysis of literature relevant to community colleges.	
Demonstrate ethical and professional attitudes, behaviors, and culture in oral and written work and in all forms of communication.	Collaboration

Note. Adapted from American Association of Community Colleges. (2018). *AACC competencies for community college leaders (3rd ed.)*. https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf and Kansas State University Community College Leadership Program. (n.d.). *About the Community College Leadership Program*. Retrieved December 10, 2020, from https://coe.ksu.edu/academics/program-areas/community-college-leadership/about.html

Appendix B - American Association of Community Colleges Competencies for Mid-Level Leaders

Focus area	Competency	Behavior
Organizational culture	Mission, vision, and values of the community college	Learn about the college's mission, vision, and values, how your role supports them, and whether a career in the sector is a fit for you.
	Culture of the institution and the external community	Gain an understanding of the culture of the institution to effectively perform your duties within the cultural constructs/framework that exists.
Governance, institutional policy, and legislation	Organizational structure of the community college	Learn how the college is organized and the function that your unit plays in supporting the achievement of institutional goals.
	Governance structure	Be familiar with the governance structure of the organization so that you can effectively "lead from the middle," meaning that you can provide leadership for those duties for which you are responsible from your seat within the institution
	College policies and procedures	Become familiar with college policies and procedures, specifically those that relate to your job responsibilities so that you can provide the best service.
	Board relations	Understand the role of the mid-manager as implementing the vision and strategy outlined by the CEO, and take opportunities to engage in shared governance as a way of educating

Focus area	Competency	Behavior
		stakeholders on successes and opportunities for improvement in execution of policies.
Student success	Student success	Be familiar with the institution's student success agenda, and have an understanding of how your job responsibilities support the agenda.
	Consistency between the college's operation and a student-focused agenda	Review your responsibilities with your supervisor to ensure that the function(s) you are performing directly or indirectly contributes to the college's student success agenda.
	Data usage	Understand ways to use data to allow for process improvement in support of students. Be willing to modify your processes if data show that they are not having the desired impact.
	Program/performance review	Understand review processes for programs or performance to effectively lead efforts for improvement, where applicable.
	Evaluation for improvement	Periodically conduct your own review of your job performance and the functions of your job to determine if you are doing your very best to support student success. If you are not, identify areas for improvement and find strategies that allow you to improve job performance or job functions.
Institutional leadership	Be an influencer	Embrace your role as a leader within the organization. As a mid-manager, you have influence which gives you the ability to lead change from the middle.
	Support team building	Become a positive and active participant in team building activities designed for your unit. Be

Focus area	Competency	Behavior
		willing to be open, honest, and positive through the team building experience.
	Performance management	Understand how your performance is evaluated. Take the initiative to learn about your supervisor's expectations and seek suggestions for performance improvement where appropriate.
	Lead by example	Set a positive example for your peers and colleagues by modeling successful characteristics of leadership
	Problem-solving techniques	When approaching a problem, seek to learn what attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution and evaluate its effectiveness.
	Conflict management	Have knowledge of the college's conflict resolution process. If you are unable to resolve the matter on your own, follow the college's procedures to get a resolution.
	Advocate for professional development across the institution	Seek ways to improve your job performance through professional development, locally and nationally (if possible). Be an advocate for your own professional development with your supervisor, and be willing to invest your time in sharing what you learned with your colleagues.
	Customer service	When appropriate, be willing to assist students in solving their problems by shepherding them through the college's process for getting a resolution.

Focus area	Competency	Behavior
	Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.
Institutional infrastructure	Strategic and operational planning	Fully participate in the planning process for your unit. Ask questions to understand the expectations that your supervisor has of you. Clearly map your goals to support the strategic plan/goals of your unit
	Budgeting	Start the fiscal year by understanding what funding is available to accomplish your goals. Review monthly budget reports to ensure that your expenditures are aligned with the funding that you have been allocated to support the programs/ services for which you are responsible.
	Prioritization and allocation of resources	Have knowledge about the resources available to you, human and financial. Prioritize your activities and how you tap into those resources based upon your institution's student success goals
	Accreditation	Understand your regional accreditor's standards, in particular as it relates to your functional area within the organization.
	Facilities master planning and management	Be a good steward of your workspace. Have knowledge of the college's process for reporting issues that may arise within the facility to ensure that they are promptly addressed.

