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Educational Leadership
Those Who Would Not Serve:
Factors Influencing Community College Faculty Members'
Interest in Applying for Administrative Positions

Abstract

Legions of senior California community college administrators hired in the 1960s and 1970s are now producing a concentrated retirement cohort decades later. As a result, the community college system is facing the challenge of not only replacing those retiring but hiring additional administrators to meet the demand for increased capacity. A significant influx of new leadership will be necessary to fill this void, especially given an unforeseen and precipitous downturn in applicants. The purpose of this study was to determine which aspects of entry-level administrative positions serve as incentives and disincentives for full-time faculty members considering applying for an administrative position. This study further investigated whether there were differences in motivating and deterrent factors by ethnicity, years of service, faculty positions held, and work location. Participants included full-time faculty members in the four-college Los Rios Community College District in Sacramento, California. The participants were asked to complete a survey developed by the researcher. In the survey, participants were asked to rank 29 factors on a seven-point Likert Scale and provide responses to open-ended prompts related to their past and future interest in administrative positions. Descriptive and analytical statistics were used to analyze the data in this study. With a response rate of 27%, 257 of 939 full-time faculty members across the district responded. Two incentive and four disincentive factors were consistently identified throughout all aspects of this study. There were nominal differences found between the factor rankings by ethnicity, length of service, faculty positions held, or location of employment. The majority of respondents indicated that they will not consider applying for an administrative position in the future yet confirmed that getting faculty interested in applying is a significant issue. As such, the survey respondents epitomized "Those Who Would Not Serve."

Executive Summary of the Dissertation:

Those Who Would Not Serve:
Factors Influencing Community College Faculty Members'
Interest in Applying for Administrative Positions

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“The ranks of those who have the experience and the talent for the work [community college administration] are increasingly rare” (McCarthy, 2003, p. 46).

Overview of the Leadership Crisis

Community colleges are a uniquely American higher educational system. Throughout their 100-plus history, community colleges' mission has been to provide access and comprehensive higher educational programs for all students. They have not shirked their unique responsibility to serve underprepared and disenfranchised students despite erratic changes in funding levels set by the legislature. They've become stronger over the last 100 years yet continue to struggle to gain a respected position within the sectors of higher education.

Now gearing up for their second century, community colleges will face unprecedented challenges reflecting the changing nature of American and global society. Not only are students less prepared and more diverse than ever before (National Center for Education Statistics, 2008), legions of senior administrators necessary to serve and support community college students are retiring. The loss of these veteran administrators is of grave consequence as the educational process demands that these positions be filled with skilled and knowledgeable managers.

The demand is mushrooming yet the applicant pools for administrative positions are dwindling. If the community colleges are to avoid an impending leadership crisis, they must address why interest in administrative positions seems to have waned and what to do about it. Why are more faculty not applying for administrative positions? What factors may affect their decision when considering whether or not to apply for an administrative position?

The unprecedented need for new community college administrators was triggered by the legions of senior administrators who were hired in the 1960s and 1970s and are now approaching retirement, combined with the need for new administrative positions to serve an ever-growing student population. In stark contrast to the growing need for administrators, the number of applicants for these positions has taken a precipitous

downturn, not only for community college administrative positions but for all sectors of higher education. Of the community college presidents responding to the national 2006 Career and Lifestyle Survey (CLS), eighty-four percent indicated that they plan to retire within the next ten years (Weisman & Vaughan, 2007). This figure increased from the 2001 CLS in which respondents indicated that seventy-nine percent were planning to retire within the next ten years (Weisman & Vaughan, 2007; Weisman & Vaughn, 2001). The exodus of such a sizeable percentage of senior leaders will be felt throughout the administrative hierarchy and the departure of those with such significant educational and institutional experience will have far-reaching and potentially destructive effects on the system. As these educational veterans leave, their collective talents and wisdom will leave with them.

The influx of new leaders to fill the roles of these exiting veterans is declining and speculation varies about the causes of this phenomenon. Some recruiters believe it may be the increasing role of fundraising which may intimidate traditional academics, the high cost of housing, or previously distasteful experiences with search committees. Whatever the cause, search committees have had to be more aggressive in recent years and move beyond simply posting a position in *The Chronicle of Higher Education*, a primary higher education news publication, to lure quality candidates with sufficient educational and institutional experience.

Within the state of California, the leadership void is becoming progressively more evident as California community colleges experience mounting difficulties hiring administrators. Colleges are being forced to readvertise all levels of administrative positions due to the poor quality of the applicant pools, a time consuming, expensive process, with considerable institutional stress. The decision to readvertise is more often than not explained by a knowing nod and the statement that, “The pool was weak”, implying that the applicants had little educational or institutional experience. In essence, the applicant pool was too small to provide the three or four solid candidates that the president (or other hiring authority) would expect to see for the final round of selection.

