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Transitioning From Faculty to Administration: A Qualitative Study of Administrators in 4-Year Institutions

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TRANSITIONING FROM FACULTY TO ADMINISTRATION: A QUALITATIVE STUDY OF ADMINISTRATORS IN 4-YEAR INSTITUTIONS

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Matthew H. Bradley
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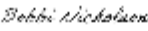Dr. Ron Childress, Committee Chairperson
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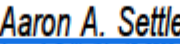
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APPROVAL OF DISSERTATION

We, the faculty supervising the work of **Matthew Bradley**, affirm that the dissertation, **Transitioning from faculty to administration: A qualitative study of administrators in 4-year institutions** meets the high academic standards for original scholarship and creative work established by the EdD Program in **Leadership Studies** and the College of Education and Professional Development. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.

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ABSTRACT

The purpose of this study was to better understand the faculty to administration transition process and elements which affect this process in West Virginia's 4-year colleges and institutions. A secondary aim of this study was to provide a formal model for faculty who transition to administrative roles in higher education. Study participants came from 4-year degree-granting higher education institutions in West Virginia. The study used a qualitative phenomenological design to investigate elements of the process used when faculty members transition to administrative roles. Findings from this study supported the majority of literature reviewed for this research and aided in developing recommendations for those transitioning to administration. Key findings from this study indicate the following criteria need to be established in a model program: (a) mentoring program, (b) funding for continuing education, (c) training in addressing human resource topics, (d) handling the glass ceiling, (e) training in dealing with relationship changes, and (f) training specifically for women transitioning to higher education administration. Further, findings suggest additional research is warranted in the following areas: (a) most effective mentoring model, (b) administrators who chose to transition back to faculty ranks, (c) social justice and equality for women in higher education administration, and (d) research outside of West Virginia's higher education system.

CHAPTER 1

INTRODUCTION

Historically, the transition from faculty to administrative roles in academia started with ambitious, motivated, and typically senior faculty who climbed the academic ladder by first serving as department chairs. The natural progression for faculty who performed their chair duties to the satisfaction of supervisors would be to continue moving up the administrative ladder as opportunities presented themselves. More recently, the path to becoming administrators has taken different directions with few faculty serving as department chairs before being placed into college or institutional level administrative positions, bypassing hierarchal steps historically providing the pathway to upper-level administrative positions (Bisbee, 2007).

The challenges in higher education in identifying, training, educating, and mentoring faculty transitioning into administrative roles stem from the advent of various leadership position pathways (Kauffman, 1990). Traditional approaches to administrative ascension in academia allowed leaders to be nurtured and promoted from within faculty ranks, a process viewed as optimal from institutional and faculty perspectives.

Formalized programs designed to identify and prepare junior faculty members for the transition into administrative roles are largely absent in West Virginia's institutions of higher education (IHEs)(Black, 2015). Research indicates formal faculty identification and training programs are needed for faculty to successfully transition into administration, ultimately for the betterment of higher education and academic institutions (Bisbee, 2007).

Leadership roles in higher education have multiple meanings and are far-reaching. The continued success of IHEs depends on filling key administrative positions at all levels with effective, competent leaders (Bisbee, 2007). In traditional thinking, most will view senior

executive roles (e.g., vice chancellor, chief executive, president, vice president) as professionals which align with the nonacademic sector (e.g., chief operating officers, chief financial officers, vice presidents) (Black, 2015). Leadership on any level usually comes with an inherent requirement to prepare the next leaders through training and mentoring. In academia, many mentor and faculty leadership training roles are predominately filled with former or current faculty serving as deans, department chairs, and other administrators (2015). These programs provide faculty transitioning into administrative roles with every advantage to succeed in their new leadership role by allowing them to rely on mentors who possess years of service and experience.

The changing higher education landscape has forced institutions to promote from within and develop their own leaders (Black, 2015). One anticipated outcome of this transition is to place increased importance on the role of strong faculty members who are equipped and prepared to transition into administrative roles. Promotion from within not only saves costs, but also facilitates decreased faculty and administrative turnover (Black, 2015).

Problem Statement

A critical component of the continued success of IHEs is the availability of effective and competent individuals to fill key administrative and leadership positions. The role of these key individuals has never been more critical given the new fiscal realities and changing landscape of higher education. Historically, these individuals have emerged from faculty ranks and moved through successively more responsible leadership roles to fill key institutional administrative positions. More recently, the number of key administrative positions filled using this traditional pathway to administration has declined and new pathways for transitioning have emerged. Given this new environment, available research is sparse about the context and related process through

which faculty transition to administrative roles. Formal programs for identifying and preparing junior faculty members for transition to administrative roles are virtually nonexistent in West Virginia's 4-year institutions. Therefore, this study sought to develop a deeper understanding of the faculty to administration transition process and elements which affect this process in West Virginia's 4-year colleges and universities. Specific elements addressed included: (a) faculty motivation, (b) selection process, (c) role of mentoring, (d) adequacy/nature of preparation, (e) teaching to administration refocusing, (f) nature/adequacy of transition support, (g) effect on time, (h) effect on relationships, (i) personal changes, (j) commitment to continued growth, and (l) major challenges. Study findings were also used as a basis for proposing an institutional model or guidelines for facilitating and supporting an effective faculty to administration transition program.

Research Questions

Specific research questions which guided the study include:

RQ1.   What are the primary motivators underlying faculty decisions to transition from a faculty to administrative role?

RQ2.   What are the criteria and processes used to identify and select faculty for transition from a faculty to administrative role?

RQ3.   What is the nature of the initial introductory process for transitioning from faculty to administration?

RQ4.   What role, if any, does mentoring play in the transition from faculty to administration?

RQ5.   To what extent are faculty academically, emotionally, and socially prepared for the transition from faculty to administrative roles?

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RQ6. What resources are available to support faculty as they transition from faculty to administrative roles?

RQ7. What is the nature and scope of the refocusing required as faculty transition to administrative roles?

RQ8. What is the effect of transitioning from faculty to administrative roles on family, personal, and professional relationships?

RQ9. To what extent are equity, fairness, and social justice issues a part of the selection and transition process in moving from a faculty to administrative role?

RQ10. What resources are provided for continued professional growth and development after transitioning from faculty to administrative roles?

RQ11. What are the major challenges or obstacles associated with transitioning from faculty to administration?

RQ12. What are the elements of an institutional model program for supporting the transitioning of faculty to administrative roles?

Delimitations

The study population is restricted to former faculty now serving as administrators within the 4-year higher education system in West Virginia. Study participants must have served at least 3 years in a faculty role prior to becoming administrators. For this study, participants were limited to former faculty who serve as department chairs or higher at their respective institutions.

Framework and Model

I designed a four-phase model to provide a framework for describing the transition from faculty to administrative roles in higher education and developing research questions to guide the study. The four phases include: (a) rationale and context, (b) preparation and selection, (c)

initiation and transition, and (d) reflection and continued growth. This framework was derived from the review of related literature.

Significance of the Study

The study has the potential to provide guidance for establishing transition guidelines, selection criteria, and mentoring program guidelines for faculty transitioning to administrative roles. Such programs can aid faculty members as they transition into higher education leadership roles, increase faculty retention, and assist in faculty promotions within the institution. West Virginia provides a good context for this study because there is a new set of faculty transitioning to administrative roles in higher education, which offers a unique insight into challenges faced by transitioning faculty.

Clarifying the benefits of training and mentoring partnerships may strengthen IHEs and aid in establishing a collective support group in IHEs to aid those transitioning to administration. The expertise and experience of senior, tenured, or tenure-track faculty are vital and valuable to job performance, satisfaction, and advancement of junior faculty. Peluchette and Jeanquart (2000) conducted a study at the University of Southern Indiana and found junior faculty members tend to be more successful in research and scholarly endeavors when they receive mentoring from multiple resources, most notably from colleagues within their discipline. Participating in mentoring will advance each person professionally and enhance the entire higher education system in West Virginia. Findings from this study will also contribute to the development of a framework of positive aspects for formal mentoring, training, and identification of faculty seeking to successfully transition into administrative roles in the college and university environment.

Summary

Chapter 1 provided a study introduction, problem statement, and research questions. Study delimitations were included and an initial description of the study framework was presented. A final section addressed potential significance of the study.

CHAPTER 2

LITERATURE REVIEW

Faculty transitioning to administration and leadership roles in higher education has been commonplace for decades; however, with higher education's changing landscape and newer faculty hiring trends, the process for faculty transitioning to administration has changed. One outcome of the changing landscape is the need for institutions to identify and develop their leaders of tomorrow. This research and literature review are directed at better understanding the process, obstacles, and different approaches faculty have and use for transitioning to administration roles. I also provide insight and guidance to better assist institutions when identifying and preparing faculty to become administrators. Many faculty have hungered for administrative roles for various reasons ranging from noble (i.e., wanting to effect change on the large scale), to personal (i.e., a desire for recognition), to questionable (i.e., increased pay, retirement, or control over situations and others)(McCarthy, 2003).

Rationale and Reasoning for Becoming an Administrator

Faculty motivation for wanting to transition to administrative roles varies greatly. Many administrators candidly admit when they were first approached about leaving the faculty ranks they were initially ambivalent to the notion (Dezure et al., 2014). Even in today's academic world, many faculty members felt it was their obligation to take on an administrative role. Kelly (2012) provides an example of a teaching faculty member with more than 20 years' experience who was approached by his dean when an underperforming chair needed to be replaced. The faculty member felt it was their duty to take the leadership role after many years as a member of the teaching faculty (Kelly, 2012).

A perceived duty to lead is not the only factor motivating faculty to serve as administrators. At some juncture, faculty may be motivated by career and personal goals. A president said they first moved into administration because their current chair had become ill and there was a need for someone within the department to fill the role; they later became an interim dean upon a retirement. Although they took these positions out of a sense of responsibility, they also saw it as an opportunity to add a lasting value for students and the institution, a factor which has been the largest motivator for climbing the administrative ladder (Barrett & Cullinan, 2013).

Dezure et al. (2014) research data included a respondent who felt as an administrator, they had the ability to do good on a larger scale. Faculty members realize the amount of institutional change they can influence is limited, but as an administrator, change is within one's power. Deal (2014) found few music faculty enter higher education to teach, but enter with the sole intent of progressing into administration.

There are many other benefits associated with assuming a formal administrative role. One of the greatest benefits is being able to influence and change institutional policies (Gmelch & Miskin, 2004). Many administrators note benefits of working with different people inside and outside their departments and creating collaborations between faculty and administrators, including: (a) the ability to make a positive difference in students and faculty by nurturing and empowering, and (b) helping the entire institution by challenging issues within departments and across academia (Dezure et al., 2014).

Faculty may be urged to move into higher education administration by the prospect of increased compensation. The ability to create change at a particular administrative level and a pay increase are noted as major reasons for leaving the faculty ranks for administrative roles (Jacobe, 2013). Although compensation varies from institution to institution, it is a factor one

must consider when seeking promotion from faculty to administration. It is imperative which higher education leaders look to promote faculty to fill vacated administrative positions with the ever-increasing number of students entering higher education and with administrator retirements. Enticement to leave a faculty position, especially when tenured, has to include sound financial compensation to replace job security which comes with a tenured faculty appointment.

Expansion of leadership development in colleges and universities has opened doors for women, but this transition has been moving at a glacial rate (Burke & Nelson, 2002). The idea which few women are qualified to pursue and hold leadership positions is a myth. On the contrary, women are now starting to make up a larger percentage of individuals seeking terminal degrees (Johnson, 2017). Since 1990, women have earned more than 50% of master's degrees awarded and, since 2006, have earned 50% of doctoral degrees awarded in the United States (Johnson, 2017).

Although the move from faculty to administrator presents new challenges and stresses, women in higher education view it not only as a personal promotion, but also as a promotion for women as educators. Many female administrators had to: (a) get past the "good and evil" (para. 2) mentality, and (b) see progression out of faculty ranks as "good" (para. 2) for themselves and for advancement of women among administrative ranks (Dever & Justice, 2019). Some driving forces among women transitioning from faculty to administration are the desire to break through the glass ceiling and forge a better path than the one they inherited (Carli & Eagly, 2016). As organizations and the landscape of higher education continue to evolve and women continue to access their social power, the number of women in leadership positions in higher education will increase (Reis & Grady, 2018).

Although women have long been overlooked for promotion in higher education, the trend is starting to change. Between 1986 and 2016, women increased their upward mobility and now account for 30% of all college presidencies. Estimates suggest nearly 70% of these university presidents have climbed the leadership ladder from the faculty ranks (Johnson, 2017). These numbers indicate women are seeking and taking on more leadership roles in higher education and creating better paths and opportunities for female faculty members.

Frequently, faculty are reluctant to move to administration because it takes them away from the reason they entered higher education (Dezure et al., 2014). Several researchers have studied faculty reasons and motivation for transitioning to administration. Numerous faculty stated they loved research, teaching, and students the most in academic life (2014). Dezure et al. (2014) found most faculty entered higher education because it allowed them freedom to teach and complete research in their chosen field. The study was conducted over 5 years at an institution of higher education (IHE) which has a proven leadership development program. At the time of the study, the institution was participating in programs focused on advancement of women in leadership positions in higher education.

The Dezure (2014) study consisted of interviews with 19 administrators, all at chair level or above, for 5 years, to explore barriers for faculty transitioning to administration. Jacobe (2013) found one faculty member bought into the mindset and focused on teaching and research, only serving the IHE when it was required and needed, and spent her time as she saw fit on academic and research pursuits. The shared experience is used to illustrate the faculty mindset and how dramatically one's outlook must change when moving into an administrative role. This is only one of many examples of the allure of joining the faculty ranks and the barriers which faculty face when weighing a decision to transition to administrative roles.

Moving from faculty to administration is sometimes seen as an exit from active research to which faculty may never be able to return (Dezure et al., 2014). One main reason professionals seek to become full-time faculty is to have freedom and resources to conduct research. Any faculty member considering the move to administration must pause to realize many things will be altered, including their workload, expectations, and relationships (Barden & Curry, 2013). Moving along this historical natural progression from faculty to higher education administrator can be alluring and accompanied by many benefits, including financial gain.

There are also negative factors to consider when transitioning from faculty to administration. One very important one is the need to prepare for changing relationships. As faculty transition to administration, they must be prepared to have their professional and personal relationships change. Faculty colleagues' perceptions and expectations will dramatically change as the new administrator may be viewed as no longer understanding faculty issues and struggles. This strain will also play into their personal lives with the additional time commitments and responsibilities as a new administrator (McCarthy, 2003).

Preparation and Selection of Faculty to Become Administrators

The first step into administration is most difficult because of the stress it places on faculty's close colleagues as their relationship is redefined. This is a common occurrence for faculty transitioning into administration and the unexpected changes in relationships after years as a faculty member are thrown aside in the transition (McCarthy, 2003). When faculty move into administrative roles, relationships with faculty colleagues will immediately change, no matter the length of the professional relationships. A faculty member is no longer looked at as a colleague, but is now viewed as a boss or supervisor. No matter how low on the administrative ladder a faculty member starts, they are looked at through an "us vs. them" view. Deserved or

not, the new administrator is now seen as a faceless body in a group which is the nemesis of the faculty, "the administration" (Jacobe, 2013, para 10).