Focus area	Competency	Behavior
	Technology master planning	Maintain awareness of the latest technology being used with favorable outcomes by peers performing similar job functions. Be an advocate for technology needed to enhance the student experience or service to students in general.
Information and analytics	Qualitative and quantitative data	When possible, use quantitative and qualitative data to create a holistic picture of any situation where an important decision impacting students may be made.
	Data analytics	Understand data analytics and how to interpret data to improve the student experience within your unit of the institution.
Advocacy and mobilizing/ motivating others	Community college ideals	When opportunities present themselves, be an advocate and speak passionately about the mission of the community college. Within your area of job responsibility, be willing to share how your role helps potential and current students achieve success.
	Stakeholder mobilization	Within the context of your job responsibilities, seek opportunities to mobilize specific individuals, internally or externally, who will support the college's efforts and likewise become advocates for the great work being done.

Focus area	Competency	Behavior
	Media relations	Understand the college's procedures for engaging with the media. If you are called upon for a print or on-camera interview, understand that average consumers need clear, concise messaging. Work with your college's public relations staff to develop your talking points.
	Marketing and social media	Take opportunities to promote college successes, accomplishments, and new activities.
Fundraising and relationship cultivation	Fundraising	Follow college policy for seeking grant funds. Do not pursue opportunities that do not directly align with the college's priorities. Engage all individuals who would have responsibility for grant implementation in the application process.
	Alumni relationships	Be willing to serve as a conduit to connect former students with the appropriate person managing alumni relations for the institution. Be open to sharing suggestions with that individual on ways to engage students to support the college.
	Media relationships	Be familiar with the college's policy and procedures for media engagement. Be willing to engage with media on behalf of the college if called upon to do so.
	Legislative relations	Understand that many states prohibit lobbying the legislature by public-sector employees. Have knowledge of the college's strategies for providing information to state legislators. Be willing to engage with members of your delegation if asked by the college.

Focus area	Competency	Behavior
	Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.
	Workforce partnerships	Always keep your eyes open for potential opportunities to build workforce partnerships for the college. If you encounter a lead for a promising partnership, be willing to connect the potential partner to the college's workforce officer. Close the loop by making sure the college representative has contacted potential partner.
Communications	Presentation, speaking, and writing skills	Take opportunities to practice, and if applicable, improve your presentation, speaking, and writing skills. Be willing to make public presentations, and ask for constructive feedback from a trusted source. Be willing to have others review your writing products and provide feedback. Speak up in meetings as a way to build confidence
	Active listening	Practice active listening so that you may gain appreciation for, and understanding of, other positions. Do not enter every conversation with responses formulated before questions are asked.
	Global and cultural competence	Seek opportunities within your role at the college to gain knowledge about the cultures of the students that you serve so that you may focus on more customized ways to help them succeed.

Focus area	Competency	Behavior
	Strategies for multi-generational engagement	Understand that every student does not receive information in the same way, and that generational differences can impact the way a student engages with the college. Be willing to adapt your administrative strategies to reach students from different generations so they can meet their goals.
	Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending
	Fluency with social media and emerging technologies	Within the college's guidelines, if applicable, use social media channels to engage with consumers. Look for ways to use technology to improve your ability to do your job and the service to students.
	Consistency in messaging	Ensure that your messaging is consistent with college policy and procedures. While communications can reflect empathy or other emotions, ensure that your messaging remains unwavering.
	Crisis communications	Be familiar with the college's crisis management and communications plans. Know what your responsibilities are and how to respond to the crisis facing the college.
Collaboration	Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.

Focus area	Competency	Behavior
	Work with supervisor	Establish a process for routine communications with your supervisor. Ensure that you are clear on your supervisor's expectations. Alert your supervisor promptly regarding any personal or professional challenges that may impact your job performance.
	Institutional team building	Be a team player. Demonstrate a willingness to offer support wherever it is needed. Likewise, be willing to ask for assistance in support of your priorities
	Collective bargaining (for employees in collective bargaining states)	Have familiarity with your state's collective bargaining process. Engage with the organization representing you to voice any concerns you may have.
Personal traits and abilities	Authenticity	Be willing to learn about yourself as a leader. Embrace those characteristics that can assist you in performing functions to support student success. Be comfortable in asking for assistance in areas needing improvement.
	Emotional intelligence	Be able to manage your own morale. Be self-motivated and passionate about the job that you do every day.
	Courage	Have courage to try new strategies that can improve the services that you provide to constituents. Be willing to advocate for new approaches.
	Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.