To further intensify the demand for qualified new administrators to replace those retiring, additional positions will be needed system wide to serve an increasing number of students enrolling at community colleges. Based upon 2005 data from the Integrated Postsecondary Education Data System (IPEDS), the United States Department of Education (DOE) estimates that student enrollment in all postsecondary institutions will increase between 14.4 and 19.4 percent between 2005 and 2016 (*Projections of Education Statistics to 2016*, 2007). Even more alarming is the data from the California Postsecondary Education Commission (CPEC). CPEC estimates that California community college enrollment demand will increase by nearly fifty percent by 2014 as compared to fall 2005. CPEC also found that enrollment demand and capacity issues will be significant in all geographic regions across the state of California and commensurate increases in administrative, faculty and classified staffing levels will be mandatory. (*An Update of the Commission's Community College Enrollment Demand Projections by Region*, 2005).

With many leadership opportunities and positions available, why aren't more qualified individuals, especially faculty members as the traditional leadership pipeline, applying for administrative careers? What keeps so many away, and what motivates the few who do choose to apply? To date, evidence related to this trend has been primarily

anecdotal and little empirical work has ever been conducted. This study attempts to determine the primary incentives and disincentives for the faculty members of the Los Rios Community College District in northern California considering whether or not to apply for an administrative position.

Research Questions

This study addresses a critical gap in the research related to understanding the factors that affect faculty members' decision of whether or not to apply for administrative positions. Faculty members, with their institutional and educational experience, are the foundation of the administrative leadership pipeline and, as such, represent a valued and traditional source of potential administrative applicants. Preserving and hopefully, increasing, their awareness and interest in applying for administrative careers will be critical to the continued success of the community college system. If the primary aspects of administrative positions that function as incentives and disincentives were determined and the results disseminated, districts would have the option of whether or not to address them.

While the opportunities for advancement continue to expand exponentially, the quality and quantity of applicants for community college administrative positions has diminished significantly across the state of California. What keeps those with educational and institutional experience away, and what motivates the few who do choose to apply? What policies and strategies serve as incentives and disincentives relative to faculty members' decision to apply for an administrative position?

To date, no research has been published that identifies the major factors that affect faculty members' decision whether or not to apply. This research study will hopefully uncover what matters most, framed by the following research questions.

1. What are the factors affecting faculty's decision whether to apply for entry-level community college administrative positions at their college?
2. Do these factors differ relative to faculty characteristics such as ethnicity, length of service, type of faculty position, or particular college?

Research Methodology

This quantitative study was conducted at the four-college Los Rios Community College District (LRCCD) in Sacramento, California. LRCCD was selected due to its multi-college district structure, large range of college sizes and institutional ages, high number of potential faculty survey respondents, and the author's long-term positive working relationship with this district.

Based upon fall 2006 data, the most recent data available, LRCCD was the second largest district of the 72 districts in California; trailing only the nine-college Los Angeles community college system based upon FTES (full time equivalent students). Compared to the 109 colleges across the state, the four LRCCD colleges range from 55th in size or "small" (2,000 FTES) for Folsom Lake College, to Cosumnes River College placed at 33rd, to Sacramento City College as 13th, and American River College which is the 6th largest in the state and considered "extra large" with over 10,000 FTES.

Not only do the sizes of the four colleges span a fairly broad range, the institutional ages are fairly representative of the California community college system as

a whole. Folsom Lake College is one of the newest colleges in the state having received initial accreditation in 2004 whereas Sacramento City College has been in existence for over 90 years.

Instrumentation

After an exhaustive but unsuccessful search for an appropriate survey, no suitable instrument was found. I then designed my own web-based survey instrument in SurveyMonkey, using techniques from the texts on survey design (Bradburn, Sudman, & Wansink, 2004); advice and counsel from my dissertation committee members; assistance from the American River College research office; and guidance from multiple faculty and staff members at American River College.

The survey utilized in this research is composed of 28 questions, which targeted several broad content areas. These areas include basic demographic data, faculty and administrative work experience, leadership experience, and a listing of 29 potential factors which may or may not influence a faculty members' decision whether to apply for an administrative position. The 29 factors were randomly reordered for each respondent. Also included in the survey were questions exploring the respondents' awareness the knowledge of the skills and abilities required for administrative positions, their interest and experience in applying for past and future administrative positions, and an indication of their level of interest in applying for administrative positions both inside and outside of the Los Rios community college district.

The 29 factors were presented in seven-point Likert Scale tables with responses ranging from -3 or "highly negative" to 3 or "highly positive". The center position was 0, representing "no influence/no opinion". The responses to each of the 29 factors were then analyzed. I triangulated the results obtained from the Likert Scale responses with two separate open-ended survey questions. One open-ended question asked those willing to seek or assume an administrative position what would increase their interest. If they indicated that they were not considering applying, a second question inquired as to the primary reasons why not.