Faculty members are often discouraged from seeking or accepting administrative roles by their peers (Kaufman, 1990). When they do, they are sometimes labeled as going to the "dark side" (Buffone, 2009, p. 26). New administrators must be aware they soon may become isolated and shut off from their former circle of work colleagues and friends. Many times, new networks need to be established within administrative ranks to overcome the feeling of isolation. Establishing new networks and administrative relationships can be a daunting task when, for a new administrator, these networks were off-limits and contained what the majority of faculty deem the nemesis (Dezure et al., 2014). One of the most significant statements made to a newly appointed dean was "you now had to change everything you have ever known as a faculty member; you are now an administrator" (McCarthy, 2003, p. 42). The role of a new administrator is to represent the administration to the faculty (2003).

New and different stresses will also be placed on personal relationships with the transition from faculty to administration. Dezure et al. (2014) found family members and colleagues often actively discouraged faculty from pursuing administrative jobs. Family members were primarily concerned with increased workload, work-life balance, and extreme changes an administrative role brings (Dezure et al., 2014). Faculty are no longer on contract terms with the ability to control their time and schedule; they are now at the mercy of other administrators and endless meetings. One faculty member who recently transitioned to administration found themselves: (a) sitting at a desk for 4 hours writing a report before being called into a webinar, (b) attending a meeting, and (c) returning to answer endless emails

(Jacobe, 2013). This is only one example of several instances of the dramatic change encountered when transitioning from faculty to administration.

Many faculty think an administrator's work day ends when they leave the office, but in today's higher education environment there is always a pressing issue from another administrator, faculty member, or student which must be addressed, which encroaches on personal and family time (Lees, 2006). Administrator "off hours" (McCarthy, 2003, p. 36) are not usually their own and will be taken away from to attend functions, support the institution, and garner community and financial support. The largest impact on a family is which a career in administration will often require relocating several times (Barrett & Cullinan, 2013). Although relocating can and does place a tremendous amount of stress on family dynamics, it seems to be a foregone conclusion one will need relocate to continue to move up the administrative ladder.

Female presidents at IHEs are less likely to be married, less likely to have children, and more likely to have altered their careers to care for a dependent spouse, partner, or parent (Johnson, 2017). It has long been thought women were to be caretakers and were relegated to remain within faculty ranks and not pursue or be promoted to administrative roles (White, 2005). Men were provided easier paths to leadership roles than women, even with the high number of educated and qualified women available for positions (2005). Many women see more than a glass ceiling; they see a solid brick wall created and enclosed by the "boys club" (White, 2005, para. 6). Women were also perceived to be emotional and not have "the toughness" (Bornstein, 2008, para. 7) needed to be a supervisor and make the difficult decisions an effective administrator must make daily.

For women in higher education, the "dark side" (Buffone, 2009, p. 26) is even more complex because it is a twofold scenario. Not only do female faculty who choose to move into

administration become part of the system, they also have to struggle with the male-dominated

system encompassing higher education administration (Johnson, 2017). Leaving the faculty

ranks, they are no longer accepted by their former colleagues, and they do not fit into the "boys

club" (White, 2005, para. 6). This isolation can be one of the loneliest places to be and is a huge

deterrent for women to enter administration.

Identifying faculty position limitations and developing a plan to expand the range of

leadership opportunities is a basic beginning for a faculty member considering an administrative

role (Sullivan, 2009). Being able to identify faculty and place them in established training

programs for administrative roles is vital in the new landscape of higher education. Mentoring

programs, stress management workshops, and leadership workshops are a necessity so

appropriate administrative and leadership skills can be developed (Buffone, 2009).

Initiation and Process in Transitioning to Administration

Many faculty members are not prepared to make the change in roles and functions from

faculty to administrator. This preparation gap is even more prominent in faculty who are

promoted from within institutional departments, as they are not fully prepared for personal and

professional changes they will encounter. There is an important shift in responsibilities of a

faculty member compared to those of an administrative position.

Bennett (1983) and Gmelch (2015) provided descriptions of initiation (i.e., the process of

transitioning) and how leaders can provide valuable insight for faculty members contemplating

moving into administration. Bennett identified three major transitions experienced by faculty

transitioning into administration. The first shift involves moving from a specialist to a generalist.

Faculty members are often considered experts in their given field; however, when moving into

administration they need to understand the full offering of the department, college, and

institution. New administrators must be accountable for more content and various duties faculty members never have to perform. They must quickly grasp their new roles and department or college happenings, forgo their teaching and research interests, and advocate for the faculty they represent (Cipriano & Riccardi, 2018). Jacobe (2013) found individuals fully realized how quickly they had to grasp the new mindset when moving into department chair positions. From day 1, one faculty member had to remove their thoughts and bias to promote and better represent their faculty and department (Jacobe, 2013).

Bennett's (1983) second stage embraces moving from functioning as an individual to functioning as a collective for the area and people they now lead. Most faculty members are accustomed to autonomy when managing their research, office hours, and course offerings. New administrators coming from faculty ranks are faced with balancing responsibilities of administrative demands with wants and needs of faculty. For example, new administrators will be tasked with determining class assignments, meeting times, committee designation, faculty attendance for institutional service, and many other events. These tasks infringe on the freedom faculty possess in their workday and can be met with resistance, especially from former faculty colleagues.

Bennett's (1983) third and final transition deals with shifting loyalty for those faculty who move into administrative roles. A faculty member's loyalty is usually centered on their specific discipline; however, when moving to administration, loyalty must switch to the institution. "Administrators must represent the institutional perspective while embracing the vision and path set forth by the administration" (Bennett, 1983, p. 82). At times administrators may need to make tough decisions regarding department or academic programs.

Gmelch and Miskin (1993) presented a second model in their textbook, *Leadership Skills for Department Chairs*, and in several workshops they led for the American Council on Education. Although their focus was directly on department chairs, it is relevant for any faculty member who transitions into an administrative role. The main focus of the model is on preparing for lifestyle changes encountered when moving into an administrative position in higher education. Faculty members typically lead a solitary existence, but once they move to administration they must change this approach and focus attention on wants and needs of others, most notably eliminating personal biases and focusing on what is best for the institution (Hecht, 2004). Any faculty member preparing to switch from teaching to an administrative role must be willing to sacrifice their focus on scholarly activities and research (Hecht et al., 1999).

Transition to administration may also include the unpredictable life of a chair. A stable schedule and rather predictable activities are common for a faculty member, but as an administrator, issues frequently arise at unpredictable times (Gmelch, 2015). New administrators are less apt to perceive the transition from austerity to prosperity and embrace the transition in a lifestyle change (Gmelch, 2015). It is typical in these situations a change in title and increase in duties come with access to a larger office which administrators move in to as part of their position in higher education and the clout the larger office commands. Faculty members are typically responsible for their secretarial duties; however, administrators are provided greater access to clerical support (Andrews University, 2015). Gmelch and Miskin (2004) provided ideas on transformation from faculty to department chair portraying faculty members as they see themselves: (a) solitary, (b) focused, (c) autonomous, (d) private, (e) professing, and (f) stable. However, faculty are then chosen, elected, or forced into administrative roles characterized by sociality, accountability, fragmentation, and mobility (Gmelch & Miskin, 2004). This evolution

from faculty to administration takes an enormous amount of time and dedication and is one of many pitfalls which plague those transitions and lead to failure (Gmelch & Miskin, 2004).

Most academic administrators emerging from faculty ranks have limited leadership training or prior leadership experience. Establishing leadership qualities takes time, practice, and evolution. The influence of families, peers, education, sports, and social activities throughout their lives directly influences their ability to lead and their need for achievement, self-esteem, power, and service (Montez et al., 2003). There are many different ways administrative leaders are developed, but the question is how long it takes and when are faculty members ready to assume administrative leadership positions. Corporate studies of individuals who have attained international levels of performance point to the 10-year rule of preparation (Ericsson et al., 1993).

Typically, 7 years is the threshold for faculty to become experts in their field and seek tenure and or promotion within academic ranks and another 7 years of working in academia to obtain full membership in the higher education system (Gmelch, 2015). A determination must be made as to how an administrator will be trained to ensure they have the correct tools needed to succeed in the transition from faculty to administration. Some institutions believe a faculty member can become an administrator in a 2-day seminar. As short-sighted as the thought process is, studies have shown only 3% of universities have a leadership development program to aid faculty who wish to transition to administration (Gmelch & Buller, 2015).

The development of an administrator is grounded in the ability to assume a leadership role within one's institution. Developing into a leader and transitioning into an administrative role in higher education can be summed up in a 3-sphere development process identified by

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Gmelch and Buller (2015). The 3 spheres they proposed are conceptual understanding, skill development, and reflective practice (Gmelch & Buller, 2015).

First, institutional administrative roles and responsibilities need to be analyzed and understood in order to fully use the conceptual understanding component of the sphere. Conceptual understanding involves the knowledge an administrator needs to do their job effectively. For faculty looking to make the transition to administration it is important to understand they must abandon their solitary existence and seek to expand their knowledge and understanding of their department, college, or institution (Cipriano & Riccardi, 2018). This understanding includes, but is not limited to, completely comprehending institutional dynamics and organizational culture. Although conceptual understanding is a key concept in being able to lead it is important to note it needs to be fostered through programs and mentoring which instill appropriate behaviors and skills (Gmelch, 2015). Gmelch and Buller (2015) identified 12 skills one needs to be an effective higher education leader and administrator:

- managing time properly, particularly their ability to maintain currency in research while performing administrative duties
- providing genuine leadership, not mere management, within the distinctive organizational structure of higher education
- instituting effective faculty development programs
- strategic thinking and creating a compelling vision for the future
- coaching and counseling faculty members to improve their performance
- making sound decisions
- communicating effectively with stakeholders
- managing conflict

- working harmoniously with upper administrative levels

- promoting teamwork

- building community

- leading change

These topics were later validated by research which found the topics were included in most leadership development programs (Conger & Benjamin, 1999). Although not limited to higher education, development of this skill set for administrators is rooted in effective leadership development (1999).

To be able to effectively perform their roles and responsibilities, administrators must define and hone their skill sets in: (a) communication, (b) performance enhancement, (c) conflict resolution, (d) negotiation, and (e) resource realignment. These skills are teachable and learned more so than more complex competencies such as strategic vision, which requires years of practice and mentoring (Conger, 1992; Westley & Mintzberg, 1989).

Approaches to Mentoring

Most workplace mentoring will fall into: (a) formal or classical, (b) informal, (c) group, or (d) peer mentoring. Formal mentoring encompasses traditional assignments of mentor to mentee in order to train the next generation. The counterpart, informal mentoring, occurs daily and can tap into several mentor or mentee relationships. Group mentoring occurs where multiple mentors and mentees work together, allowing mentees to develop their own learning goals. Closely related to group mentoring, peer mentoring can be completed one-on-one or in a group setting. The primary difference between group mentoring and peer mentoring is mentors and mentees are closely associated in their age and stages of their careers, in peer mentoring (Allen et al., 2008).

Formal or classical mentoring programs are structured and time-limited with assigned mentors, which sends the message this model is an acceptable practice and a "rite of passage" in the development of young faculty members (Darwin & Palmer 2009; Perna et al., 1995). The main goal of the formal or classical approach is to aid young faculty members as they progress into their careers and lessen burdens on mentors to aid in mentees' professional education. Allen et al. (2008) suggested a greater personal connection and investment by mentees and mentors is key to having a positive and successful mentoring program. The main goals of formal mentoring programs goals are to: (a) maintain status quo, (b) facilitate and expand networking, (c) decrease faculty turnover, (d) advance careers, and (e) promote tendencies and attributes which have a positive influence on success of IHEs (Lumpkin, 2011).

Formal mentoring benefits the mentee, mentor, and organization and aids in advancement of all of those involved (Inzer & Crawford, 2005). Despite not being the most widely used or successful model in academia, formal mentoring has been used throughout nearly every business and societal organization. To have a successful formal mentoring program, mentees and the mentor should be very similar in career aspirations and education (Allen et al., 2008). With these "matches" (p. 56) the uneasiness curve is lower, and the mentee and mentor find corresponding common ground (Olson & Jackson, 2009). Although widely used, formal mentoring tends to be less effective in developing leaders because mentees and mentors are not familiar with each other and often are placed within a program without regard to their personalities (Inzer & Crawford, 2005). Formal or classical mentoring would not be the best form of mentoring to ensure future higher education administrators develop the necessary attributes to become effective leaders.

Informal mentoring is more flexible, egalitarian, of increased duration, and sometimes occurs with greater frequency than formal mentoring (Ragins & Cotton, 1999). Informal

mentoring removes common restraints mentees find restrictive and negative. Mentees assume a greater role with this approach and accept enhanced ownership of the relationship, which creates a greater bond and increases the interaction between mentors and mentees in a more relaxed environment (Lumpkin, 2011). Ragins and Cotton (1999) reported informal mentoring is associated with more positive career outcomes and suggested informal mentors bring greater communication and coaching skills to mentoring relationships because they participate voluntarily. Ragins and Cotton found protégés with informal mentors reported greater satisfaction and received significantly greater benefits in 9 of 11 mentoring roles than did protégés with formal mentors

Peer mentoring is best defined as faculty with mutual interests, ranks, and stature who collaborate to develop support in a sharing environment (Angelique et al., 2002). Peer mentoring relies on coworkers to use each other as a resource and support each other so each individual can grow and develop within their respective discipline. Unlike other forms of mentoring, peer mentoring provides mutual benefits. This form of mentoring allows both mentor and mentee to learn from each other and create a positive environment for advancement (Kram & Isabella, 1985). Hill and Reddy (2007) showed peer mentoring created a positive relationship which developed a source of information which might not be, and typically was not, addressed by higher education administrators. Sanchez et al. (2006) found school of business participants who participated in a peer mentoring program felt increased commitment to the university as well as greater satisfaction with the entire university experience."

Although this approach to mentoring is very popular because of common interests among mentees and mentors, the major obstacle to successfully implementing peer mentoring is initiating first contact between mentees and mentors (Hill & Reddy, 2007). Peer mentoring can

be observed in various forms throughout higher education but is used most among students, especially in master and doctoral-level programs. Although it can be useful and beneficial for faculty, it typically leads to another set of mentoring practices in a group or mentoring network (Sanchez et al., 2006).

Junior faculty members tend to be more successful in research and scholarly endeavors when they receive mentoring from multiple resources, most notably colleagues within their discipline (Peluchette & Jeanquart, 2000). Collegial mentoring within the discipline is only one example of how a group or networking mentoring program serves the needs of the mentee in a consortia arrangement. This model enables the mentee to take the best aspects and qualities of each individual within the mentoring group to better themself, in turn allowing them to transition from faculty to administration. Zellers et al. (2008) supported this mentoring model, stating one mentor is no longer adequate to meet demands associated with our ever-changing society. They believe organizational change, increased specialization, innovation, and acceleration of technology advancement dictate a new mentoring paradigm in which relationships must be beneficial and reciprocal to all parties involved. Within this system, each mentor takes on the responsibility of aiding in the development of new colleagues, which in turn benefits mentors, departments, colleges, and institutions. Zellers et al. (2008) suggested this approach to a diverse mentor group leads to stronger mentees and professionals sharing their newly found skills and knowledge with the next generation of professional colleagues.

