

**The Role of the Academic Dean in
Higher Education in the United States**

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Doctor of Philosophy
Degree
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Dedicated to my wife Ashlee Cornett Smethers, son Charlie Smethers, and all the friends and family who encouraged me along the way.

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Abstract

The role of the academic dean in higher education in the United States is continuously evolving. What are the priorities of the people who hold these positions? What form of leadership do these people use to administer their college? This study seeks to examine the priorities of academic deans. The leadership frameworks of Bolman and Deal (1991) are replicated and tested utilizing confirmatory factor analysis on a national sample of deans. This study then explores managerial roles (Mintzberg, 2007) in the context of various tasks of the deanship gathered from previous literature (Gmelch & Wolverton, 2002) to propose a new model for explaining dean managerial roles. The new model for managerial roles of the deanship consists of Organizational Leadership, Personal Scholarship, External Relations, Department Administration, and Student Support. Most roles of the dean are considered important by deans across all institutional types. In addition, the study showcases deans place a large amount of importance on financial planning and budgets and maintaining effective communication, and the deans find they spend a lot time on participating in meetings and answering emails. The major contribution of this study is the expansion of the roles of an academic dean in 4-year higher education institutions in the United States. The importance of external relations among the deans showcases the changing nature of the position towards being a representative for the college within the community beyond the walls of the academy. The role of student support is now a separate function of the dean position compared to previous studies which included it with other tasks. Additionally, there is a reasonable correlation between organizational leadership and each of the leadership frames. This provides guidance for future research to explore the way deans act as the representative of their college. People who wish to become, or are currently, an academic

dean can utilize the information provided in this study as a guide to understand what the priorities of the position are from people who currently hold the position of dean.

Keywords: Management, Leadership, Academic Administration, Deanship

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Chapter One

Introduction

University leadership has been explored in many ways and on many different levels. Scholars have focused on athletics directors, chief student affairs officers, chief academic officers (Smith & Wolverton, 2010), department chairs (Wolverton et al., 1999), and university presidents (Bensimon, 1989, 1990; Birnbaum, 1989; Cohen & March, 1974; Hodson, 2010). The role of the academic dean, however, has been widely understudied in the literature (Cleverley-Thompson, 2016; Wolverton & Gmelch, 2002). The academic dean is the official head of the academic colleges or divisions within a university. These academic orientations mean the dean is focused on the teaching and/or research portions of the university mission. This position fits in the reporting structure of a university underneath the provost or chief academic officer. They represent the faculty to the administration, oversee finance and budgets for the college, participate in a myriad of meetings and ceremonies for the college, resolve disputes among the faculty, and respond to student needs.

Because the deanship is an understudied role, it is unclear which of these various tasks and priorities are important to the dean. Many deans have spent much of their time in academic settings (Harvey et al., 2013) but serving in academia does not always mean they have an understanding of other forms of management and leadership. Many of the early studies lack grounding in the leadership and management literature, and it has been more than 20 years since the role of the dean has been comprehensively studied (Wolverton & Gmelch, 2002). It is time to reexamine the role and nature of the deanship so that modern deans can have a stronger understanding of how to successfully lead in the current higher education landscape.

Part of the problem with much of the literature on the academic deanship, and higher education leadership, is it does not utilize some of the basic frameworks already prevalent in other contexts (Smith & Hughey, 2006). The work of Mintzberg (2007) on managerial roles has already been widely studied and applied to many different industry sectors, including higher education (Anderson, Murray, & Olivarez Jr, 2002; Judson, 1981). This study builds on the managerial roles originally developed by Mintzberg (2007) and applies them to the specific roles and tasks of the academic deanship in the context of multiple institutional types and sizes.

In many ways, core principles of leadership transcend the role or discipline being studied (Burns, 1978). The deanship is a role that incorporates the responsibilities of the manager, but also the intrinsic properties of the individual to inspire and motivate others around them. The work of Bolman and Deal (2017) identifies how personal leadership frameworks drive leadership philosophy. This study examines how deans apply their own leadership frameworks to prioritizing the tasks and roles of being the dean and explores the relationship between the leadership frameworks and the roles of the dean.

Purpose and Rationale

With the deanship being understudied in the higher education leadership and management literature, the purpose of this research is to update our understanding of the leadership framework utilized by deans, and to examine the roles and tasks which are important to current deans. Without a full understanding of the priorities and responsibilities of the office of the dean it can be impossible for those who hold the position or for those who are seeking the position to know what it is they are meant to be doing as dean. What is it that deans are expected to do? By surveying a nationally representative sample of current deans, this study seeks to provide some guidance on this rather complex question.

The deans' task inventory incorporates many of the typical tasks and responsibilities academic deans may experience during their time in the role (Wolverton & Gmelch, 2002). The original deans' task inventory was developed for the National Survey of Deans in the 1990s (Wolverton et al., 2001). It encompasses many of the tasks and roles associated with being an academic dean, however, it is missing various elements of being a dean which have come into importance in the last 20 years (Lavigne, 2018).