One of the objectives of the survey was to reveal not only faculty's perceptions of the factors, but to ascertain their faculty work experience and leadership experience. Respondents had a broad range of personal and professional backgrounds, varying awareness of the skills and responsibilities of administrative positions, and differing perceptions of self-efficacy. Once their work and leadership experience are known, any relationship between their professional experiences and their interest (or lack of interest) in applying can be assessed. For example, studies support that an individuals' perception of their self-efficacy is a predictor of academic performance and persistence. Could faculty's self-efficacy also be a predictor for their interest in serving in an administrative position? Bandura's (1986) social cognition theory found that individuals' career decisions are affected by their self-efficacy beliefs and outcome expectations.

Survey Respondents

The district wide survey response counts by position are shown in Table 1, representing an overall response rate of 15.5% (n=387) of the approximately 2,500 potential respondents. This response rate is far below the original target response rate of 60% of all full- and part-time faculty. However, it is the result of a thorough and repeated call for participation in the survey. The Los Rios Community College District

research office sent out a total four emails, two initial and two reminders, which exhausted all protocols available.

Table 1
Count of Survey Respondents by Location and Faculty Position

	Full-Time	Part-Time	n
American River College	109	51	160
Cosumnes River College	47	20	67
Folsom Lake College	26	21	47
Sacramento City College	75	33	110
Other		3	3
Total	257	128	387

The response rates did, however, differ considerably by position. The full-time faculty response rate was 27% (n=257) as compared to 8.0% (n=128) for part-time faculty. The exceedingly low part-time response rate of 8%, or 128 participants of a possible 1,600, was deemed insufficient for analysis of the research questions included in this study. Thus, from this point forward, the analysis focuses solely upon full-time faculty responses.

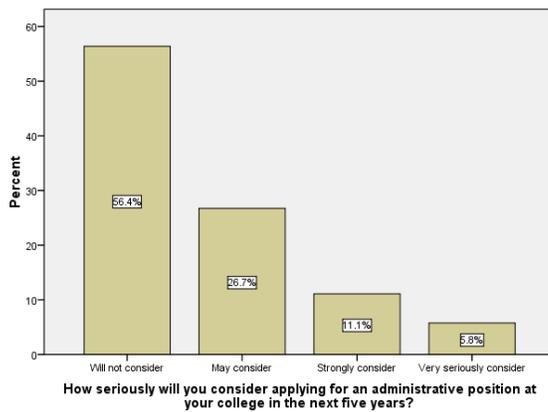
Results

Interest in Becoming an Administrator

Several survey questions sought to ascertain a faculty members' past and future intent with regard to applying for administrative positions. Respondents were provided a four-point Likert scale which provided possible responses of "Did not consider", "Somewhat considered", "Strongly considered", and "Very seriously considered". As shown in Figure 2, the vast majority of respondents or 55.4% (n=243) indicated that they had not considered applying for an administrative position in the past at their own college. Only 19.4% stated that they had strongly or very seriously considered applying.

As for the future, the proportion of those who state that they will not consider applying increased slightly. An astounding 56.4% (n=243) signified that they will not consider applying for an administrative position at their college in the next five years. The relative number of those who will strongly or very seriously consider applying in the future is 16.9%.

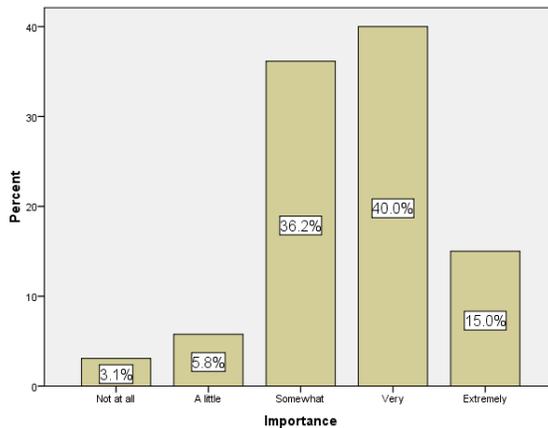
Figure 1. How Seriously Will you Consider Applying in the next Five Years? (n=243)



In stark contrast to the substantial majority 56.4% of participants who reported no future interest in applying at their own college, an astonishing 55% (n=260) declared that getting faculty interested in administrative positions was either “very” or “extremely” important. Only a meager 8.9% reported that getting faculty interested was “not at all” or only “a little” important.

In short, the results suggest that although faculty members believe that getting their colleagues interested in applying is a significant issue for community colleges, they don’t wish to be the ones to fulfill this role. As the title of this dissertation claims, the respondents to this survey epitomize “Those Who Would Not Serve.”