Intradepartmental mentoring, the most frequent form of group mentoring found in smaller institutions, involves pairings within the same department to facilitate interactions and socialization in the departmental culture (Cawyer et al., 2002). This model allows daily interactions as a mentor or mentee can easily visit each other's office at any given time to talk or

ask a question. Mentors in similar disciplines can also provide guidance, advice, and direction about departmental politics and issues (Lumpkin, 2011).

Formation of a multidisciplinary mentoring group of faculty members from across various departments can also reflect an interdepartmental style of mentoring. Boice (1992) suggested mentoring works best through interdepartmental pairings because mentees feel more comfortable expressing concerns and weaknesses and asking questions than they do with mentors residing within their department. Boice also found mentoring is more about relationships than about providing help in teaching or research. Using this multidisciplinary approach also enables many mentors to provide clearer advice devoid of departmental issues and politics which could influence interactions between mentors and mentees.

Regardless of the approach a partnership or institution adopts, most essential is pairing mentors and mentees (Bell & Treleaven, 2011). The pairing process will ultimately dictate whether the partnership will be a successful experience for all involved. Mentoring assists in socializing new and junior faculty members into the IHE system and culture and tends to be mutually beneficial when mentors provide ongoing encouragement and guidance to their mentees. Effective mentoring allows professional growth for both mentors and mentees and provides mentors with intrinsic rewards on a professional and personal level. The everlasting effect of a positive mentoring partnership is creation of a greater and more dynamic network of colleagues, support, and socialization. These benefits also lead to greater job performance, higher levels of job satisfaction in the work setting, and decreasing turnover rates in IHEs.

Mentoring Outcomes

The majority of research on mentoring is focused on mentee outcomes. Mentoring outcomes are typically associated with career functions and advancement and usually include

sponsorship, exposure and visibility, coaching, protection, and challenging assignments (Meschitti & Lawton Smith, 2017). In any mentoring program, the main focus is the mentee as the main character within the system, and the mentoring focuses primarily on the end product. Most studies use self-reports, subjective measures, and are, for the most part, focused on short-term and long-term effects of mentoring programs.

Bell and Treleaven (2011) focused on the outcomes for the mentee and whether there was a good match between mentee and mentor, a key element of informal mentoring programs. Their pilot study, conducted from 2005 through 2007, obtained data from 26 participants forming 14 mentoring pairs. At the end of the study, the authors collected 58 written reflective responses addressing the pairing process. Six of 13 mentees noted they felt awkward during the interview and pairing process and 8 of 13 mentees referenced the importance of preexisting personal connections and relationships. Bell and Treleaven concluded a formal structure assignment in a mentoring program may not be the best and most successful approach. Bell and Treleaven also indicated one of the best policies to follow when establishing a formal mentoring program is to build on existing personal connections and interpersonal relationships, which can result in a more positive experience and outcomes for mentees.

Allen et al. (1997) conducted an in-depth investigation into the reasoning and accomplishments identified by a small sample of mentees and mentors. Using a qualitative field study model, the researchers' main aim was to identify experiences of mentees and mentors. Participants consisted of 27 employees from five different organizations who had mentored others in some manner. The five entities represented included municipal government, health care, finance, communications, and manufacturing agencies and organizations. Interview questions encompassed a complete knowledge of mentoring utilizing open-ended questions to

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produce more interaction and probing follow-up questions. The researchers noted 72% of participants had at some point in their professional careers been mentored by more than one person in an informal mentoring program, and those experiences were the driving force behind why they had chosen to become mentors themselves.

More than 35% of participating mentees in mentoring programs indicated they had to seek out their mentors on more than one occasion during their professional relationship (Allen et al., 1997). More than 92% of mentees stated they had a positive takeaway from their mentoring interaction and would seek to become mentors themselves. These findings provide validation for the positive influence a mentee experience has on the likelihood mentees become mentors themselves.

Barrett et al. (2017) focused on participant perspectives of the influence of relationships between novice and seasoned faculty members. The qualitative phenomenological study focused on developing a better understanding of the relationship between mentees and mentors who have engaged in either a formal or informal mentoring program. Three major themes emerged from this study: active engagement, communication, and similar interests. For a successful and beneficial relationship, both mentors and mentees need to be actively engaged in the process and relationship. For any mentor and mentee relationship to prosper, successful communication is a skill which needs to be nurtured, developed, and encouraged on an ongoing basis. The last key aspect identified in the study was those involved in a mentor relationship need to have a commonality and share similar interests.

Barrett et al. (2017) believed strained relationships can and do occur within mentorship relationships and could be directly related to a mentee's resistance. Mentees, however, typically attribute any negative impact to lack of time and availability of mentors. Study limitations

notwithstanding, positive aspects and outcomes from mentoring programs far outweigh shortfalls in available literature (Luna, 2012). Studies of leadership development and mentoring programs for faculty indicate administrators are aware of the leadership crisis upon them and the type of leadership needed for the stability and future of higher education (2012).

Reflection and Continued Growth as an Administrator

The third and final sphere of advancement explores the practice of reflection focused on continued growth and advancement (Gmelch, 2015). As an administrator, the ability to reflect and analyze situations and to learn from reflection is a critical administrative and leadership skill. Individuals who forgo this self-analysis are in most cases doomed to failure as higher education administrators (Hecht et al., 1999). To be an effective higher education administrator, Gmelch (2015) suggested one must possess the requisite skills and have the ability to reflect and learn from their mistakes and triumphs.

Developing as an administrator and leader requires embracing the "inner" (p. 6) journey of self-knowledge, personal awareness, and corrective feedback (Gmelch, 2015). This journey is not always completed as a faculty member, as these characteristics are not necessarily prerequisites to fulfilling faculty obligations. To complete the journey as an administrator faculty must complete the moral, ethical, and spiritual dimensions of the journey. For faculty to continually develop as administrators, they must find their voice and personality to be effective as leaders and administrators (Kouzes & Posner, 1987).

Central to administrative leadership is reflection-in-action which allows individuals to deal with situations of uncertainty, instability, uniqueness, and value conflicts (Schon, 1983). Administrators are isolated from those in the faculty ranks and this isolation works against their ability to use reflection-in-action, which emphasizes crucial relationships with other

administrators and institutional leaders within a network and as confidants (Gmelch, 2015). Administrator development works best within a group of trusted colleagues acting as mentors, partners, and role models.

Administrators need to create and use these communication networks in conjunction with operational, professional, personal, and strategic networks. An operational network allows a leader to communicate and rely on others within an IHE to accomplish similar tasks and duties more efficiently. Professional and personal networks allow development and honing of skills through coaching, mentoring, networking, and learning at professional meetings and conferences. A strategic network enables administrators to share and receive help with their vision, priorities, and challenges at times which may seem very daunting to encounter alone.

Summary

The review of the literature focused on the context in which faculty transition into administration in higher education. This review highlighted past research on the reasoning and rationale behind why faculty choose to move into administrative roles. According to published research and personal narratives, the reasons behind the desire to become an administrator in higher education vary greatly. Motivational factors for faculty to become administrators range from higher compensation, desire to change the landscape of higher education, and feelings of obligation to serve.

Faculty encounter several obstacles or barriers when leaving the faculty ranks to begin a new journey in higher education as an administrator. Challenges and barriers are present for all, but especially for women. Many faculty transitioning to administrative positions also lack the prerequisite training and mentoring necessary for these new roles.

The literature indicated a transition phase where dedicated time within a mentoring program increased the likelihood of a successful transition from faculty to administration. The initiation process for faculty transitioning to administration was not fully developed, and it was not a smooth transition to administrator roles. New administrators are not prepared for rigors and challenges which they encounter in new administrative duties. Time, human resources, budgets, and personnel issues were most frequently noted challenges. A lack of mentoring, training, and preparation was common for faculty choosing to transition to administration.

The literature review indicated reflection and learning are prerequisites for effective transitioning faculty to administration. Self-reflection and the ability to receive and use feedback can only improve one's experience and effectiveness as a university leader and administrator. Along with this self-awareness and reflection, the literature indicates, development of networks with other administrators can enable new administrators to navigate rigors of the transition from faculty to administration.

CHAPTER 3

METHODS

The purpose of this study was to investigate models and processes used by institutions of higher education (IHEs) in identifying, training, and mentoring faculty who transition to administrative roles. The chapter is organized into sections related to the research design, the population and sample, data collection, and data analysis. A final section provides the study limitations.

Research Design

This study used a qualitative phenomenological design to investigate elements of the process used when faculty members transition to administrative roles in West Virginia's 4-year IHEs. Phenomenological methodologies attempt to see experiences and reality through someone else's perspective, thus allowing researchers different perspectives through which to identify problems and solutions (Parks et al., 2013). The focus was on describing, clarifying, and interpreting the everyday life of and experiences perceived by those faculty members who have transitioned to administration roles in West Virginia's 4-year IHEs. The core of a phenomenological study is one in which participants must have shared experiences which researchers are examining and comparing (McMillan, 2016).

Population and Sample

There are 44 West Virginia colleges and universities as defined using the Carnegie Classification of Institutions of Higher Education (Indiana University for Postsecondary Research, n.d.). For this study, I chose participants from 23 West Virginia public and private institutions which grant degrees at the bachelor level or higher. Initially I used university and

college websites to identify current administrators and make contact. Then, I used snowball sampling to develop a larger, diverse sample.

Initially, participants were asked qualifying questions to ensure they met the criteria to be included in this study: (a) they served within the faculty ranks for a minimum of 3 years, (b) they then transitioned into an administrative role, and (c) they have served as a department chair or higher. From this process, I identified approximately 30 individuals to be interviewed with the goal to have at least one interviewee from each of 23 IHEs in West Virginia. At this point I supplied each participant with the informed consent (Appendix B) and began scheduling interviews of each participant.

Interview Protocol

Interviews are purposeful and free-flowing conversations between two or more people (Bogdan & Biklen, 2007). Qualitative data collection was used to collect data I would not be able to gather from observation or other forms of data collection (Stake, 2010). I used a semistructured interview which aided in creating a systematic and consistent order for each interview (Berg & Lune, 2012). Using this interview format also allowed me to ask more probing questions and to interact in greater detail, eliciting important information which otherwise I may have been missed. The semistructured interview format is akin to guided conversations, with open-ended questions producing in-depth comparable data across participants (Bogdan & Biklen, 2007).

From literature review findings on faculty transition to administration, I developed the interview protocol, *Transitioning from Faculty to Administration Interview Protocol* (see Appendix C). The protocol has four phases which helped to provide structure: (a) rationale and context, (b) preparation and selection, (c) initiation and transition, and (d) reflection and

continued growth. These four phases enabled the development of interview questions which aligned with the research questions.

To validate the protocol, I conducted a small pilot study with three former administrators reflective of the study population. I used the "key informant" (p. 14) approach, conducting the first pilot study interview and then revising questions after each additional interview to ensure the depth of data gathered was accurate (Morgan, 1993). As a result of the pilot study, I changed interview question verbiage to better explain the intent of the question, and rearranged and deleted questions to provide better interview flow.

Data Collection

I interviewed current administrators at IHEs in West Virginia using the in-depth, semistructured, open-ended interview protocol developed for this study (see Appendix C). Interviews allowed participants to share their personal experiences and feelings about transitioning from faculty to administration. I conducted each interview at a time convenient for participants. Interviews were projected to last 45–55 minutes, but the majority lasted over an hour and were conducted via telephone or using a video conferencing system. This format decreased travel and expenses and provided safety for participants and me as we adhered to protocols set forth during the COVID-19 pandemic. I recorded interviews using a digital audio recorder, transcribed them by artificial intelligence software, and coded transcripts for analysis.

Data Analysis

I analyzed all data inductively using open coding from categories which emerged from interview analysis (Krysik & Finn, 2010). A cross-case analysis was then used to identify patterns and themes across cases, which provided a better understanding of research findings

(Patton, 2002). I completed random member checking with six interviewees to allow interviewees to review my interpretations and conclusions (McMillan, 2016).

Limitations

Findings were limited to perceptions of administrators who were interviewed. Administrators who responded may have done so out of a particular bias about the identification and selection process as it related to their career advancement. My own professional experience as a faculty member may constitute a source of empathy for interviewees, which may have influenced responses. Although my experiential background could enhance the study's effectiveness by eliciting and understanding participants' perceptions, it may also be viewed as a limitation in it is a potential source of bias.

CHAPTER 4

STUDY FINDINGS

This chapter presents findings from interviews conducted to gain a better understanding of the process by which faculty transition into administration roles in higher education. The presentation of interview findings is organized around the four phase model of the transition process: (a) rationale and context, (b) preparation and selection, (c) initiation and transition, and (d) reflection and continued growth. New administrator's major obstacles and challenges faced during the transition process are also presented. The chapter concludes with a summary of findings organized around the four phase model which was developed with information gathered during the literature review.

Data Collection

A qualitative phenomenological approach was used to investigate elements of the process and experiences encountered by faculty members when transitioning from faculty to administrative roles in institutions of higher education (IHEs). The study sought to compile and better understand the shared experiences of participants as they made this transition. A phenomenological approach was used to describe, clarify, and interpret experiences perceived by those faculty members who experienced this transition (McMillan, 2016).

Twenty participants were selected from 20 of 23 West Virginia public and private not-for-profit institutions which grant bachelor level or higher degrees. I conducted interviews with former faculty members who currently hold an administrative position in one of West Virginia's IHEs. I collected data through audio and video recordings using virtual meetings to ensure the safety of all subjects and adhere to state and national COVID-19 pandemic protocols. Once participants were identified, interviews were conducted using Zoom meeting software, recorded

and stored on a safe and secure password-protected hard drive. I transcribed recordings verbatim with a comment section added to describe breaks and pauses. Study participants had to have served in the faculty ranks for a minimum of 3 years and as a department chair or higher for inclusion in the study. There were no inclusion or exclusion criteria related to participant demographics; however, participating institutions were limited to 23 public and private 4-year degree-granting institutions within West Virginia's higher education system. I compiled a master list of potential participants from 23 institutional websites. Purposeful sampling was used to establish the initial interview sample. Snowball sampling was also used during the interview process to identify additional participants.

Participant Characteristics

Nine of 20 administrators interviewed were 50–59 years of age, seven participants were 40–49 years of age, and three were 60–69 years old. One participant was in the 30–39 age range. Thirteen participants were women and 7 were men. Nineteen participants were White, and one was African American.

Study participants were also categorized based on their level of degree completion. All 20 subjects had earned a master's degree or higher before becoming an administrator. Seventeen participants had obtained a terminal degree and one was in process of completing their terminal degree.