Focus area	Competency	Behavior
	Self-management and environmental scanning	Ensure that you manage yourself and your actions professionally. Learn how to accomplish goals within the college's cultural construct
	Time management and planning	Review your goals and "to do" activities and prioritize the activities based upon importance and deadlines. Allow yourself enough time to develop a high-quality product.
	Familial impact	Have awareness about the responsibilities of your job and the time commitment required to carry them out. Understand the need to address personal responsibilities within this construct.
	Forward-looking philosophy	Engage with colleagues and professional associations so that you are aware of the trends and issues impacting two-year colleges and what is anticipated for the future. This allows you to proactively implement strategies to address emerging trends that will impact your job responsibilities.
	Embrace change	Be willing to change. Understand the institutional process for taking calculated risks to improve the student experience; be willing to take risks based on research and data.

Note. Adapted from American Association of Community Colleges. (2018). *AACC competencies for community college leaders (3rd ed.)*. https://www.aacc.nche.edu/wp-content/uploads/2018/11/AACC2018Competencies_111618_FINAL.pdf

Appendix C - Interview Questions

1. Describe your current position at the college. How long have you been in this position? What other positions have you held?

2. What roles have you played in dean professional development?

3. Why do you believe it is important to prepare community college deans for their positions?

4. What methods and activities are incorporated into the dean training program at your institution?
   a. Why are these methods and activities used?
   b. What other methods and activities do you recommend?
   c. What resources or references, if any, are used?

5. During dean training, how do deans develop an understanding of the value of the material?

6. Is the dean training process facilitator-directed, self-directed, or a combination?

7. While working in other roles, deans have accumulated experience and knowledge. How are these past experiences incorporated into the professional development program?

8. Training deans involves many concepts. How does the college increase the deans' readiness to learn the wide breath of information?

9. How does dean training use context and application to further professional development?

10. What do you think are some external and internal motivators for deans undergoing training?

11. What topics and competencies do deans learn from the training program?
    a. In your opinion, what topics are the most important for deans to learn?
    b. Have the topics deans need changed over the life of the program?

12. Does the dean training align with the college mission and strategic direction of the institution?

13. Is there anything else you would like to share with me regarding the topic of dean training at your college?

Appendix D - Dean Survey

Dean Training Survey: Dissertation Study Through KSU-CCLP.
Researcher: Michael Silveira
Thank you for being willing to participate in my study about dean training methods and competencies.

This survey consists of three sections. Beginning with general demographic questions in section one, followed by questions related to training competencies in section two, and questions about training methods in section three. It should take 15 minutes or less to complete.

As noted in the invitation email, all responses will be kept confidential, and your participation in this study is entirely voluntary. You may exit the survey and opt-out at any time in the process. I appreciate your time, assistance, support, and honest replies.

Cheers,
Mike Silveira

Section One: Demographics

Please indicate what your current position is at the college:
Dean
Associate Dean
Assistant Dean
Other…

Indicate your gender:
Male
Female
Other…

Indicate your age in years in the text box below (i.e. for thirty-five years old enter the number 35)

How many years have you served in a dean position? (i.e. for five years enter the number 5)

How many years have you served in your current position? (i.e. for three years enter the number 3)

What is the total number of years that you have worked at a community college? (i.e. for twenty years enter the number 20)

What is the highest academic degree you have achieved?
Doctorate degree
Master's degree
Bachelor's degree
Other…

What job category best fits your most previous position held prior to your current position?
Another dean position
Non-dean administrative position at a community college
Faculty position at a community college
Staff at a community college
Position outside of a community college

Section 2: Competencies used in dean training
Following is a list of competencies that have been suggested to include in dean training to improve job performance. For each item, please rank the importance of learning the competency to be effective in performing dean duties.

Please rate the importance of including each competency in a dean training program as (5) Very important; (4) Important; (3) Somewhat important; (2) Not very important; (1) Does not need to be included

Communication skills

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Listening skills

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Collaboration

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Conflict management and resolution

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Having crucial or difficult conversations

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Emotional intelligence

Does not to need be included in training 1 2 3 4 5 Very important to include in training

How to develop a vision or plan for your area

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Becoming self-directed

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Manage by influence (instead of authority)

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Motivating faculty

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Working in a unionized environment

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Working in a unionized environment

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Experience and knowledge from people that have served in position

Does not to need be included in training 1 2 3 4 5 Very important to include in training

About community colleges, as an institution

Does not to need be included in training 1 2 3 4 5 Very important to include in training

About the college where you work

Does not to need be included in training 1 2 3 4 5 Very important to include in training

College mission and vision

Does not to need be included in training 1 2 3 4 5 Very important to include in training

How a dean contributes to strategic planning and vision

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Accreditation process

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Community college culture and environment