Figure 2. Importance of Getting Faculty Interested in Administrative Positions (n=260)



Why the lack of Interest? Investigating factors that may influence faculty's decision to enter administration

The majority of respondents reported little interest in applying for administrative positions in the past or in the future. Yet, the preponderance of survey participants stated that they considered getting faculty interested was imperative. Given this stated lack of interest from faculty in administrative positions contrasted against the undeniable need for new community college leaders, it is critical to discover why this dichotomy exists.

The first research question explores potentially influential factors for all faculty. It asks, "What are the factors affecting faculty's decision whether to apply for entry-level community college administrative positions?" A list of twenty-nine factors related to community college administrative positions, such as perceived stress level, ability to give back to my department/college, and limited contact with students (among others) and were included on the survey instrument. These factors were identified based upon the literature review and anecdotal evidence.

The mean response for each factor was then calculated to provide an overall reaction to the factor as a potential incentive or disincentive. If a factor received a mean score of 0, one could surmise that faculty, on average, were neutral in their response. That is, the factor does not function as either an incentive or disincentive relative to their decision to apply for an administrative position.

Table 2 presents the factors listed in descending mean order along with their standard deviation. That means that those factors listed first had the highest average positive response and may serve as incentives. Those factors listed at the lower levels of the table, in contrast, may possibly serve as deterrents for faculty in general. Mean values exceeding 1.0 or "somewhat positive" or below -1.0 or "somewhat negative" were deemed nontrivial and all subsequent analysis focuses upon those factors which meet this criterion.

In consideration of all of the factors, responses were more strongly negative than positive. Three factors had means between 1.0 and 1.2 or "somewhat positive" as compared to five factors rated as "somewhat negative". One distinctively negative factor exists, 12-month on-campus work schedule, scoring a decidedly pessimistic mean of -1.7 or "negative". Variation was relatively consistent across all the factors, with standard deviations ranging between 1.1 to 1.7.

The three most positive factors reported by faculty were the ability to affect change at a broader level, ability to give back to my department/college, and administrator's salary level; all had means greater than 1.0 or "somewhat positive". The five factors with means of -1.0 or "somewhat negative" were office environment versus classroom, 40-50 hours per week on-campus work schedule, level of perceived stress in position, limited contact with students, and 12-month on-campus work schedule.

Table 2

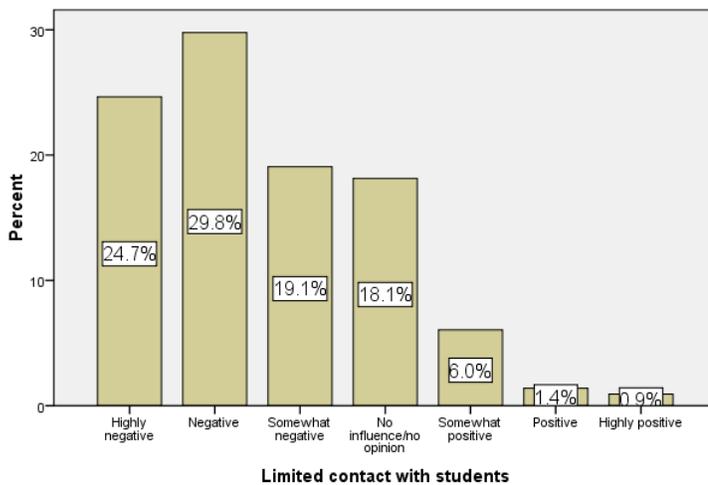
Full-Time Faculty Mean Responses to the 29 Factors

Factor	n	M	SD
Ability to affect change at a broader level	217	1.2	1.3
Ability to give back to my department/college	213	1.1	1.2
Administrator's annual salary level	213	1.0	1.3
Encouragement from faculty	214	0.9	1.2
Greater professional challenge	216	0.9	1.3
Working in a culture that values and affirms equity	212	0.9	1.4
Familiarity with area disciplines	211	0.8	1.3
Ability to influence student learning	217	0.7	1.6
Administrator retirement benefits	214	0.7	1.2
Diversity of faculty and staff in area	214	0.7	1.3
Promotional Opportunity	215	0.7	1.3
Professional readiness for position	212	0.6	1.4
Encouragement from administration	215	0.6	1.3
Shared governance decision-making process	209	0.6	1.3
Availability of mentors/training	215	0.5	1.4
Working environment in area	218	0.4	1.5
Personal temperament for position	214	0.2	1.7
Supervisor of position/Upper management	212	0.1	1.3
Fiscal responsibilities and oversight of numerous programs/projects	216	-0.1	1.5

General administrative duties and responsibilities	216	-0.1	1.4
Union working environment/Supervision of union employees	212	-0.3	1.1
Doctorate degree recommended for future career advancement	214	-0.4	1.7
No union representation	215	-0.8	1.2
Family and lifestyle obligations	217	-0.9	1.7
Office environment versus classroom	214	-1.0	1.4
40-50 hours per week on campus work schedule	216	-1.3	1.4
Level of perceived stress in position	215	-1.4	1.3
Limited contact with students	215	-1.4	1.3
12 month on campus work schedule	218	-1.7	1.3