Twelve of 20 participants were currently sitting deans, and the other eight were assistant deans or chairs. Nineteen participants either currently or previously held a program chair position. One participant was named dean of a graduate college with minimal administrative experience as an assistant chair in a different college at their institution. Six of 20 subjects interviewed had more than 20 years of faculty experience, seven had 15–19 years, three

participants had 10–14 years, and the remaining four participants had 9 years or less of faculty experience.

Eleven participants had spent more than 10 years at their respective institutions and seven had spent 5–9 years at their current institution. Two participants had only been at their institution for 3 years as they were hired into their administrative positions following a national search. Six participants had spent their entire higher education careers at their current institution.

The Four-Phase Model

The literature review surrounding faculty transitioning to administration evolved into four main themes extrapolated from previous studies. The four themes, which developed into the four-phase model, are: (a) rationale and context, (b) preparation and selection, (c) initiation and transition, and (d) reflection and continued growth. These four phases, provided structure for developing interview protocol designed to gather data for this study.

Reasons why faculty transition to administrative roles vary greatly. This context led to the identification of the first phase of the model, rationale and context. Numerous interview questions focused on motivations to move from their faculty role to administration.

The second phase of the model centered around the preparation and selection of faculty who transition to administration. Faculty were asked to share experiences of proactively seeking or being recruited to leave the faculty ranks for an administrative role and the criteria associated with this process. Current administrators were also asked to share their experiences with the process of transitioning from faculty to their new administrative roles.

Initiation and transition was the third phase of the model. This phase was designed to explain the initiation and transition process. A large amount of interview time was spent exploring interviewee experiences addressing challenges, obstacles, and surprises they

encountered as they transitioned to administration. Other topics included in this phase were the role of mentoring and the availability of resources for those transitioning to additional administrative roles in higher education.

The last phase of the four-phase model addressed reflection and continued growth after the transition to administration. These experiences were not limited only to refocusing and reflection, but also closely related to the third phase and challenges and obstacles which new administrators faced. Interview questions addressed the effects of relationships and social justice issues faced by participants. The findings in this phase were limited as many faculty who transitioned to administration did not take the time necessary to reflect on their transition as their energies were focused on new administrative tasks.

Major Findings

Major findings resulting from interviews are presented in the following sections. The four phases of the model were used to organize the presentation of findings.

Rationale and Context

One of the study's goals was to investigate the underlying rationale and context influencing an individual's decision to transition from a faculty to an administrative role. Participants were asked a general question as to why they decided to make such a transition. This general question was followed with a prompt to identify specific factors influential in their decision making.

Boredom with the routine of faculty life and the need for change was a motivational factor noted by several interviewees. One faculty member at a larger public institution stated:

> I was bored just doing the teaching, research, and service. My contract was set up, so I
>
> was teaching the same classes for 5, 6, 7 straight years. I truly liked teaching my classes.

But doing the same thing over and over every year became stagnant, and I wanted the

ability to reach students on a higher level.

Several other interviewees had similar responses noting they needed to move out of the faculty

ranks, not necessarily for personal gain, but for job advancement. After a long tenure as

department chair with faculty duties, one participant felt it was time to move forward to a more

"sophisticated and challenging position" as dean of the college.

The decision to transition from faculty to administrator can also be driven by a personal

goal to become a college or university administrator. One interviewee indicated they always

wanted to become a higher education administrator. An extensive background in private and

public sector supervision and administration had prepared them for a move from faculty to

administration. This particular participant also had many contacts and alliances within the higher

education setting before assuming a full-time faculty role. According to the participant:

Once I made the decision to become a full-time faculty member, I made it clear to the

dean my professional goal was to become an administrator. I felt the skill set I had

obtained in the private sector would best serve the institution as a leader and

administrator.

This experience emphasizes the personal desire and professional goals which many

administrators had in their desire to transition to administration.

Several private institutional administrators appeared to be ambivalent about the decision

to accept an administrative role. One administrator described how the role of administrator arose

when the current dean vacated the position presenting an unanticipated opportunity to advance

their career. Although this may seem out of character in higher education, 14 study participants

echoed the same sentiment. A need for leadership emerged and many decided it was a role for

which they were suited. They answered the call to become administrators. For example, one interviewee noted:

> As the chair of my department had made their plans to retire, the opportunity to take over the chair duties became available. It was at this time of my career which I realized I needed to progress into administration, or I would be in the faculty ranks for my entire career.

The experience shared by this participant illustrates how opportunity and timing align to allow faculty to transition to administration.

Some participants felt they had to take the administrative position because of a lack of options. One stated, "When the previous administrator left the position, there was no one else to take the position, so I felt it was my obligation to fill the void." Similarly, an administrator at a small private college felt the need to take the chair position to maintain departmental continuity. Their decision was reinforced as colleagues approached them suggesting "it is your time to lead and if you do not take it, we will have an outsider placed within our department . . . we cannot work for an outsider." The shared experiences reinforce the need for continuity within colleges and departments for improved faculty morale.

Several interviewees described the need to address larger organizational needs as the primary motivational factor affecting their decision to transition from a faculty to an administrative role. As one public institution dean noted:

> The current dean had vacated the position, and there was a great need to fill it to comply with accrediting standards and to ensure continued accreditation was secured as it was one of the larger programs on campus. The administration seemed to label me as the right person at the right time because they felt I could organize and complete the tasks at hand.

Realignment of the university structure provided an opportunity to transition from faculty to dean for another interviewee who shared:

> The current dean was retiring due to the university changing college alignments and administrative duties. I saw this as a great opportunity to use my leadership skill set to further myself, so I immediately and forcefully made my intentions clear I wanted to take on the challenge of being the new dean of the newly expanded college.

Another dean provided a very interesting response when addressing the reason they were chosen to be dean: "After a national search, I aspired to become a dean, and I was chosen to take the position due to my Appalachian roots and years in education in the region." The willingness to serve was the aim to better the institution

This need to address larger organizational issues was a factor in several instances where faculty members felt they were given little option to assume the administrative lead for their respective departments or units. Two participants, both from private institutions, described how they were called into a meeting with the president and provost and were informed they were replacing the current administrator, and if they did not accept the position, the program would be in jeopardy of losing accreditation. In both cases, the faculty members accepted their administrative roles and successfully obtained reaccreditation, and the former administrator returned to a faculty position.

Although not an ideal path from faculty to administration, this "default selection process" was a more frequently reported occurrence from participants than was anticipated. A similar experience was chronicled by a current administrator after being at their institution for only one semester:

I was hired as a faculty member to fill a position which had been vacated. I had been a

department chair at different institutions, but it was not my intent anymore as I wanted to

live the faculty life. After a short time being on campus, the sitting chair unexpectedly

passed away and no one else wanted to take the role. Due to my previous administrative

experience, the faculty, with the approval of the dean, placed me into the chair position

by default.

The experience shared by a study participant further illustrated some faculty which transition to administration due so out of department and institutional needs.

Although some participants chose to leave the faculty to become an administrator, others were actively recruited. Several interviewees reported they were actively recruited by administrators either retiring or advancing to higher-level administrative positions. One interviewee noted, "I felt like I was recruited because I was a sitting chair at the time and my many years of being at the university placed me into a unique position with the policy and procedures of the administration." Other interviewees felt they were recruited because of their dedication to the institution and their years of faculty experience. One faculty member explained:

The retiring dean asked me to step into the position because he was becoming the

provost; he stated I was the right person at the right time to take over the college. My

dedication to the institution and my experiences at several different institutions made me

the ideal candidate.

Being recruited by transitioning administrators not only shows a selection but also recruitment based on the positive traits and characteristics those participants demonstrated as a faculty member.

Although the criteria for being recruited varied, the most common finding was current administrators identified a natural skill set to be able to lead other faculty members. Their problem-solving skills and rapport with faculty members would make them valuable not only to the faculty but also to the administration, as a voice which could be respected by both entities. One participant from a large public institution noted:

I was asked by the assistant dean to move into the position as they were moving up the administrative ladder. They made it clear they could not support any other faculty member to move into the role, and my work and dedication to the department, program, and university were superior to the other faculty members.

The majority of participants also noted their move from faculty to administrator was motivated in part by a desire to be able to make positive changes for students, faculty, administration, and the institution. One current chair noted, "Taking over the department chair position afforded me more influence to make a difference with the students and for the institution." The power to institute change was a common theme which emerged throughout the interviews. One current dean stated:

I wanted an opportunity to serve as dean and create new and innovative changes to our college. The primary reason I chose to apply for the deanship was to bring a new perspective and integrate new ideas to move our college forward.

Assuming the power of an administrator affords the opportunity to institute change on a greater scale than faculty.

One current administrator indicated he made his intentions clear when joining the full-time faculty ranks; he always wanted to move into administration.

The dean which hired me I had known previously and when I accepted the offer to join

the faculty full time, I told him I wanted to lead and move into administration. I had just

left a career as an administrator within the federal government and had success in the

area. I thoroughly enjoy being a leader and administrator, helping build a team, and

getting everyone going to a commonplace and goal. Doing this in higher education filled

both my thirst for education and knowledge and the need and desire to lead. So, it was

always my intent to become an administrator in higher education.

In a similar situation, another current dean felt transitioning from faculty to administration was

the next step in their career in higher education.

As an acting chair, I was asked to serve as an interim dean until a new dean could be

appointed. At this point I felt like this was my chance to further my career in higher

education. If I did not apply and seek this position I would, most likely, never have the

chance to be more than a department chair.

The experience of this participant indicates which opportunity arises at different times in careers

and should be seized when available.

Extensive years of institutional service and dedication to their respective institutions were

common themes reported by interviewees as important variables in the acknowledgment they

could perform the duties of an administrator at the level established by the administration. Three

interviewees described how they were recognized by their current administrators and asked to

take on more administrative duties when the sitting dean or chair lost the respect and favor of the

faculty and administration. One interviewee described the transition: "Being a tenured faculty

and at the institution for over 20 years, I was sought out by the new administration to help

temper the 'bad blood' which had existed between the old administration and the faculty." A similar experience was also reported by a current dean at one of the larger institutions.

> I was recruited to leave the faculty ranks after a national search brought in a new dean from a different higher education system and institution. The new dean caused an upheaval in the college [and] led to the filing of several faculty grievances. The administration of the university sought me out to aid in calming the faculty and mend the relationships which had been strained between the administration, university, and the faculty.

The experience further shows the need for continued continuity and good working relationships between faculty and administration.

In summary, several factors contributed to the decision by faculty to transition to administrative roles. One frequently noted reason was a personal goal of advancement in higher education. The majority of participants stated they had always wanted to advance their careers in higher education and becoming an administrator was the natural advancement. Others became administrators out of boredom with faculty routines. Others described what could be considered a serendipitous occurrence in which an administrative opening emerged, and they were the logical replacement, somewhat like a "perfect storm" event. Interviewees also reported being recruited to administrative roles and, in some instances, directed by institutional administration to assume administrative roles to address a major organizational need. The one common theme mentioned by almost all interviewees was they became administrators based on a desire to make a difference for students, faculty, and their institution.

Preparation and Selection

The second phase of the model, preparation and selection, is focused on the selection process and criteria, and faculty preparedness for the transition from faculty member to administrator. The role of mentoring, equity, and social justice are addressed in this phase of this framework.

Regardless of the path taken to become an administrator, the majority of the interviewees agreed on certain prerequisites for transitioning from faculty to administrator. The majority of the interviewees stated obtaining a terminal degree and tenure were critical prerequisites for beginning this transition. One interviewee noted, "A terminal degree is important because I feel it shows the faculty you have dedicated yourself to reaching the pinnacle of education." Another current administrator reiterated this point with comments suggesting a terminal degree reflects an individual's dedication to higher education.

The importance of tenure as a prerequisite for the transition process was framed by one study participant: "Tenure is vital because it not only offers protection, but it also illustrates to the faculty you have obtained one of the prestigious ranks offered in higher education." Many interviewed administrators saw tenure as a "safety net" for returning to the faculty ranks if needed. Another current administrator also noted, "While it is usually a duty of tenured faculty, the scholarly activities and research are key to enable the institution to move forward and be on the cutting edge of education and its offerings." The experiences of these participants demonstrate the importance of gaining tenure for faculty transitioning to administration.

Mentoring. The importance of having seasoned administrators available to provide guidance and direction for aspiring and new administrators was a reoccurring theme throughout

the interviews. The majority of the interviewees indicated access to informal mentoring was critical when they transitioned from faculty to administration. One interviewee explained:

When I accepted the dean position, the provost who hired me assured me their door was always open for any issues. It was the first day on the job, and I encountered a faculty grievance and immediately called the provost. Not only was my call immediately answered, but I was guided on how to handle the situation both professionally and personally.

The shared experience demonstrated the importance of any form of mentoring new administrators required in addressing their new duties.

Another example of the importance of mentoring came from an interviewee from a larger institution where an informal mentoring program was in place. The provost who hired this participant felt the years in the private sector management prepared them sufficiently so, mentoring was not necessary on the leadership side, but the provost had the forethought to provide direction when dealing with academic issues. Another participant stated:

I had indirect mentoring from the sitting provost and president of the university as I was new to administration. They both were amazing with their time and availability for any issues which arose. Very early in my tenure as dean, I had to deal with changing faculty teaching loads and was receiving an enormous amount of resistance. I sought out both the provost and president to guide me on how to handle this situation since I had personal relationships with the faculty from my time within the faculty ranks. They both gave me advice but allowed me to follow my path on how to address the issues, which not only was successful, but grew my confidence as an administrator.

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The experience shared by this participant illustrates how mentoring not only is vital but also aids in building confidence in new administrators.

Numerous interviewees also stated they had indirect mentoring from the administrator they replaced. Being appointed department chair by the provost to fill the position when the sitting chair wanted to return to their faculty role as they were beginning the transition to retirement, was a great aid in my successful transition to administration. One interviewee stated: "The person whom I replaced was a great help with any questions or issues arose, and even provided a few inside secrets with dealing with the current administration of the university." The experience further enforced the need for any type of mentoring as faculty transition to administration.

The experience of the participant filling a retiring chairs position was also supported by another participant who had the retiring dean from another college offer encouragement and professional tips and insights on how to navigate higher education administration over the occasional lunch. The interviewee described the situation which took place over a year:

> The dean I replaced in the honors college had moved to a higher administrative role on
> campus. They were very open and giving of their time and we would meet once a week
> for the first few months. After I kind of got my feet wet we began meeting once a month
> and less and less. After I completed my first year as dean we never met, and I only sought
> their council when the need arose.

Another current dean described how mentoring continued even after the retiring dean was no longer affiliated with the institution. This relationship was ongoing at the time of the interview.

Indirect or informal mentoring was the predominant style of mentoring experience with the majority of the participants, but a few benefited from direct formal mentoring. One subject described this mentoring model as follows:

> I was named the associate dean early on in my higher education career. As the associate dean, I would meet daily with the dean and work on projects, budgets, and personnel issues. I did not realize I was being groomed and mentored as a future replacement. In little less than a year as the associate dean, I became the interim dean due to the sitting dean having some health concerns.

The current dean then described how their time working as the associate dean enabled them to understand and step into the interim role and be confident they could function effectively and efficiently. The current dean explained, "Being able to 'sit at the table' during dean meetings and actively participate allowed me to grasp the administrative responsibilities I would be assuming as the dean." A similar experience was described by another interviewee when they assumed the chair role and replaced a retiring chair/faculty member.