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Local community

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Diversity and inclusion

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Understanding the student population

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Summary of key aspects in academic affairs

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Summary of key aspects in student services

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Summary of key aspects about each department

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Shared governance

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Behavior intervention team

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Career center

Does not to need be included in training 1 2 3 4 5 Very important to include in training

College research institute / evidence and inquiry

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Counseling department

Does not to need be included in training 1 2 3 4 5 Very important to include in training

External partners

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Financial aid

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Foundation

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Government affairs

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Grant department

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Human resources policies and procedures

Does not to need be included in training 1 2 3 4 5 Very important to include in training

District office resources

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Legal affairs

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Transfer center

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Veterans affairs

Does not to need be included in training 1 2 3 4 5 Very important to include in training

What is a center of excellence

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Workforce development

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Knowledge of who to contact for various procedures

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty affairs (professional improvement leave, sabbatical, tenure portfolio, advancement in rank)

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty obligations

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty evaluation and tenure process

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty load and compensation

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty professional development

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Faculty terminology

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Budgets

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Union contracts

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Technology and forms used at college

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Understanding common reports at college

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Attendance tracking

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Capital and construction

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Communication procedures with different departments / campuses

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Course scheduling

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Crisis communication

Does not to need be included in training 1 2 3 4 5 Very important to include in training

LMS (learning management system) training

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Performance based funding

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Policies and procedures of their specific area

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Title IX

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Policies and procedures to host or lead specific areas / events in your area

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Registration process

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Student code of conduct

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Student complaints

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Student grade changes / disputes

Does not to need be included in training 1 2 3 4 5 Very important to include in training

Training for current and timely needs (Just-in-time training)

Does not to need be included in training 1 2 3 4 5 Very important to include in training

What additional topics or competencies would be beneficial to incorporate into a dean training program?

Section 3: Methods used in dean training

Following is a list of training methods that have been suggested as ways deans should learn competencies. For each item, please rank the value of using each training method in learning dean training competencies.
Please rate the value of each training method as (5) Very valuable; (4) Valuable; (3) Somewhat valuable; (2) Not very valuable; (1) Not valuable for dean training

External conferences or other development opportunities
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Mentorship
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Occasionally teaching a course, as a dean
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Learning from supervisor of dean
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Learning from support staff
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Observing behaviors being modeled by other leaders
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

List of leaders for a dean to speak to or meet with
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Lecture style learning from other college leaders
Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Speakers brought in to teach deans

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Cohort of deans progressing through trainings together

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Optional (drop-in, drop-out) schedule of training sessions

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Formal orientation to dean position

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Informal or non-scheduled conversations about the position

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Dean trainings as part of college-wide development days

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Speed networking with different departments

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Groups of deans coming together for half-day training sessions

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Coffee / informal conversations with groups of deans

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Groups of deans coming together to discuss best practices

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Interview a leader in front of group of deans

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Case studies

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Role-playing dean-specific scenarios

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Discussions about topics from books / essays

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Exposure to topics outside of area / department

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Lessons based on current or timely problems

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Lessons based on upcoming scheduled / yearly college tasks

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Human resources designed modules

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Training in modules delivered online via LMS (learning management system)

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Onboarding binder for the dean position

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Policies and procedures binder for department or area

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Having an individualized professional development plan

Not valuable for dean training 1 2 3 4 5 Very valuable for dean training

Thank you for participating and sharing your valuable time. Your input is sincerely appreciated.

Appendix E - Alignment of Research Questions to Interview Questions and Survey Items

Research instrument	Interview/ survey item	Andragogy assumption of adult learners	Research questions
Interview	1, 2		Establish participants roles in dean professional development.
	3, 4, 11, 12, 13		RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
	5	The need to know	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
	6	The learner's self concept	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
	7	The role of learner's experience	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
	8	Readiness to learn	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
	9	Orientation to learning	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?

Research instrument	Interview/ survey item	Andragogy assumption of adult learners	Research questions
	10	Motivation	RQ1. What are the elements found within a model training program designed to prepare new deans in America's community college environment?
Survey	Developed in Phase 2.		RQ2. How would the model training program competencies contribute to perceptions of job performance?
			RQ3. How would training methods contribute to perceptions of learning training program competencies?

Appendix F - Interview Participant Invitation

Dear Dean Training Program Contributor,

You are receiving this email because you were identified an important contributor to the dean training program at your institution. I am conducting dissertation research titled, "Case study of training deans at a community college." To this end, I now would like to invite you to contribute to my research study by

a) participating in an interview (to be scheduled via Zoom, please see directions below), and

b) supplying documents related to the dean training program

I am conducting this study under the direction of my KSU major professor, Terry Calaway, to investigate and document a dean-specific training program at a community college.