In addition, this study suggests the broader management literature should be used to provide context for a better understanding of the dean's role. Mintzberg (1971) and the many who have come after him (Carroll & Gillen, 1987; Gentry et al., 2008; Tengblad, 2006) suggest that managers demonstrate 10 different roles. These role classifications are translated onto the earlier work on deans' tasks and modified to support the unique nature of higher education institutions. This study updates the original model on deans' roles to incorporate these missing components and will attempt to align the factors with traditional managerial roles (Judson, 1981; Mintzberg, 1971).

Deans are an administrative position stuck in the middle between many competing interests (Bolman & Gallos, 2010). As such they not only represent managerial tendencies as discussed above, but they must also incorporate leadership behaviors. Deans are responsible for interacting with a variety of constituents from across the university. These interactions require the dean to approach each scenario from a different viewpoint or frame. Leadership in the context of this study is focused on the approaches people take when considering any kind of setting or scenario that may come up. Bolman and Deal (2017) developed the leadership frame theory as a way of understanding different approaches to leadership within different settings. Some leaders will value some portions of the frames over others depending on the setting they

are in (Bolman & Deal, 1991; Bolman & Gallos, 2010; Del Favero, 2006b). This study seeks to determine the impact these frames have on the different managerial roles of academic deans and posits that deans who prefer one kind of framework over another also emphasize some of the managerial roles over others. By understanding the relationships between the leadership frames and the various role settings, deans can utilize the characteristics of each frame when approaching each of the managerial roles they will encounter as dean.

Lastly, those who are seeking to achieve the rank and position of academic dean suffer from a lack of proper training for the position they seek (Gmelch, 2000). This study seeks to provide a comprehensive understanding of the position of the academic dean so that those who currently serve in the role, and those who are seeking to one day achieve the role, will have a sense of the necessary skills and qualifications that are involved in being dean. The end result of this study provides a framework for future scholars to consider when further examining the deanship.

Chapter Two

Literature Review

Managerial Roles

One way to define the roles of the manager was developed by Mintzberg (1971) and included three types of roles for the manager: interpersonal, informational, and decisional. The three types are then further subdivided, and are usually looked at as 10 different types of managerial roles (Mintzberg, 2007). The interpersonal roles of the manager include the following: figurehead, leader, and liaison. The figurehead in this realm represents deans as the leading symbol of the college. They are expected to take on ceremonial responsibilities and they also act as the central figure and representation of the college. The leader role is the representation of the dean as the primary motivator of the personnel within the college. As the leader they are responsible for helping recruit and retain the many staff who work in their area, and they are also responsible for assigning and delegating all the tasks and responsibilities to their subordinates. The liaison role exemplifies the network of contacts the dean must interact with that are outside of the normal hierarchy of the institution.

According to Mintzberg (1971), the informational roles include the nerve center (later retitled the monitor, (Mintzberg, 2007)), disseminator, and spokesperson. The monitor role represents the formal and informal tracking of information that comes to the dean as the center of most things related to the operation of the college. The disseminator role represents the necessity to pass information along to subordinates. The spokesperson is representing the more active communication role of transmitting information about the college out to interested parties.

The decisional roles include the following: entrepreneur, disturbance handler, resource allocator, and negotiator (Mintzberg, 1971). The entrepreneur role represents the desire of the

dean to seek to continuously improve, adapt, and change the college to keep up with the surrounding environment. The disturbance handler role focuses on corrections that a dean is forced to make because of situations that cannot be ignored. The resource allocator is the focus of the dean on deciding who will get what resources of the college. Finally, the last role is that of negotiator. The dean must negotiate with a variety of different constituent groups to allocate resources or time or make deals with various authorities.

Mintzberg's categorizations of managerial roles came originally from the observation on managerial behavior and work (Mintzberg, 1970, 1971, 1979). Follow up studies have utilized this framework in many different settings, sometimes including all 10 roles and sometimes leaving out some of the roles for managerial positions that didn't incorporate those factors (Carroll & Gmelch, 1994; Carroll & Gillen, 1987; Dill, 1984; Gentry et al., 2008; Grover et al., 1993). One of the problems with the methodology used for defining managerial work was that much of the manager and leader roles exists inside the mind and cannot be directly observed through shadowing managers and from activity based diaries (Carroll & Gillen, 1987). The original roles were identified based on these direct observations and did not fully consider the processes that managers utilize to conduct their day to day business

In a study of chief academic officers (CAOs) for community colleges, Anderson, Murray and Olivarez (2002) found that across the board CAOs utilize all 10 managerial roles but they place a stronger emphasis on three: leader, liaison, and disseminator. Interestingly, the role of figurehead and spokesperson, while utilized by community college CAOs, were not as heavily utilized as were the other roles. This suggests that CAOs in those kinds of institutions are more focused on the management of their employees than they are on the public facing side of the job. For academic deans it will be interesting to see if the same holds true at four-year institutions.