> Being the younger faculty, the administration believed I would be the best fit to replace the retiring chair. They returned to the faculty ranks for 1 year but took the time to meet with me weekly to aid me in the duties I assumed as the chair of the department. Without this, I would have been overwhelmed and not been successful in my transition to administration.

The experiences shared by other participants further demonstrate the importance and need for mentoring for faculty transitioning to administration.

Several participants indicated there was no institutional mentoring available when they moved into their current administrative roles. Even without an established mentoring program, several interviewees indicated they sought out mentors:

Being a new dean, I was unsure of how to navigate some situations which arose, so I sought out guidance from others. I approached several of the other deans and administrators to gain their perspectives on situations and the best way to handle them.

One current dean also noted the benefits gained from participating in a weekly dean's council facilitated sharing ideas and discussing situations and how to handle them.

Academic, Emotional, and Social Preparedness. Participants agreed a terminal degree was a requirement to become an administrator because it was a benchmark of academic preparedness. As one administrator indicated, "Having a terminal degree is essential for those in administration to indicate not only ones' expertise but also garner favor as reaching the highest academic degree in higher education." Several participants indicated achieving higher professional ranking and tenure were necessary criteria to gain the respect of the faculty as a new administrator.

Generally, interviewees did not feel emotional preparedness was an issue when leaving the faculty ranks to take on administrative duties. Most felt their years of experience in higher education had prepared them to address the challenges and issues they faced as new administrators. One interviewee framed the situation in this context: "With many years as a faculty member, I felt and understood how the higher education system worked and felt comfortable transitioning from faculty to administration." Another respondent described the situation in the following manner:

Being a seasoned faculty member, I had been able to observe the emotional toll being an

administrator could have on an individual. I felt the issues I had to address as a chair fully

prepared me for the emotional issues I encountered as a dean.

While aware of the emotional toll which one would encounter, the participant was not fully

aware of the increased emotional strain which a dean encounters.

More than one interviewee indicated being a new female administrator came with the

label of allowing emotion to influence interactions and decisions. Gender stereotyping is still

commonplace, and some seasoned faculty still seem to believe a woman could not handle an

administrator position. Several female interviewees also indicated the glass ceiling for women in

higher education still exists and continues to be a hindrance for the advancement of women. A

female interviewee explained, "Once I made the jump to administration I knew I was going to

have to fight the 'good ol' boys' system and help to blaze a trail for other women wishing to

transition from faculty to administrative roles." The experience illustrates the resistance which

women still face in higher education as compared to their male counterparts.

Changes in Interpersonal Relationships. Many participants described social changes

occurring the moment they assumed their duties as administrators. One participant shared this

story:

I went from being a faculty member on a Friday to an administrator on Monday, and I

was not prepared for the immediate changes in the professional relationships I had

established over my years as a faculty member. A once close colleague, having worked

together over many years, was cold and uninviting the very day I became an

administrator.

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Another participant described a similar instance soon after taking over as dean: "Once I became dean many of my former peers began to stop sharing and talking casually with me. It went as far as faculty would change routines to avoid having to interact with me." These instances illustrate the social stigma one must be prepared to face when transitioning from faculty to administration.

The majority of participants noted years of experience as a faculty member did not seem to matter to the faculty. Once one left the faculty ranks and become an administrator, they ceased understanding the faculty's plight. A new administrator shared:

As a new administrator, I still had numerous friends which I now supervised, who were faculty members. One close friend put it very clearly the moment I became an administrator: I was one of them and I had gone to 'the dark side.'

There has long been the stigma and conflict between faculty and administration in higher education as an "us versus them" mentality. New administrators are sometimes ostracized and must be prepared to learn to live a singular life. One interviewee noted, "As an administrator, I had to change my focus from of a single-minded faculty member to an administrator [who] had to see the bigger picture and ensure the greater good."

Several participants agreed to refocus priorities on what is considered most important—the institution as a whole not individuals' colleges or programs. This often required a major mental adjustment. For example, one interviewee described the challenges in the following manner, "As an administrator, I was told to retrain my thoughts and realize I no longer represent the faculty, but rather I represent the administration and need to realign my thoughts and alliances along those lines." This experience aids in demonstrating the need for new administrators to refocus their priorities on the betterment of the institution.

Many times, new administrators are no longer accepted by their former faculty peers and must forge new relationships. One interviewee stated, "At first I had the feeling of banishment to another side of cafeteria because I had moved into a new cliché within the dynamics of higher education." Not knowing to which group one belonged, faculty or administration, was an experience all interviewees encountered. One interviewee shared, "I felt as though I was in purgatory between being a faculty member and an administrator, I did not fit in either category.". The majority of participants described the feeling of being ostracized or labeled as "going to the dark side" by their former faculty peers. For many participants, the social isolation occurring in the transition to administration was the most difficult challenge they encountered.

Through these interviews, I aimed to determine if faculty were recruited or if they proactively sought their administrative positions. Several selection criteria and avenues for transition were noted. A personal goal of becoming an administrator was the most frequent rationale provided by those interviewed. Others indicated they were recruited because their skills were recognized by other administrators, and some were chosen for their years of service and institutional experience. Interviewees did feel any form of mentoring aided in decreasing the stress and anxiety over their new administrative role. Participants generally agreed mentoring in any form is vital to a successful transition to an administrative role and establishing a mentoring program at the university or state level would be highly beneficial for all new administrators. The data also indicates new administrators suffered the most from the social isolation which occurs when a faculty member transitions to new administrative roles. The majority of participants described the feeling of being ostracized by their former faculty peers, or "going to the dark side."

Initiation and Transition

This section is focused on the introductory process phase and the experiences of faculty as they transitioned from faculty to administration. Interviewees were asked to describe the process and their experience transitioning from the faculty ranks to administration.

One recurring theme was how surprised new administrators were by the resistance they encountered. For example, one administrator described the level of resistance encountered as follows:

> I was named department chair with the goal of the administration to change the existing outdated curriculum to better serve the college and university. Implementing these changes, I received a great "push back" from the seasoned faculty who did not want to see changes and wanted to continue with the "status quo."

These sentiments were also shared by a newly appointed dean when senior faculty members provided resistance, not to any changes, but her as a new, younger female administrator. A participant commented, "Over time, those faculty members who resisted her appointment soon embraced the new leadership and began to flourish as a college, resulting in increased student satisfaction, retention, and overall progress." The experience shared by this participant demonstrates ones' ability and competent leadership wins the favor of even the most resisted faculty.

One newly appointed dean encountered unexpected resistance from outside the academic administration. Emanating from the dean of students, the new dean characterized this resistance in the following manner:

I did not expect an enormous amount of resistance from the Dean of Students. The office

leadership felt the new changes would entitle students to demand and expect more

privileges, such as service and a higher standard of living.

Nearly all of the interviewees felt the amount of time required as an administrator was

one of the things they did not fully comprehend. One subject framed this lack of understanding

as follows:

Being a former administrator in the public education system, I felt prepared for being an

administrator in higher education . . . the new and different challenges were surprising.

Once I was worried about going from class to class and having some downtime, as an

administrator I had a full schedule of meetings and numerous issues from my first day on

the job.

Interviewees described how the shift from worrying about teaching courses and completing

scholarly research quickly shifted to other time-consuming administrator duties. A new dean

described their first day: "From day 1 I had three meetings dealing with personnel issues. I was

not ready to have to deal with grievances, contracts, and budgetary issues on the first day as a

dean." Another interviewee noted, "going from worrying about dealing with grants and using

monies for scholarly research to addressing multimillion-dollar budgets was a huge shock." The

participants shared their experiences which further illustrates faculty preparedness for new

administrative duties.

Addressing the issues with large budgets and the allocation of funds in their new

administrative roles, one interviewee described this lack of knowledge as follows:

The first day I took over the duties as dean I had to look at hiring several faculty

members to fill vital positions to prepare for an upcoming reaccreditation process. We

had already begun the application process and knew the accreditation body would not be

favorable of low faculty positions.

Interviewees regularly lamented the amount of time and energy one has to place on personnel

and budget issues. Interviewees provided examples of how ill-prepared faculty members are for

the administrative duties, but one participant best summed it with this analogy: "I felt like a

widow who didn't know where the checkbook was." The example clearly shows faculty are

often ill-prepared for the new demands which are placed on them as administrators.

One newly appointed dean described facing a very unique situation most seasoned

administrators have not encountered: "I was appointed to the dean position a few weeks prior to

higher education being shut down due to COVID. Dealing with personnel issues and moving all

of the curricula online was a huge challenge." The challenges COVID-19 pandemic has placed

on higher education are astonishing and created unprecedented events for which no one could

have prepared. A new administrator is often not prepared for the normal duties and challenges in

the role; adding COVID-19 pandemic increased the anxiety and stress of the position. One dean

provided the following perspective: "Holding meetings and gaining the respect of the faculty via

Zoom and in such a trying and stressful time is by far the largest challenge I have faced as a dean

thus far in my tenure." The participant shared the hardship they encountered due to the COVID

pandemic and new unique constraints it placed on higher education.

Resources

The majority of participants indicated the most readily available resources during their

transition were their fellow administrators. A new chair commented:

Being from a small institution there was very little available to me when I took over as

the new chair of the department. I relied heavily on my new administrative colleagues on

how to act and lead in the effort to become a good and effective administrator.

Other administrators echoed this sentiment with their accounts of relying on current and former

administrators as they began their new duties. An interim dean spoke of supportive relationships:

"When I became the interim dean I was unprepared for the challenges lying ahead of me. I was

fortunate to have had an amazing relationship with the current provost as we served as faculty

members in the same department." The support and guidance from other administrators is a key

resource which all newly transitioning faculty need to be successful.

Other interviewees noted the importance of having access to seasoned administrators.

One dean shared, "Being a first-time dean, I had the full support of the administration and the

financial backing to attend conferences/seminars to be an effective leader and administrator."

With the ever-changing landscape and financial hardships facing most IHEs, it was surprising to

know some financial resources were in place for faculty as they transitioned to administration.

The ability to attend conferences and seminars is a great advantage for new administrators as

they learn from seasoned administrators outside their institution. An administrator stated,

"Attending conferences offered me the ability to create a professional network of administrators

I could call upon to bounce off ideas and problems as they arose." Shared experiences and

guidance on how to handle administrative challenges were responses many interviewees viewed

as priceless tools for taking on administrative duties. One administrator described some of the

available sources:

As a new administrator, I was able to partake in leadership webinars and conferences

offered through various colleges on my campus. These experiences gave me insight on

how to become a better and more effective leader in my new administrative role.

Another administrator had a similar experience from the same leadership development

opportunities offered on their campus.

Being new to an administrative leadership position, I attended the on-campus leadership

opportunities. From one of these conferences, I was able to find a seasoned administrator

who became my leadership coach. There was not a mentorship scenario but was more of

a coach to develop my skills as a leader not only for my students but for the faculty I now

supervised. Being a new female administrator, I was introduced to a new initiative taking

place on campus targeting women in leadership. Through this woman's leadership

program, I was able to gain valuable contacts and mentors making my transition from

faculty to administration much simpler and easier.

The access to applicable resources and special populations at IHEs placed new administrators in

positions to succeed in their new roles.

Relationships

Changes in personal and professional relationships are a reality for faculty who transition

into administrative roles. One current administrator described how their professional

relationships changed:

I had been a member of the faculty within the college for nearly a decade and had formed

many close friendships through academic and research endeavors. The day after I became

the dean of the college, two of my faculty friends, whom I had completed extensive

research with, were not as friendly as the previous day. Over a short period, a faculty

member' I had known and spoken with on a semi casual basis and as a professional

colleague ceased speaking to me altogether. One even went as far as to state, "Now you

are an administrator; I do not know if I am talking to you as a friend or as an

administrator."

The experience illustrates how relationships change once faculty members chose to transition to

administration.

Many interviewees indicated faculty members view administrators as former educators

who care more about finances than the delivery of quality educational content. Although faculty

members focus on educational delivery and research, administrators are saddled with budget

management, academic offerings, supervisory obligations, employee relations, and the greater

good of the college and the institution. One participant summed up the perception faculty have of

administrators as being "the evil side of higher education."

Several administrators described especially unique experiences when transitioning from

faculty to administration. For example, one interviewee voiced the following concern:

I experienced some major resistance from older faculty members who openly stated they

did not think I had the experience to be an administrator. Of course, I believed, as well as

the former dean and provost, I could take on the administrative duties and do them well.

Similar experiences were shared by other interviewees who were questioned about their age or

gender. One female administrator shared:

Once I accepted the position as the next dean, several faculty members verbalized to the

administration they did not believe I had enough experience due to my age and my

temperament, indicating a female, to supervise a male-dominated faculty. While I was

shocked this came from the faculty, I had worked alongside for a long time, it

demonstrated the "good old boy" system was still in place.

Many female interviewees indicated gender was considered a sign of weakness when moving

into an administrative role. The experiences and reporting from the female participants suggest

the glass ceiling is still real and in place in higher education.

Several participants addressed how their personal and family relationships changed after

assuming administrative duties in higher education. One administrator explained:

Since becoming associate dean, and now dean, I have found I am attached to emails and

my phone even when I leave campus. It hit me hard when my children asked me why I

always had my phone and why I was always working late into the evening.

Several interviewees noted they were forced to work outside the normal work hours to

address all of the emails and other issues which arose during a normal workday. The struggle

with time management and the ability to complete all administrative tasks within a normal

workday was a major issue for newer administrators. One interviewee explained:

I found I could not complete all of the tasks as an administrator during normal hours. I

found myself working over 50 hours a week just to try and stay ahead. After my first year

as dean, I limited myself to 45 hours of work a week. I found I could not fit everything

into 1 day so I now know the work will be there tomorrow, and I do not need to

overburden every single workday.

Time demands are one aspect new administrators are not prepared for, as indicated by this

participants' experience.

Participants shared different ideas and ways in which they were able to garner support from faculty and carve out personal time away from their administrative duties. One interviewee described their approach in this manner:

I have an open-door policy when it comes to the faculty I work with. I work with my office door open as much as possible; the only time it closes is if a sensitive subject or the meeting dictates it must be closed.

This administrator ensures the faculty he supervises know they can walk into the office and talk, vent, or address any issue they chose at any time. Another forward-thinking strategy for interacting with faculty was the placement of faculty mailboxes. One interviewee described this approach as follows:

Within the first month of becoming dean, I moved all of the faculty mailboxes outside of my office door. This enabled me and the faculty to have frequent interactions with professional and casual discussions. This approach allowed the faculty to feel more comfortable with me as a person and not sense or see me as an administrator, but more of a colleague.

Another administrator currently overseeing two colleges had a similar approach in an attempt to ensure faculty support.

Being the dean of two colleges placed new demands on me and how I handled and interacted with faculty. To be more visible and available, I maintain two offices and split time between them. I have found this makes me approachable to the faculty and illustrates my dedication to them.