Your participation in this study is voluntary, anonymous, and **greatly** appreciated. Your responses will not be shared; your responses will not be identified with you, and data will be confidentially stored using pseudonyms. Data from the interviews will be coded for common themes about training methods and training program competencies. Should you wish to review the information you have provided, the data and transcripts for your responses will be made available to you to confirm your responses.

The confidential information you provide will contribute not only to helping with my study, but also to other potential improvements in our field, such as the following:

- insights about how community colleges train deans
- understanding the perceived effects of a dean-specific training program

- ideas for community colleges to utilize in dean preparation
- insights about how training programs can capitalize on participants' past experiences

INTERVIEW: To schedule this study's **interview component**, please reply to this email with at least three dates and times convenient for you. Please allocate one hour for the session. Once confirmed,you will receive a meeting invitation with the Zoom link. With your permission, the session will be recorded and transcribed, but, as noted, these data will be available only to you and me. Again, your participation is voluntary.

Questions and comments about this survey may be directed to any of the following:

- Mike Silveira, mikesilveira@gmail.com
- KSU Dissertation Chair Terry Calaway terrycalaway@yahoo.com
- KSU University Research Compliance Office comply@k-state.edu

IRB approved by KSU (March 22, 2021) and [Institution] (April 5,2021).

I appreciate your participation in this study!

Cheers,

Mike Silveira

Appendix G - Email Regarding Deans Council Committee List of Competencies to be Included in Dean Orientation

Mike,

Sorry about delay in getting back to you.

So are here is the list of items our Deans Council committee has put together for Dean orientation at [Midwest Community College]:

Here's the top ten list:

1. Overview of institutional org structure (prioritize their division and work out from there over time)
2. Routine paperwork (registration exceptions, prereq overrides, course sub/waivers, faculty substitutions, changes of grade, faculty travel approvals)
3. Calendar of academic processes – what comes when – prioritize learning by hire date
4. Management of direct staff reports (you will need their assistance right away)
5. Student complaints and grade disputes
6. Basic management of faculty (office hours, service credits, workload/PAARs)
7. Course schedule (this has been constantly front and center lately but that's unusual; how urgent this is usually depends on the time of hire)
8. Deeper learning on faculty – read contract, start building relationships
9. Budgets and purchasing
10. Curriculum (usually less time-sensitive)

Thanks,
[Dean 1]

Appendix H - Survey Participant Invitation

Dear Community College Dean,

You are receiving this email because you were identified as an employee classified as a dean at your institution. I am conducting dissertation research titled, “Case study of training deans at a community college.” To this end, I now would like to invite you to contribute to my research study by completing an electronic survey (see below for the link to begin the survey)

I am conducting this study under the direction of my KSU major professor, Terry Calaway, to investigate and document dean training at a community college.

The survey consists of closed-ended, demographic, rating, multiple-choice, and fill-in-the-blank questions. In total, the survey should take approximately 10-15 minutes to complete.

Your participation in this study is voluntary, anonymous, and **greatly** appreciated. Your responses will not be shared; your responses will not be identified with you, and data will be confidentially stored using pseudonyms. Individual responses will not be reported and statistical analysis will be applied to combined scores.

The confidential information you provide will contribute not only to helping with my study, but also to other potential improvements in our field, such as the following:

- insights about how community colleges train deans
- understanding the perceived effects of a dean-speficic training
- ideas for community colleges to utilize in dean preparation

- insights about how training programs can capitalize on particapnts' past experiences

SURVEY: Please note, by beginning the survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw from participation at any time without penalty.

- Please click on the following link: LINK TO SURVEY

  to access the survey. If the link does not connect you,please copy and paste the following URL into your web browser. https://forms.gle/b79PLzHEKkhUTvsU9
- Please answer questions truthfully and to the best of your ability
- Click submit at the conclusion to ensure responses are directed to me
- Please complete the survey before June 16, 2021.

Questions and comments about this survey may be directed to any of the following:

- Mike Silveira, mikesilveira@gmail.com
- KSU Dissertation Chair Terry Calaway terrycalaway@yahoo.com
- KSU University Research Compliance Office comply@k-state.edu

IRB approved by KSU (March 22, 2021) and [Institution] (April 5,2021).

I appreciate your participation in this study!

Cheers,

Mike Silveira