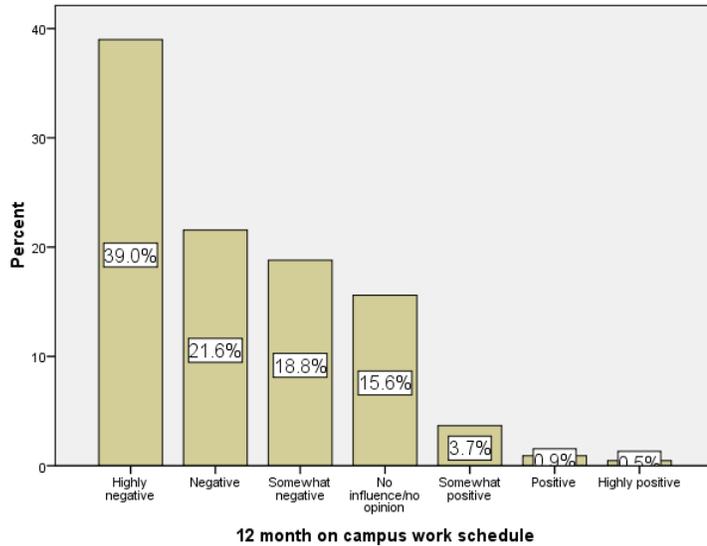
The last three factors listed last in the table had the most negative means, level of perceived stress in position, limited contact with students and the 12-month on-campus work schedule. Perceived stress and limited contact with students were the only factors to receive mode responses of 2.0, or “negative”. For limited contact with students, 24.7% (n=215) rated this factor as “highly negative” and 73.6% of respondents rated this factor as “somewhat negative”, “negative”, or “highly negative”.

Figure 3. Limited Contact with Students



The 12-month work schedule was noteworthy, as it was the only factor to attain a mode of 3, or “highly negative”. In fact, this factor received the most intense negative or positive response of all twenty-nine. The 12 month work schedule is recognized as having the lowest mean of all factors of -1.7 or “negative”. The year-round on-campus work schedule was rated by 39.0% (n=218) of respondents as “highly negative” and 79.4% rated this factor as “somewhat negative”, “negative”, or “highly negative”. No other factor received such a passionate and focused response.

Figure 4. Twelve-Month Work Schedule



Using an empirical methodology, I then assigned each of the 29 factors into three substantive groups describing broadly: (1) working conditions, (2) individual values and characteristics, and (3) professional growth. Initial testing of my self-determined groups by Cronbach’s alpha measure of reliability resulted in alpha levels between 0.5 and 0.65, below the desired 0.7. For reference, Cronbach’s alpha is a coefficient with a range of possible values from negative infinity to 1 and measures the internal consistency of a group of factors as an unbiased estimator of reliability. The factors within the group may have differing means and standard deviations, but their covariances or measure of how much they vary together, are similar (Garson, 2008). Alpha levels of 0.7 or greater may indicate that the specific grouping of factors may represent the same latent variable. That is, a factor grouping with an alpha level of 0.7 or greater may insinuate that all factors within that group have a common construct.

As the initial groupings all had alpha levels below 0.7, an iterative process was then applied in which factors were shifted from one group to another, searching for the maximum alpha levels for each cluster. The result of this process was three new groupings with alpha levels of 0.804, 0.837, and 0.727. In truth, only a few factors differed from the initial disaggregation yet the alpha levels improved dramatically. The three groups and their associated factors are shown in Table 3 below.

Table 3
Substantive Factor Groups

Group One - Working Conditions	$\alpha = 0.804$
<hr/>	
12 month on campus work schedule	
40-50 hours per week on campus work schedule	
Fiscal responsibilities and oversight of numerous programs/projects	
General administrative duties and responsibilities	

Level of perceived stress in position
 Office environment versus classroom
 Shared governance decision-making process
 Supervisor of position/Upper management
 Union working environment/Supervision of union employees
 Working environment in area

Group Two - Individual Values and Characteristics $\alpha = 0.837$

Ability to affect change at a broader level
 Ability to give back to my department/college
 Ability to influence student learning
 Diversity of faculty and staff in area
 Encouragement from administration
 Encouragement from faculty
 Personal temperament for position
 Working in a culture that values and affirms equity

Professional Growth $\alpha = 0.727$

Availability of mentors/training
 Doctorate degree recommended for future career advancement
 Greater professional challenge
 Professional readiness for position
 Promotional opportunity
 Limited contact with students
 Familiarity with area disciplines
 Administrator's annual salary level
 Family and lifestyle obligations
 No union representation

In Faculty's Own Words

Six survey questions provided an opportunity for respondents to add comments via a text box thus expanding their viewpoints above and beyond the primary Likert Scale question/answer. This option was initially available for the two questions related to respondents' past and future interest in applying for administrative positions. Concerning past interest, respondents were asked how seriously they had considered applying in the past. A majority 55.4% (n=243) indicated they had not previously considered applying for an administrative position at their own college. Twenty-eight faculty members elected to augment their responses to this prompt with comments, providing additional insight as to why respondents elected not to apply in the past.