In summary, the main themes emerging from the data indicate new administrators were not prepared for the amount of resistance they would encounter from the faculty once they

became administrators. Others described the unanticipated demands on scheduling and having to deal with budgetary and personnel issues as matters they had not encountered as faculty. The majority of participants agreed they were not prepared for the time demands of the job. The majority of participants felt their professional and personal relationships changed once they became administrators. Years of professional friendships immediately changed, which in turn made administrators feel alone and isolated from faculty members with whom they once served alongside. Participants also described changes in their personal life as they adopted new demands and time constraints as administrators. Longer hours and working at home appear to be commonplace. There were limited supporting resources available to faculty who chose to move to administrative roles. New administrators on larger campuses were allowed to attend developmental workshops offered to emerging leaders and administrators. These unique opportunities are not widespread or commonplace across West Virginia's IHEs.

Refocusing

Refocusing for this research centered on the ability of new administrators to reevaluate, reflect, and change the emphasis or direction of their career and position as an administrator. One administrator described how he continually reflects on his role as a dean:

I find myself continually reflecting on the performance and decisions I make on a daily, weekly, etc. basis as a dean. I feel it is important to take the time and reflect on the decisions I have made and how the changes have worked for the institution, faculty, and, most importantly, for the students.

Another interviewee noted the ability to reflect on one's job performance seems to be a very important characteristic for new administrators to possess. The approach described was somewhat collaborative:

Before my yearly performance review with the provost, I take the time to ensure I

perform my evaluation of my job performance. I seek out the opinions and critiques from

my other deans and vice presidents to generate an in-depth analysis of my performance

over the past year.

Seeking constructive criticism, for these participant, enabled them to improve as an administrator

and leader for the institution.

Several participants indicated one element of their reflection was the development of a

plan of succession for the next administrator. One interviewee framed this element as follows:

After my first year as dean, I knew a plan needed to be put in place for the next dean. I

took the position out of necessity, due to the fact no one else would step into the

administrative position. By establishing a succession plan the next administrator has been

identified and mentoring began to take place.

Developing such a succession plan leaves the next faculty member who transitions to

administration better prepared for the obstacles they will face.

Interviewees' years of experience in administration appeared to influence their responses

to the refocusing questions. More seasoned administrators responded with more in-depth answers

when discussing reflecting on their time as an administrator. One long-term dean reflected,

"After serving as a dean for many years, I have taken the time to reflect on the changes which

have occurred during my tenure in my college and the institution." Continuing, the dean noted:

I have also been able to look at the toll of being an administrator has taken on my

physical, emotional, and social health. And the changes, both good and bad, are what

prompted me to begin a transition with my replacement to make it smoother and easier

for the faculty, college, and institution.

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In contrast, the least experienced administrator interviewed stated time was not available to refocus or even reflect as an administrator noting,

> While I had served as interim dean and as associate dean, I felt because of my time being mentored to take over the college I was prepared for the time and rigors of the position. . . . I was wrong. Not until I became the dean I realized the time commitment needed to fully and successfully be an administrator.

The participants' experience further cements which most faculty are not fully prepared to transition to administration.

Provisions for Growth

Faculty who transition to administration are faced with many challenges, one of which is continued growth as an administrator. Participants were asked to share what resources and support were available to support their continued growth and development as new administrators.

A current dean said they were provided resources to attend conferences and seminars to receive training on being an effective administrator when they became a new administrator. Another current dean echoed these sentiments about the budget allotment to attend professional conferences aimed at new administrators:

> In my first year as an administrator, I was given funds to use at my discretion to grow as an administrator. These funds were only guaranteed for my first year as an administrator, so I used the funds to attend self-paced seminars, which I could attend while remaining on campus where my presence, I felt, was needed to fix the issues which were facing my college.

Monies available for seminars and preparedness of new administrators are available but as indicated by this participant who felt their attention needed to be on the institution.

Several interviewees reported funds were made available to use for professional development during their first year as an administrator. Several; however, reported these funds were a one-time allocation and were not available across years as a budget line item. Resources to support continuing growth as administrators were not always available. One interviewee described a lack of resources in the following manner:

When I became dean I had to beg my provost to provide me one-time money to attend two conferences intended for new administrators. It was at these conferences I was able to create a solid network of professional, seasoned colleagues which I still call on to this day for advice and direction with a variety of issues which administrators face.

This participants' experience indicates the importance of conferences and professional networking to aid in a successful transition from faculty to administration.

Interviewees also described unique opportunities available on their campuses for them to continue to grow as leaders and administrators. One interviewee explained, "As an administrator, I was afforded opportunities to attend leadership seminars and conferences offered through various colleges on my campus. These experiences gave me insight on how to become a better and more effective leader and administrator." Another administrator reported a similar experience from leadership development opportunities offered on their campus:

Leaving the faculty and becoming an administrator and becoming a leader I attended the on-campus leadership opportunities. From one of these conferences, I was able to find a seasoned administrator who became my mentor. This relationship continues to this day, and I find myself continually improving as an administrator from this relationship.

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Another administrator shared a similar experience:

> As a female administrator, I have been very active in a campus-wide initiative to promote
> women in leadership in higher education. Through these leadership programs, I was able
> to gain valuable contacts and in return mentor the next female administrators.

The participants' experience indicates the importance of networking to aid in a successful transition for women from faculty to administration.

Participants also described staying active in research and reading professional publications to grow as leaders and administrators. One participant shared:

> One of the aspects of leaving faculty ranks is leaving behind the time and ability to
> complete research. It was a goal of mine to continue my scholarly activities and research
> to remain abreast of all current trends and to remain on the cutting end of new advances.

Completing research and publishing allows administrators to remain true to their faculty roots and up to date on newer trends in administration and leadership.

Equity and Social Justice

Participants were asked to share their experiences with equity and social justice issues as they transitioned from faculty to administration. Resistance and equity were reoccurring issues reported by women as they transitioned from faculty to administration. One female participant shared:

> Being a woman in science, I was always looked at as an outsider by all of my faculty
> peers. This became even more evident when I became chair of the department, and I
> encountered even more resistance because I was a woman. I was labeled 'earth mother'
> because of my caring and easy demeanor and, having children, my time and dedication
> were called into question.

This sentiment was also expressed by other interviewees when sharing their experiences. Another female administrator explained, "At my institution, there is definitely a 'good old boys club' alive, well, and prospering. I knew it was present when at a faculty meeting I was told 'it is not your business or concern by another faculty member.'" This same participant also described how, after transitioning from faculty and becoming an administrator, she was questioned daily by male faculty in and out of dean's meetings. These practices did not cease until the provost and president demonstrated administrative support for her in meetings and emails.

One female participant stated, "I am oppressed, repressed, and depressed." She went on to share being a lesbian in a male-dominated field and campus caused her to be ostracized as a faculty member, a situation which worsened when she transitioned to administration. Another current administrator also shared which one president, for whom she served as dean, made her feel more like a subservient than a college dean. She shared:

Sitting in administrative meetings and smaller meetings with the president, I always felt he was talking down to me. In these meetings, I was the only female administrator present and was spoken over and around on numerous occasions. There were numerous administrative meetings in which I was dismissed and disrespected to a point I wanted to break down and cry. I knew if I was not strong and did not hold my emotions, the factions who sought to undermine my role as a dean would prove their point a woman was not equipped to be an administrator.

This male-dominated type of behavior was further illustrated with an experience shared by another participant:

Sitting in a dean's meeting in which I was the only female dean at the time, the conversation turned to prostate health and discussion. At this point, several of the male

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deans made a remark I could relay the information to my husband to aid in avoiding any

health issues only males encounter.

The participants' experience demonstrates which women new to administration are treated

differently by their male counterparts and how they are often discounted by male administrators.

A second theme was centered around the equality of pay between men and women in

administrative positions. Administrators gained access to budgets and compensation pay

information in their new roles. After looking at the previous operating budgets and costs, it was

evident new administrators had been 'lowballed' when I was negotiating compensation for their

role as an administrator. This discrepancy in compensation was a common theme shared by

many interviewees. One interviewee described this discrepancy:

When I assumed my administrative position, some realignment took place, and I was the

dean of two separate colleges on campus. As I began to familiarize myself with the

colleges, faculty, and budgets, I became aware I was way underpaid. The dean I

succeeded only oversaw one college while I took over the administration of two, and my

pay was lower than of the male dean I replaced.

Many interviewees came to the realization once they had access to budgets and payroll

they too were paid less than their predecessors. One interviewee shared, "I was paid $10,000 less

than the previous dean. I was not sure if it was the fact I was a female or I did not negotiate

enough salary for the position." The majority of female interviewees indicated they were paid

less than their male counterparts and passed over for administrative positions based on social

justice and equality factors. Another participant explained:

I had applied several times to move into a more administrative role. I am not sure if it was my

age or race which was the root of this, but to me, I always felt I was not promoted to

administration due to my race. Other interviewees had similar experiences in which gender

played a prominent role. A female participant stated:

> I was passed over as the department chair once, but I knew I had always wanted to take
> on more administrative duties. Once I became chair, I encountered more resistance than
> anticipated due to my gender. The male faculty I had worked alongside suddenly began
> to act differently and questioned my qualifications to lead the department.

One current administrator, being a female in a male-dominated area and campus, stated

they always felt like an outsider looking in when it came to administration: "I had always felt I

was an outsider on a male-dominated campus. This became more evident once I became an

administrator as I was looked upon as an anomaly by my faculty once I moved into

administration." The shared experience further illustrates women in administration are still

viewed as outsiders and not colleagues.

Challenges and Obstacles

Interviewees were asked to share their experiences with challenges and obstacles

encountered when transitioning from faculty to administration. One interviewee shared this

scenario:

> After taking over as department chair, I began to update and change the curriculum to
> meet new standards and the direction which the administration requested. When I
> presented these changes to the faculty, which I had just served alongside, I was met with
> great resistance and questioning. I had the immediate feeling the faculty was against any
> changes and it was spearheaded by the previous chair of the department.

Several participants shared experiences in which faculty did not respond well to a new

administrator. One participant explained:

I was approached by the administration of the institution to take over the college and

program. The main issue arose when I was promoted from the faculty ranks after a short

time on campus. Once I replaced the previous dean, which then returned to the faculty

ranks, I was met with immediate resistance from the faculty. The issue which I had from

the faculty was from replacing a dean which was still there and was favored by the

faculty.

This interviewee also stated how replacing an administrator who went back to faculty was one of

the most difficult aspects of the transition from faculty to administration. Being scrutinized by

the faculty is one challenge, but supervising a former dean who is now a faculty member can be

extremely difficult.

Faculty resistance was a reoccurring theme shared across the interviews. Many

participants underestimated the amount of faculty resistance and most believed the relationships

which were formed while faculty colleagues should have lessened the resistance. After

cultivating several long and healthy relationships as a faculty member, many interviewees felt

the need to make the move to administration to aid the college and move forward in their careers.

This sentiment was shared by several participants who felt reestablishing relationships and

earning respect from the faculty as an administrator was important:

Once I left the faculty ranks I could sense the feelings towards me had changed. I took

this as a personal challenge to build good great working relationships between myself and

the faculty. I wanted to ensure my faculty did not see me as an evil administrator, as they

previously had, but as a leader and advocate for them and their endeavors.

The participants' experience illustrated another challenge new administrators face in building

and developing relationships with faculty which may have been tarnished in the past.

Many participants also touched on time management being a major challenge once they transitioned into administration. One participant described this challenge:

When I was a faculty member, I only worried about teaching my courses, research, office hours, and what else I wanted to fill my workday with. Once I became an administrator my days were filled with meeting after meeting and fielding an enormous amount of emails daily. In my first year as an administrator, I had to figure out how to balance my personal and professional time. Due to the endless meetings, I found myself working late into the night answering emails I could not get to during normal work hours.

In addition to time management and budget issues, new administrators also identified personnel issues as a major challenge. One administrator described a situation on their first day on the job:

On my first day as an administrator, I had a meeting to deal with a faculty grievance over promotion. I knew the plight of the faculty member from my time within the faculty ranks, but I was not prepared to have to provide an administrative opinion on their grievance and how and if it should proceed.

Interviewees provided examples of how ill-prepared faculty members are for the administrative duties, but one participant best summed it with this analogy: "It's like I walked into my childhood home . . . it all felt familiar, but everything had changed." Another interviewee shared a similar experience:

As a faculty member, I had no idea how much time administrators had to dedicate to completing their work. I had assumed administrators sat in meetings and left work at normal hours. Once I became an administrator I realized the enormous challenges administrators have which faculty never realize, from budgets, times, schedules, meetings, emails, and personnel issues; there truly are not enough hours in the day.

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In summary, the refocusing aspect of the interviews did not seem to be an important topic for the majority of interviewees. Participants indicated little time was given or taken to reflect and refocus on their transition from faculty to administration. Evidence emerged suggesting the years as an administrator directly correlated with the ability to refocus on the role. New administrators indicated time constraints and lack of experience hindered their ability to refocus as an administrator as compared to administrators with more experience. Resources available to administrators to ensure continued professional growth in higher education are limited. Participants suggest the glass ceiling is still present in higher education for women seeking to become administrators. Salary gaps based on gender continue to be a significant issue. New female administrators do not initially have the same level of respect as their male counterparts.

Elements of a Model Program

The study also focused on those elements which participants felt would be beneficial in a model program for faculty transitioning to administration. Mentoring was a near-unanimous choice as the element which current administrators felt needed to be part of any model transition program. Many participants shared the common experience of informal indirect mentoring and felt it was vital in their transition. One administrator shared:

> When I agreed to take on the dean position I was afforded an "open door policy" with my provost. Within the first week of being dean, I had to seek advice from the provost on how to properly handle a personnel issue and the provost spent all the time which was needed and guided me in an amazing way on how to handle the situation with their full support.

Another interviewee had a similar experience with their provost and institutional president, both of whom offered their time and counsel for any administrative conflicts or issues which arose.

Several participants from larger institutions indicated they were afforded a formal mentoring program within their campus. One participant said:

On campus there is a leadership series which I was able to attend. It was through these seminars I was matched up with a current, seasoned, administrator who I would meet with weekly during my first year. We became fast friends, and we still have monthly meetings to discuss issues and trends in higher education. It is from this program I have been able to become an effective leader and administrator in a multidisciplinary area.

Another participant shared they worked closely alongside the dean when serving as associate dean:

I was taken under the wing of the dean and worked closely with the dean on every aspect of the college. I was able to develop budgets, evaluate faculty, and other administrative duties. The times I spent in administrative meetings and working on projects prepared me for the duties once I became the dean of the college.

The majority of participants did not participate in formal mentoring programs, but those who did describe how beneficial they were in preparing them for their transition. Participants felt mentoring in any form facilitated their transition and lessened their stress, anxiety, and apprehensiveness.

Based on interviewee comments, a model mentoring program would have a planned curriculum designed to assist transitioning faculty with skills for addressing budgets, grievances, and managing the social isolation which occurs during the transition. Interviewees indicated faculty, who are new administrators, are ill-prepared to handle budgetary concerns; from salaries to equipment needed to provide quality instruction for students and programs. The budget issues

facing new administrators can be wide-ranging, and very intimidating, but with mentoring and guidance, new administrators would be better prepared for these budget challenges.