Analysis of these comments fell evenly into two primary categories of dissatisfaction with the dean position's roles and responsibilities and reaffirmation of

their commitment to teaching. Concerning the position itself, a few faculty members state, “The job has much responsibility but little authority...” and, “Those jobs are too demanding. Our deans get eaten alive by their jobs and I have a young child and...there is no way that I would ever take on an administrator position” .

Devotion to teaching was evidenced by statements such as, “I love teaching and would never give up the thrill of being with students to spend my time making administrative decisions that may or may not ever effect[sic] a student’s life” and, “My focus is the classroom. I want to be the best teacher I can, and this requires too much time and effort to devote hours every week to administrative meetings and tasks. I do admire people who have administration as their main interest though, because none of us can do our jobs if the structure is not in place”.

Comments added to the future-oriented survey question, “How seriously will you consider applying for an administrative position at your college in the next five years?” were fewer in number with only seventeen. As a point of reference, 56.4% (n=243) responding to the related Likert Scale question indicated that they “Will not consider” applying in the future. Written comments were submitted in two distinct themes. One theme related their displeasure with the position and the second theme expressed interest in applying for an administrative position. One respondent noted, “The dean position is not very attractive: full time vs[sic] 164 days, not much pay incentive. Stuck in the middle between admin[istration] and students. Deal with problems all day...” And the other extreme, “I would like to pursue an interim position in order to acquire experience...”

In addition to the open-ended responses to past and future perspectives related to applying, a third question probed what strategies might function as incentives in the future. Faculty were provided the open-ended survey question, “What would increase your interest in applying for an administrative position?” This particular question provoked a fairly intense response as 137 faculty members elected to provide written comments. Categorizing the comments by theme, the vast majority of written comments related to what would increase their interest in applying was simply “Nothing”. Several faculty also spoke eloquently of their commitment to teaching and one declared, “I enjoy teaching, so I’m terribly conflicted about the idea of leaving the classroom” and a second, “I’d have to lose my love for the classroom before I’d ever seriously consider moving into administration.”

Others spoke cynically of the work schedule and hopefully of the availability of mentoring and training. Comments echo those mentioned previously such as the work schedule and the stress of serving in the role of an administrator such as, “Mentoring for the responsibilities of the position. Retreat rights for returning to teaching if it is not a right “fit”. A normal work week of 40 hours.” One stated that administrative positions are a “24/7 endeavor” and the perception exists that administrators have “no-life [sic]”.

The most intense and focused message was garnered in response to the prompt, “What do you feel your college could do to support those interested in obtaining administrative positions?” An amazing 156 faculty opted to respond to this open-ended prompt, sending an unmistakably focused message. Of the 156 responses, 73 pinpointed the critical need for additional mentoring and training opportunities. Participants staunchly advocated for shadow programs; interim assignments; a “day in the life of”

event; internships; and teacher in-service training workshops on personnel, budgeting, and curriculum.

One faculty member answered this prompt with the following statement which accurately captures the overall faculty respondents' perspective.

“1. Assistant dean positions/other assistant positions - perhaps this could be done via leave from a regular teaching position. Being an administrator is very different from being in the classroom. It would be informative and insightful to be in a position to learn about the workload/issues at the administrative level. 2. Training - as an educational institution, it is very odd that we put individuals into new jobs without any training. Certainly a training program for newly hired administrators is something that should be considered.”

Another open-ended prompt was, “If you're not considering applying, why not?” This question also received a notable response rate with 128 faculty remarks. Their reactions imparted additional awareness as to why they felt that administration was not a promising career preference. Comments revealed their definitive position, “I am where I want to be – in the faculty, with the students”. One respondent openly articulated,

“I love teaching. I love working with students. I love being active in my field. As far as I can tell, administrators spend most of their time in committee meetings. Administrators are also seriously overworked. I don't need that kind of stress. I could derive some job satisfaction from serving as a division dean if my duties were limited to my division. As it stands, however, I think division deans are besieged with a lot of unnecessary paperwork.”

Of the 112 participants who chose to reply to the prompt, “What information would you need before considering applying for an administrative position?” the majority responded “nothing”. The second most widespread response related to the roles and responsibilities of an administrative position. Many indicated that wished for much more specificity as the expectations of someone in a management position. One individual articulated that they needed, “A job description that I can feel confident about assuming the responsibilities for and an understanding of what is to be expected of me.” And another stated,

“New applicants have little concept of the amount of time an administrative position will take, relative to the time they spend as a faculty member. In addition, entry-level administrative positions, while they are "leadership" positions, are every day problem solving, operational positions. Senate and union leadership positions are actually much more "strategic." New deans need to understand better what the expectations are for the job they will hold, as few of them will become presidents or even vice presidents.”

Scrutinizing all of the open-ended responses revealed two additional prospective incentives that were not included among the 29 factors. These two unanticipated and potential motivating factors were faculty's interest in training and mentoring programs for administrative positions and the desire to continue teaching part-time. Respondents

professed marked interest in training and mentoring programs and more than one expressed a desire for an “opportunity to get my feet wet” as an interim or, as one suggested, a 50% split position as both an administrator and faculty. Several proposed mentoring programs for new administrators to imbue confidence so that they could receive the training and information they needed to do a good job. Another specific request was made for “a day in the life of” program so that an interested faculty member could shadow a dean for several days.

The ability to teach part time was enticing to several faculty members who expressed a wish for the, “...ability to teach at least one class per semester. I consider this very important to staying in touch with students and student needs.” And another wished for, “A job structure which allowed me to continue teaching 1-2 classes...”

Key Findings and Policy Implications

My study had five key findings as described below and ranged from identification of faculty’s primary incentives and disincentives to attitudes towards administrative positions. Also included are the findings related to the motivators and deterrents by ethnicity, positions held, years of service and location. Faculty’s pessimistic view of administrative positions as a future career option are described next, following by the survey findings relating to the loss of retreat rights as a consequence of AB 1725 (1988).

Primary Incentives

Of the twenty-nine factors presented in the survey, faculty unfailingly deemed the ability to affect change at a broader level and the ability to give back to my department/college as the two principal incentives when considering applying for an administrative position. These factors exemplify intrinsic individual values and characteristics rather than external motivators. As a result, districts may wish to take full advantage of deans who previously served as faculty members. These faculty members could share their stories, describing the personal fulfillment derived from their positions and relating the contributions they are making to the institution. The intrinsic factors should be emphasized rather than money, increased retirement benefits or perceived prestige.

The ability to teach, if only part-time, was identified through written comments as an additional potentially motivating factor. This factor was not included among the twenty-nine factors listed in the survey but was repeatedly acknowledged throughout responses to several of the open-ended survey questions. Los Rios Community Colleges administrators are contractually allowed to teach, however it’s very rare to find any manager who can afford the time and energy necessary for course preparation.

Faculty also sent a second, and unmistakably focused message, through written comments. They affirmed the critical need for additional mentoring and training to support interest in administration. Of the 257 full-time faculty respondents, an astonishing 156 elected to respond to the open-ended prompt concerning what their college could do to support faculty interested in administrative positions. Of the 156 written responses received, 73 sent an unmistakable message; they seek training and mentoring programs. The faculty staunchly advocated for shadow programs; interim assignments; a “day in the life of” event; internships; and teacher in-service training workshops on personnel, budgeting, and curriculum.

Primary Disincentives

Potential disincentives or deterrents were fully transparent throughout all aspects of this study. All faculty, even when disaggregated by ethnicity, positions held, years of service or location robustly confirmed four primary deterrents. These factors included the twelve-month on-campus work schedule, limited contact with students, level of perceived stress in position and the 40-50 hours per week work schedule. With the exception of limited contact with students, these factors all represent the construct of working conditions. Consequently, it is possible that these factors could be addressed through revisions or additions to existing district policies.

Variation of Incentives and Disincentives by Ethnicity, Length of Service, Faculty Positions Held, or Location

Of note is that Black/African American faculty members rated personal temperament for the position as a strong incentive, much more so than any other ethnic groups and faculty in general. Hispanics noted the availability of mentors as a motivating factor and robustly identified family and lifestyle obligations and the twelve-month work schedule as deterrents.

Faculty early in their careers distinctly valued administrator's salary level and retirement benefits, but these factors had a decreasing affect over time. Limited contact with students a deterrent for those early in their careers, continued to decline over time which suggested that contact with students becomes more and more important to faculty through the course of their career.

Interest in Applying

Survey respondents reported that 56.4% (n=243) will not consider applying for an administrative position at their college in the next five years. And even larger proportions, between 75.7% (n=218) and 82.3% (n=220), reported that they will not consider applying outside their college. Correspondingly, only a fraction conveyed interest with only 16.9% indicating that they will strongly or very seriously consider applying at their college in the future.

In stark contrast to faculty's claim that they will not apply, an astonishing 55.0% (n=260) declared that getting faculty interested in administrative positions was either "very" or "extremely" important. In short, although faculty members believe that getting their colleagues interested in applying is a significant issue for California community colleges, they don't wish to be the ones to fulfill this role. As the title of this dissertation claims, the respondents to this survey epitomize "Those Who Would Not Serve."