Another topic a model transition program would address is training on correct and proper ways of dealing with faculty, staff, student, and other administrator grievances. With assistance from human resources specialists, training in dealing with these issues in proper sequence and in accordance with state and federal laws would lessen the anxiety and stress which these human resource issues can cause.

Social isolation is another topic which would be advisable to include in a model program. New administrators are not fully prepared, or aware, of the dramatic changes their relationships will undergo once they transition from faculty to administration. Years of professional friendships can immediately change resulting in feelings of being alone and isolated from the faculty members they once served alongside. Although this is a major concern for all faculty transitioning to administration, it is an element which each new administrator needs to be prepared for and have the tools to adjust to their new role and the relationship changes which may occur.

The majority of participants also indicated the need for dedicated professional development resources in a successful model for transitioning to administration. Direct funding to attend conferences and seminars is not necessarily needed, but the ability to attend these events should be an option. One interviewee described the important role of such resources:

> I was able to attend a deans' conference which afforded me the chance to create a vast network of contacts and learn the newer directions and trends in higher education. The contacts which I was able to make have been invaluable to me as resources, which I can call on, to aid in handling delicate and difficult situations which face me as a dean.

Resources can be varied, but providing opportunities to network and learn from others is a valuable tool for the continuing growth of newly appointed administrators.

A model for faculty to follow when transitioning to administration should contain several key elements. Key factors which emerged from interviews were terminal degree, faculty rank, mentoring, and resources. Mentoring can take on many forms, but participants felt a dedicated direct mentoring program would be the best way to ensure a successful transition. Allocation of resources to attend conferences and seminars would aid the administrator and benefit the institution as it moves forward in the ever-changing landscape of higher education. Creating a training progression for faculty to use when transitioning to administration would facilitate more successful transitions. Interview findings suggest there is still an enormous amount of work for men and women to be seen and treated as equals in higher education. Female faculty recruitment and training would be beneficial for women to be respected by their male counterparts in administration.

Summary

The reasons for transitioning from faculty to administration varied among interviewees. Some interviewees shared a serendipitous occurrence, others were bored with faculty routines, and others were the logical replacement when an administrative opening emerged. Others reported being recruited to administrative roles and, in some instances, virtually directed by institutional presidents or provosts to assume administrative roles to address a major organizational need.

Mentoring in any form is vital to a successful transition to an administrative role. Establishing a mentoring program at the university or state level would be highly beneficial for all new administrators. Social isolation occurred as the majority of participants felt ostracized or

were told by their former faculty peers they were "going to the dark side." Social isolation occurring in the transition to administration was the most difficult challenge encountered by most participants.

Professional friendships immediately changed once they become administrators. This change caused the administrators to feel socially isolated from their former peers. Participants also described changes in their personal life as they faced new demands and time constraints emerging from their transition. Interviews findings suggest new administrators were not fully prepared for or aware of dramatic changes their relationships will undergo once they transition from faculty to administration.

Inequality toward women who transitioned from faculty to administration was an emerging theme during interviews. Experiences shared by participants suggest the glass ceiling is still present in higher education for women seeking to become administrators. There is still an enormous amount of work to be completed for men and women to be viewed and treated equitably as higher education administrators.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

The purpose of this chapter is to provide a study summary, conclusions, discussion of implications and recommendations for additional research. This chapter presents conclusions derived from the study. The chapter is organized in the following sections: (a) problem statement and research questions, (b) research design, (c) data collection, (d) summary of findings, (e) conclusions, (f) discussion and implications, (g) administrative implications, and (h) recommendations for additional research.

Problem Statement and Research Questions

A critical component of the continued success of institutions of higher education (IHEs) is the availability of effective and competent individuals to fill key administrative and leadership positions. The role of these key individuals has never been more critical given new fiscal realities and the changing landscape of higher education. Historically, these individuals have emerged from the ranks of the faculty and moved through successively more responsible leadership roles to fill key institutional administrative positions. More recently, the number of key administrative positions filled using this traditional pathway to administration has declined and new pathways for transitioning have emerged. Given this new environment, available research about the context and related process through which faculty transition to administrative roles is sparse. Formal programs for identifying and preparing junior faculty members for the transition to administrative roles are virtually nonexistent in West Virginia's 4-year institutions. Therefore, the purpose of this study was to develop a deeper understanding of the faculty to administration transition process and how the elements affect this process in West Virginia's 4-year colleges and universities. Specific elements addressed include: (a) faculty motivation, (b) the selection

process, (c) the role of mentoring, (d) the adequacy and nature of preparation, (e) refocusing from teaching to administration, (f) nature and adequacy of transition support, (g) effect on time, (h) effect on relationships, (i) personal changes, (j) commitment to continued growth, and (k) major challenges. Study findings were also used as a basis for proposing an institutional model or guidelines for facilitating and supporting an effective faculty to administration transition program.

Specific research questions which guided the study include:

RQ1.   What are the primary motivators underlying faculty decisions to transition from a faculty to an administrative role?

RQ2.   What are the criteria and processes used to identify and select faculty for the transition from a faculty to an administrative role?

RQ3.   What is the nature of the initial introductory process for transitioning from faculty to administration?

RQ4.   What role, if any, does mentoring play in the transition from faculty to administration?

RQ5.   To what extent are faculty academically, emotionally, and socially prepared for the transition from faculty to administrative roles?

RQ6.   What resources are available to support faculty as they transition from faculty to administrative roles?

RQ7.   What is the nature and scope of the refocusing required as faculty transition to administrative roles?

RQ8.   What is the effect of transitioning from faculty to administrative roles on family, personal, and professional relationships?

RQ9.   To what extent are equity, fairness, and social justice issues a part of the selection

and transition process in moving from a faculty to administrative role?

RQ10. What resources are provided for continued professional growth and development

after transitioning from faculty to administrative roles?

RQ11. What are the major challenges or obstacles associated with transitioning from

faculty to administration?

RQ12. What are the elements of an institutional model program for supporting the

transitioning of faculty to administrative roles?

Research Design

This study used a qualitative phenomenological design to investigate elements of the

process used when faculty members transition to administrative roles in West Virginia's 4-year

IHEs. Phenomenological methodologies attempt to see experiences and reality through someone

else's perspective, thus allowing researchers different perspectives through which to identify

problems and solutions (Parks et al., 2013). The focus was on describing, clarifying, and

interpreting the everyday life of and experiences perceived by those faculty members who have

transitioned to administration roles in West Virginia's 4-year IHEs (McMillan, 2016).

Data Collection

I conducted in-depth interviews using semi structured, open-ended interview protocol

(see Appendix C) and collected data from current administrators at IHEs in West Virginia.

Interviews allowed participants to share their personal experiences and feelings about

transitioning from faculty to administration. Interviews were projected to last 45–55 minutes, but

the majority lasted over an hour and were conducted via telephone or using a video conferencing

system. This format decreased travel and expenses associated with conducting these interviews

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and provided safety for participants and me as we adhered to protocols set forth during the COVID-19 pandemic. I recorded interviews using a digital audio recorder, transcribed them by artificial intelligence software, and coded transcripts for analysis.

Summary of Findings

Based on the literature review, a four-phase model was designed to guide the development of research questions, data collection, and data analysis. The summary of these findings is organized under each phase of the model.

The first phase of the model addressed factors motivating faculty to seek administrative advancement. The majority of participants were recruited to take over administrative roles at their respective institutions. Several participants also indicated driving factors in their decision to transition were a need for a change in their faculty routine and the elimination of boredom. Some reported they were motivated by obligation and others by personal or professional goals. Other participants shared experiences indicating a willingness to take on administrative positions necessary to maintain departmental continuity.

The second phase of the model focused on the preparation and selection process, selection criteria, and faculty preparedness for the transition to administration. Generally, faculty members who transition to administration felt unprepared for their new roles and responsibilities. Although formal mentoring was not in place, several participants benefited from informal or indirect mentoring after taking an administrative position. The majority of participants agreed mentoring prior to the transition would have been as beneficial as compared to mentoring after beginning their new administrative positions.

Several interviewees indicated they were unprepared for the emotional strain becoming an administrator placed on personal and professional aspects of their lives. Interviewees

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described feeling ostracized by their former faculty peers. One of the most challenging aspects encountered by new administrators was going from being accepted as a professional friend and colleague to facing social isolation.

Initiation and transition was the third phase of the model guiding this study. Participants felt their years of collegial service no longer mattered and were viewed by the faculty as another obstacle or hurdle to overcome for their advancement in their academic career. For many new administrators, the level of resistance encountered from the faculty once they became administrators was unexpected.

Changes in both personal and professional relationships were a point of contention for most participants. Leaving the faculty ranks and moving to administration also placed a greater strain on personal lives as increased demands on their time forced them to work from home after normal business hours, thus taking away from partners, children, and other outside activities.

The last phase of the four-phase model focused on reflection and continued growth of faculty who have transitioned to administration. Refocusing did not emerge as a major point for administrators who transitioned from the faculty ranks. Female participants experienced inequality toward women who transitioned from faculty to administration. Salary gaps based on gender was a frequently shared experience. The experiences of interviewees indicate there is still much to be accomplished for men and women to be treated as equals in higher education.

In summary, a model for institutions to follow when supporting faculty transitioning to administration contains several key factors which emerged from interviews: terminal degree, faculty rank, mentoring, and resources. Interviewees were unanimous in their support of resources and mentoring as key aspects to ensure a successful transition from faculty to administration. Allocation of funds to attend conferences and seminars would aid new

administrators and be beneficial for the institution. Participants also indicated a training program for faculty when transitioning to administration would help facilitate successful transitions.

Conclusions

Data gathered as a part of this study were sufficient to support the following conclusions.

RQ 1: What are the primary motivators underlying faculty decisions to transition from faculty to administrative roles?

Boredom with faculty routine, lack of career advancement opportunities in a faculty role, a desire for a more sophisticated and challenging position, a personal goal of becoming an administrator, and a desire to facilitate organizational change and improvement were most frequently identified factors motivating faculty transition to administration. Recruitment by upper-level administration, a response to an institutional realignment or emerging challenge, and being the most reasonable available option, were less frequently noted motivating factors.

RQ 2: What are the criteria and processes used to identify and select faculty for transition from a faculty to administrative role?

Interviewees indicated they were recruited by retiring administrators or by institutional administrators due to their demonstrated skill set and years of service to the institution. Some interviewees indicated they were recruited as a calming force to mend faculty and administration relationships which had soured over the previous administrators' tenure. The most compelling indicator shared from research participants was the feeling of duty and calling to take on administrative duties to serve faculty and their institution. Interviewees were not aware of criteria which were in place during their selection outside of the four which had to apply for the position in administration.

RQ 3: What is the nature of the initial introductory process for transitioning from faculty to administration?

Participants indicated an introductory process was not in place during their transition from faculty to administration. Interviewees remarked they were handed the reigns of their new position with little or no introduction to their new position. The majority of participants described being ostracized by their former faculty peers.

RQ 4: What role, if any, does mentoring play in the transition from faculty to administration?

Participants indicated former faculty were not provided any formal mentoring when moving to new administrative roles. The majority described informal or indirect mentoring was available during their transition which reduced stress as they moved into their new role. Participants suggested establishing a formal mentoring program would be beneficial to ensure a smoother and successful transition from faculty to administration.

RQ 5: To what extent are faculty academically, emotionally, and socially prepared for the transition from faculty to administrative roles?

Faculty are not academically, emotionally, and socially prepared for the transition from faculty to administrative roles. New administrators suffered most from social isolation which occurs when a faculty member transitions to a new administrative role. Interviewees indicated they were unprepared for the resistance they encountered from faculty once they became administrators. The majority of participants described being ostracized by their former faculty peers. Participants described social isolation occurring in the transition to administration as the biggest challenge they encountered.

RQ 6: What resources are available to support the faculty as they transition from faculty to administrative roles?

Smaller institutions offered limited resources for faculty who chose to move to administrative roles at smaller institutions, and larger campuses provided greater resources. Interviewees indicated resources were available for attending conferences and seminars, but very few were able to use these resources due to constraints and demands new administrative roles placed on their time and availability.

RQ 7: What is the nature and scope of the refocusing required as faculty transition to administrative roles?

Participants were asked about the nature and scope of refocusing required as faculty transition to administrative roles. Participants indicated little time and effort was taken or given to reflect and refocus on their transition from faculty to administration. Given time constraints of their new roles, refocusing was not a priority to participants. Senior administrators had more time to refocus and reflect as compared with newer administrators.

RQ 8: What is the effect of transitioning from faculty to administrative roles on family, personal and professional relationships?

Changes in relationships, both personal and professional, are a reality for faculty who are transitioning into an administrative role. The majority of participants felt once they became administrators their professional and personal relationships changed, sometimes dramatically so. Years of professional friendships immediately changed, which in turn gave administrators the feeling of being alone and isolated from faculty members they once served alongside. Administrators' personal lives also changed with new demands and time commitments faced by administrators. Longer hours and working from home appeared to be commonplace for all

administrators. New administrators are not fully prepared, or aware, of the dramatic changes their relationships will undergo once they transition from faculty to administration.

RQ 9: To what extent are equity, fairness, and social justice issues a part of the selection and transition process in moving from a faculty to administrative role?

Experiences shared by participants indicate the glass ceiling was still present in higher education for women seeking to become administrators. For male and female higher education administrators, there is still an equality gap, especially about compensation. Female interviewees similarly experienced being ignored and having their opinions discounted in administrative meetings when compared to male colleagues.

RQ 10: What resources are provided for continued professional growth and development after transitioning from faculty to administrative roles?

Faculty who transition to administration are faced with many challenges—one of which is continued growth as an administrator. Resources were limited for administrators for continuing education and growth. Administrators from larger institutions had more positive experiences than those participants from smaller institutions as they had more opportunity and support for continued growth as administrators.

RQ 11: What are the major challenges or obstacles associated with transitioning from a faculty to administrative role?

New administrators were unprepared for challenges and obstacles they encountered once they became administrators. Changes in professional relationships and being viewed negatively by faculty were major administrator challenges. Others described the initial scheduling demands for dealing with budgetary and personnel issues as challenges they did not encounter as faculty members. Interviewees found balancing personal and professional time and obligations was an

enormous challenge. Interviewees also were unprepared for the sudden onslaught of personnel issues, faculty grievances, and other administrative tasks.

RQ 12: What are the elements of an institutional model program for supporting the transitioning of faculty to administrative roles?

Interviewees were unanimous in indicating resources and mentoring are key aspects in ensuring a successful transition from faculty to administration. Mentoring can take many forms, but participants feel a dedicated direct mentoring program is the best way to ensure a successful transition. Dedicated resources would aid those in a successful transition to administration. Allocation of resources to attend conferences and seminars would also benefit the new administrator. Interviewees indicated a transition model should include: (a) training on human resource issues, (b) handling the glass ceiling, and (c) navigating a male-dominated world for women transitioning from faculty to administration.