Loss of Retreat Rights

It was anticipated that the loss of retreat rights to a tenured faculty position for faculty accepting an administrative position outside the district in which they earned tenure (a result of passage of AB 1725 in 1988) would be a noteworthy deterrent. Surprisingly, this was not the case. The preponderance of faculty respondents 62.1% (n=139) were unfamiliar with this particular portion of AB 1725 and an unanticipated 44.1% reported that losing retreat rights had no affect on their decision whether to apply for administrative positions.

Policy Implications

How can the Los Rios Community College District respond to this call for action? What strategies should be considered to replenish the leadership pipeline? The survey findings suggest that the district should focus its efforts upon the small minority who have an interest in serving as administrators. To sustain and encourage this laudable goal, as well as entice those who are ambivalent about their careers, the district should concentrate upon modification of the administrative work schedule. Compared to a faculty members' nine-month, twenty-five hours per week schedule, an administrators' twelve-month, 40-50 hours per week work schedule received an intensely negative reaction. Faculty passionately expressed their displeasure at the thought of working twelve months per year without their traditional summers off.

Given faculty's admitted aversion to working during the summer, one clear approach is to restructure administrative positions from twelve to ten- or eleven-month positions. This strategy would not only directly address faculty's expressed concern regarding the loss of summer vacation should they become administrators, it could also afford short-term interim administrative experiences for faculty willing to serve in their absence. Specifically, if administrators were offered the option of working a ten- or eleven- month contract (with commensurate reduction in pay), interested and qualified faculty could have the option of serving as interim administrators during the summer session.

This reduced work schedule option could serve both seasoned administrators and their emergent replacements. To further enhance this proposed option, specific training sessions for the faculty members serving as interim summer deans could be incorporated. The interim dean could be directed to attend an "Administrator's Boot Camp", a four to six-week series of workshops and presentations, on leadership theory with practical hands-on case studies, as well as operational topics such as budgeting, collective bargaining and class scheduling. Topics for the workshops could be drawn from the American Association of Community Colleges' list of knowledge, skills and values necessary for administrative positions as well as curriculum topics from ACCCA's Admin 101 and CCLDI's Leadership Academy.

Participation in this program could be encouraged by providing substantial stipends along with official year-long administrative mentors who would allow the would-be administrator to shadow them throughout the following academic year. The stipends could be funded from salary savings generated by the reduction in pay for the permanent or regular dean. The mentors would allow the faculty members to shadow them as they perform their regular duties during the year, thus providing faculty members with first-hand experience.

Another strategy that may encourage professional growth and preparedness for an administrative role is tuition reimbursement for those willing to obtain the "passport of entry", a doctorate. The Los Rios district currently provides an additional salary step increase for faculty holding doctorates but does not provide tuition reimbursement. Administrators currently do receive partial tuition reimbursement and release time of ten days per year for doctoral study. However, this benefit does not extend to faculty. Additional policy implications relate the integration of efforts between community colleges, university graduate programs and professional organization's leadership

development efforts. Certainly progress has been made in northern California over the last several years with the launch of the UC Davis/Sonoma State and CSU, Sacramento Ed.D. programs. However, much is yet to be done, especially at the grass roots level. Community college districts must develop an integrated and systematic approach for leadership preparation and training which includes consideration for university graduate programs as well as professional development offerings by professional organizations such as ACCCA and CCLDI. It's time to rethink and recraft leadership development for aspiring administrators.

AB 1725's (1988) language with respect to the loss of retreat rights must also be revisited. This landmark and supposedly transformational legislation has changed the face of California community colleges forever. However, the loss of retreat rights for tenured faculty accepting positions outside the district in which they earned tenure seems problematic although faculty respondents did not support that position. Although AB 1725 was originally supported by faculty, survey respondents in this study admitted little awareness of the consequence of this bill and those who had familiarity found the loss of retreat rights negligible.

My belief is that the full affect of this particular aspect of AB 1725 has been mitigated by the weak pools combined with the availability of positions within each district. Faculty seeking administrative positions have been successful and therefore have not needed to extend their search beyond the large four-college Los Rios district. Should the Los Rios district effectively establish new strategies which result in more robust and dynamic administrator applicant pools, the competition for these positions will become more intense. Once qualified and prepared faculty applicants are not able to positions within the district, they may look elsewhere. Then, and only then, will the full impact of this legislation be felt.

A final policy implication relates to the Registry Plus web-based administrative database sponsored by the California Community College Chancellor's Office (System Office). This database is the only one of its kind in the state of California and holds the promise for future tracking of all community college positions whether they are faculty, classified staff or management positions. This information is not available from any other source, other than individually contacting each of the 72 districts' human resources offices. If agreement could be reached among the 72 community college districts regarding use of this system and conformity regarding the business rules and naming conventions, this database could become invaluable to future researchers and to the system as a whole.

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