Discussion and Implications

The literature review for this study highlighted challenges and complexities facing faculty transitioning to administration. Limiting the study to IHEs in West Virginia limited the pool of participants. Despite this limitation, the study provided insights and experiences of those faculty who have transitioned into an administrative role in higher education. The following section provides a discussion of the study findings and implications when compared to available literature. The four phases of the model were used to organize the discussion into specific sections.

Rationale and Context

Findings related to rationale and context aligned with previous research regarding the rationale and reasons for transitioning from faculty to administration. Study findings suggest

several factors motivate faculty to decide to transition to administration. These factors were

faculty feeling they could serve the institution, students, and other faculty more effectively and

efficiently as an administrator and a desire to make changes and influence policy. These factors

were noted by a majority of interviewees. These findings were supported by the literature as

Barrett and Cullinan (2013) suggest many administrators from the faculty ranks have a broader

and greater impact. This impact was further supported by Dezure et al. (2014) who indicated

administrators felt they were able to institute change on a larger scale when compared to faculty.

Faculty have a desire to advance in higher education, regardless of whether their goals were

personal or professional (Barrett & Cullinan, 2013). Several participants indicated boredom and

seeking a greater challenge were reasons they decided to transition to administration.

Preparation and Selection

Study findings suggest faculty are ill prepared to transition from faculty to

administration. Participant's experiences indicated recruitment into administration is an avenue

to bypass the traditional path of seeking and applying to move into administration. Black (2015)

showed the ever-evolving landscape of higher education has forced institutions to promote and

train from within for the advancement of their respective institution. All participants stated

becoming an administrator was a calling and being a leader as an administrator was a role to

which they were meant to ascend. This aligned with Bisbee (2007), who indicated faculty were

identified from the faculty ranks for the betterment of higher education and academic

institutions.

Interviewees reported when they took on new administrative roles they were not provided

formal mentoring. The majority described informal and indirect mentoring were utilized as they

transitioned from faculty to administration. They did feel such mentoring reduced stress and

anxiety over their new roles. Participants agreed mentoring in any form is vital to a successful transition to an administrative role and establishing a mentoring program at the institution or state level would be highly beneficial for all administrators. Mentoring, formal or informal, was found to be a key to a successful transition from faculty to administration (Black, 2015).

Interviewees indicated they became socially isolated when transitioning from faculty to administration. "Deserved or not, you are now part of the administration, which is seen as a faceless body, becoming a part of a group which is the nemesis of the faculty, 'the administration' (Jacobe, 2013, para. 10). Social isolation in the transition to administration was the most difficult challenge administrators encountered. Buffone (2009) indicated faculty who transitioned to administration were labeled as going to the "dark side" (p. 26) by their former peers. Training and preparation for isolation which a faculty member will encounter when transitioning to administration would facilitate a successful transition.

Resources available to faculty transitioning to administration were very limited. Participants indicated little to no resources were available to them as they began the transition process. Allocated resources for new administrators are far and few between. Most institutions do not place enough emphasis on cultivating successful and competent leaders once they become an administrator (Hecht, 2000). Participants recommended allocation of resources to support continued education and training in how to be an effective administrator.

Initiation and Transition

Social isolation from former faculty colleagues was a major issue which new administrators were not prepared to address. Social isolation also was a characteristic which crossed more than one of the four phases during data collection. Interviewees described the initial scheduling, budgetary, and personnel issues as issues they never encountered as faculty.

The majority of participants agreed time demands were a huge obstacle. As an administrator, your "off hours" (p. 36) are not usually your own and you will be required to attend functions to support the institution and solicit community and fiscal support (McCarthy, 2003). Personal lives also changed with new demands. Longer hours and working from home appeared to be commonplace among administrators (Deal, 2014). New administrators reported not being fully prepared, or aware, of dramatic changes their relationships will undergo once they transition from faculty to administration.

Women were treated differently than men as they transitioned from faculty to administration. Participants felt the glass ceiling was still present for women seeking to become administrators (Burke & Nelson, 2002). Salary gaps based on gender were the main inequality emerging from interviews. Several female subjects indicated they were compensated much less than their male counterparts and those they replaced in administrative positions. Johnson (2017) found female administrators are compensated lower for a similar position in administration than male counterparts. New female administrators do not initially have the same level of respect as their male counterparts. Men are provided easier paths to leadership roles than women, even with a high number of educated and qualified women available for positions (White, 2005). Major work is still needed in higher education for men and women to be seen and treated as equals.

Reflection and Continued Growth

Interviewees indicated refocusing was not an important topic for new administrators. New administrators do not have available time or resources to properly reflect on their transition into administration. As an administrator, the ability to reflect and analyze situations and to learn from which reflection is a critical administrative and leadership skill. Individuals who forgo this

self-analysis are in most cases doomed to failure as higher education administrators (Hecht et al., 1999).

Limited resources were available, most notably at small IHEs, to support continued professional growth as an administrator. It was common to have resources allocated for professional growth, but they were generally available only for a short time. Interviewees indicated continued development as a leader and administrator are not as important. Ibarra and Hunter (2007) found continued development is a minor piece in being an effective leader.

Recommendations for Additional Research

Higher education could benefit from these study findings by establishing protocols and standards for faculty transitioning to administration. Recommendations for additional research include:

- Experiences shared by participants indicated any form of mentoring which facilitated their successful transitioned had prepared them for issues and rigors they were to face as a new administrator. Additional research using a quantitative research model could provide information on the most effective mentoring model.

- More successful transitions will occur with a set curriculum, mentoring programs, and better preparation. Research exploring seasoned administrators and their vast experience would be helpful.

- Establishing a succession plan for those faculty identified to transition to administration, including research on best practices for succession, would enable more successful transitions for new administrators.

- Studying administrators who chose to leave administration and return to the faculty ranks and understanding reasons for which choice would have the potential to provide insight into challenges of the transition process.

- Social justice and equality for women in higher education administration is needed and warranted. As women have made progress in accessing administrative positions across higher education, research continues to indicate there is still an enormous gap between women and men in terms of salary and perceived levels of respect in administration (Bornstein, 2008).

- Exploring experiences of administrators from diverse settings would provide more representative findings as limiting this research to higher education in West Virginia greatly reduced the ability to have a diverse study population.

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APPENDIX A: APPROVAL LETTER

MARSHALL UNIVERSITY®

w w w . m a r s h a l l . e d u

Office of Research Integrity
Institutional Review Board
One John Marshall Drive
Huntington, WV 25755

FWA 00002704

IRB1 #00002205
IRB2 #00003206

August 27, 2020

Ron Childress, EdD
Leadership Studies, COEPD

RE: IRBNet ID# 1644908-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)Dear Dr. Childress:

Protocol Title:	[1644908-1] Transitioning from faculty to administration: A qualitative study ofadministrators in four-year institutions

Site Location:	MUGC	
Submission Type:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.104(d)(2), the above study was granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee. No further submission (or closure) is required for an Exempt study **unless** there is an amendment to the study. All amendmentsmust be submitted and approved by the IRB Chair/Designee.

This study is for student Matthew Bradley.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/ Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Sincerely,

Bruce F. Day, ThD, CIP
Director, Office of Research Integrity

APPENDIX B: INFORMED CONSENT

My name is Matthew Bradley, and I am a doctoral student in the Leadership Studies program in the Department of Education and Professional Development at Marshall University. My doctoral research focuses on the experiences, identification, and institutional support provided as faculty transition into administrative roles. I invite you to participate in this research study, which will provide a deeper understanding of the obstacles and experiences faculty encounter when transitioning into administration. It is the goal of this research to provide a framework for faculty and institutions to identify and implement to aid the faculty those become administrators.

As a participant in this study, I ask which you agree to participate in a semistructured, audio-taped interview.

The information gathered during this interview will be kept strictly confidential and anonymous and will only be used for the purposes of this doctoral study. Pseudonyms will be used for all participants.

Your participation in this research study is completely voluntary and may be discontinued at any time without penalty or prejudice. By signing this consent form, you also have the right to review any of the information or materials gathered in this study, including the final research paper.

I have supplied two copies of this informed consent form, both of which must be signed if you agree to participate in the study. You may keep one copy of your records and the other is for my records. By signing below, you agree, and you have read and understand all information provided to you in this form, you are willingly participating in this research study, and you are aware you can withdraw from the study at any point.

If you have questions, please contact me at 304-419-1115 or via email at bradley30@marshall.edu

_____   _____
Signature   Date

APPENDIX C: TRANSITIONING FROM FACULTY TO ADMINISTRATION

INTERVIEW PROTOCOL

Demographic/Attribute Data

What is your current administrative position?

1. How long have you held this position?
2. How many years of faculty experience do you have?
3. How long have you been at your current institution?

Underlying Motivation (PS1) (RQ 1 & 9)

1. Why did you choose to transition from faculty to administration? (PS1)
2. There are many underlying motivations for the transition (e.g., consumption, personal gain). Could you categorize yours? (PS1)

Selection Criteria and Process (PS2) (RQ2)

1. Did you proactively seek an administrative position or were you recruited? (PS2)
2. What criteria do you think were used for your selection or recruitment?
3. What criteria do you think should be used?

Initial Transition Process (PS3) (RQ3, 4, 5, 12)

1. Did you encounter any surprises or unexpected events in the initial transition to administration? (PS2)

Role of Mentoring (PS2 & PS3) (RQ 4)

1. Before or during your transition to administration, was there any mentoring took place?
2. If one was in place, what type of mentoring was utilized? Was this approach beneficial?
3. As an administrator, what plans or mentoring programs have or will you establish for the next faculty member to transition to administration?

Preparation for the Transition (PS2 & PS3) (RQ 7 & 8)

1. If so, how was this set up and implemented?
   If not, why do you think there was not one in place?
2. As an administrator, what plans have you established for the next faculty member who will transition to become an administrator?

Availability of Resources (PS3) (RQ6)

1. Prior to your transition to administration were there institutional resources available to you?
2. Did your institution provide outside conferences or seminars to aid you in your transition?

Refocusing (PS4) (RQ 5 & 7)

1. During your transition, and at key points during your administrative duties, did you find a point to examine your transition process?
2. Was there a time to where you able to evaluate and redirect your transition in order to change the course of your transition and administrators' roles?

Effect on Relationships (PS1 & PS4) (RQ 8)

1. How did becoming an administrator change relationship? If yes, how did it effect you personally?
2. How did the professional time commitments and demands affect your personal life? Do you care to expand on how personally affected your non academia life?

Equity or Social Justice Issues (PS1 & PS4) (RQ 9)

1. Did you face the equity or social justice issues as you transitioned from faculty to administrator?
2. If so, what was nature of the issue?
3. Was it resolved? If so, how?

Challenges or Obstacles (PS4) (RQ 11)

1. Where there any specific challenges or obstacles you faced in your transition?
2. How did you overcome any of these when they arose?

Continued Growth and Development (PS4) (RQ 10)

1. What steps have you taken to grow and mature as an administrator?
2. Are your ambitions supported professionally and financially by your institution?
3. What importance doe conferences, seminars, and/or workshops play in your continuation as an administrator?

Proposed Stages

1.Rationale & Context (PS1)   3. Initiation/Transition (PS3)

2.Preparation and Selection (PS2)   4. Reflection/Continued Growth (PS4)

APPENDIX D: CURRICULUM VITA

Matthew H. Bradley, MA, ATC
PO Box 4882
Charleston, WV 25304
(304) 419-1115
Email: bradley30@marshall.edu

EDUCATION

2018-present
Marshall University, Huntington, WV
Doctoral of Education
Area of Specialization: Leadership Studies
2001-2004 **Marshall University, Huntington, WV**
MAT Grades 9-Adult
Area of Specialization: Athletic Training & Physical Education
Research Areas: Philosophy of Education, Educational Research and Writing,
Educational Evaluation, Integrated Methods and Materials
1996-2001 **University of Charleston, Charleston, WV**
BS Sports Medicine/Athletic Training CAAHEP Accredited Athletic Training
Education Program with Emphasis in Biology
Successfully passed all three sections of NATBOC exam upon graduation

EMPLOYMENT EXPERIENCE

July 2015-Present **West Virginia State University Faculty Member**
- Term faculty member Health and Human Performance Sport Studies Program
- Developed and instructed the following courses
  - HHP 225 Biomechanics
  - HHP 327 Exercise Physiology
  - HHP 340 Energy Systems and Body Systems
  - HHP 400 Exercise Testing
  - HHP 430 Strength and Conditioning Design and Implementation
  - HHP 499 CSCS Exam Prep (new in Fall 2017)
- Member advisory committee for Annual Health Expo
- Advisor for over 30+ students in Sport Studies Program
- Served as the Exercise Physiology lab coordinator
- Aided with the development of the Sport Studies Preprofessional track curriculum
- Data collection and evaluation for NSCA-ERP
- Advised and participated in receiving NSCA-ERP rerecognition, the only higher education institute in WV to receive such recognition
- Participated as advisor for new student orientation
- Advised in each semester in the open advising fair for the entire student body
- Secured several internship affiliates for students in the Sports Studies Program

- Volunteer Athletic Trainer in coverage of all Division II inter-collegiate sports sponsored at WVSU
- Served as Assistant Athletic Trainer in Spring of 2017 covering all sports and athletic training room
- Advisory committee to Health and Human Performance Chair in hiring new term faculty member in Sport Studies Program
- Advisory committee to Director of Athletics in hiring new Assistant Athletic Trainer
- Instrumental in development of proposal in Masters of Sport Studies
- Developed curriculum, syllabi, course, and program outcomes for Masters of Sports Studies for proposal for Higher Education Policy Committee

September 2006-Present   **Owner/Operator Elite Athletic Training Services**
- Contractor for athletic training and allied medical services
- Scheduling of direct coverage for charity events for nonprofits
- One-on-one strength and conditioning for athletes and general public
- Private pay assessment and referral of athletic related injuries to appropriate medical care
- Establishment of continual rehabilitation techniques for physical therapy graduates
- Prevention and rehabilitation of private pay cliental through all phases of acute and chronic injuries
- Referral and coordination of physician appointments and insurance education
- Nutritional education sessions for athletes and parents
- Educational sessions detailing the injury and rehabilitation process and outcomes and expectations
- Development, training, and implementation of safety programs in fitness facilities
- Assessment and remediation of safety in the workplace and overall compliance with OSHA standards
- Educational seminars and workshops with local elementary, middle, and high schools of injury prevention techniques and basic first responder protocols
- Development of curriculum, assessment, and educational foundations for Capital High School pilot program for alternative health track credit in athletic training education meeting WV Department of Education Content Standards

PUBLICATIONS, MEMBERSHIPS, AND AFFILIATIONS

- Bradley, M**. (2006, July/August).** Using service-learning as a teaching strategy in secondary physical education and athletic settings. *Strategies: A Journal for Physical Education and Sport Educators, 19*(6), 24-6. doi:10.1080/08924562.2006.10591223
- West Virginia Board of Physical Therapy (WVBPT) Licensed
- National Athletic Trainer's Association (NATA; Inactive)
- National Academy of Sports Medicine (NASM)
- National Strength and Conditioning Association (NSCA)
- West Virginia Athletic Trainers' Association (WVATA; Inactive)