The Role and Tasks of the Dean

The original focus of the deanship was solely on faculty and student concerns (Dill, 1984; Wolverton et al., 2001). For a long period, deans also continued to operate as faculty members fully producing new scholarship and teaching courses. By the 1960s the responsibility of budgets and faculty promotion became a larger portion of the dean's time, particularly as universities grew larger (Gallos, 2002). The dean's role became more managerial as universities grew more complex. Presidents began shifting duties related to alumni and fundraising to the deans. But deans were also still expected to play the role of intellectual leader in addition to their new managerial duties (Tucker & Bryan, 1988; Wolverton et al., 2001).

Because the deanship has not been as widely studied as the university president or the department chair, it is difficult to pin down a comprehensive list of roles and responsibilities expected of the dean. Some scholars have focused on behaviors that faculty expect from their dean (Bray, 2008), or the areas deans believe are important (Wolverton & Gmelch, 2002), or tried to fit the deanship into standard management models (Martin, 1993).

In some cases, many faculty do not wish to become a dean or other form of administrator. DeFleur et al. (2010) in a survey of faculty in schools of communication found that many faculty members do not wish to accept administrative positions. The reasons vary; many simply think the negatives aspects of the job outweigh the benefits of the position. Some of this is related to a desire to spend time with family, and others focused on the time commitment related to being an administrator. Some don't want to leave the classroom or leave their research (potentially related to the time constraint), some don't want to do paperwork, or deal with staffing issues and fundraising. For those who are interested in administration, many want to have the opportunity to guide and direct the future of a program or department.

Bray (2012) discussed faculty expectations of dean's behavior. "Deans should be outstanding communicators" (Bray, 2012, p. 23). This includes communication that is honest and timely yet walks down the fine line between too much information and too little. Faculty want the dean to be honest, but they may not always be ready to hear the information the dean is presenting. Faculty want to provide input on decisions made about all aspects of what is happening in college (Bray, 2010).

What Bray (2008, 2010, 2012) failed to appropriately measure is the extent to which deans do these tasks and behaviors. Bray asked faculty to think about the position of the dean and whether such a behavior is appropriate or inappropriate. But what we don't know is to what extent these behaviors are occurring. This suggests that we need to have a better understanding of some of the behaviors associated with the deanship.

Wolverton and Gmelch (2002) surveyed academic deans across most of the higher education sector in the National Survey of Academic Deans. They determined the dean's role can be broken into six sets of behaviors: resource management, academic personnel management, internal productivity, personal scholarship, leadership, and external and political relations.

Resource management included behaviors relating to some standard management behaviors such as managing non-academic staff, maintaining college records, managing college resources, complying with laws and guidelines, and keeping up with modern technological changes. Non-academic staff are separated from academic management because they may require a different kind of management technique. It is common for deans and other upper-level administrative offices to oversee some form of non-academic staff such as secretaries, finance and human resources personnel. It is uncommon for general faculty to have to manage and

oversee these same kinds of personnel. While a department may have a departmental secretary, it is not normal for general faculty to have their own personal secretary. Some deans will have risen to the rank from the former role of department head where they may have experienced some management of non-academic staff (Gmelch et al., 1999; Wolverton et al., 1999). Maintaining college records may be a process that is done in conjunction with other offices or with other functional groups on campus. For example, a college dean may be responsible for overseeing the process of updating curriculum for college academic programs. This would not be done alone but would involve the consultation of departmental faculty and would generally be done through a process involving the faculty senate (American Association of University Professors (AAUP), 1967; Birnbaum, 2004). Managing college resources can also be a bit more complex than is indicated. On its face it is a focus on overseeing external grant funding, facilities, and the purchasing and storing of equipment for research or teaching purposes. One would initially think that payroll and staffing resources would be of high priority but those elements are typically handled at the departmental level or at the provost or presidential level and are typically determined holistically rather than for each college-level department (Birnbaum, 1988). Keeping current with technological changes isn't simply a matter of knowing what the most recent fad in computing and technology is, but a dean must keep track of the resources and infrastructure necessary to support trends in teaching, research and scholarship, and in student life. They also must keep up with changes in political regulations at all levels including local, state, and federal government. They need to keep up with these policies as well as inform and teach faculty and staff about how to comply with these guidelines (Kezar & Eckel, 2004).

Academic personnel management suggests aspects of human resources work relating to the hiring of faculty and chairs, evaluating performance, and supervising the faculty and college

leadership. The three variables that comprise this construct could be highly correlated with each other, though it is unclear from the original work how strong the correlation is (Montez et al., 2003). From the reverse side, faculty believe the dean should be well versed and highly engaged in the recruitment and retention of faculty. Bray (2008) found faculty believed a dean's inability to understand the academic world well enough to recruit to be a "high crime" (p. 701) for dean behavior. Faculty also believe the dean should provide good supporting documentation for the tenure and promotion process, though many faculties are unclear on how much of this support should come from the dean and how much should be the responsibility of the department chair.

Some of the aspects of the dean's personnel management role may be quite different as the organizations get larger and more diverse. For instance, it could be expected deans of large and complex organizations may not do as much of the recruiting and hiring of faculty or chairs directly but may have a middle-management level associate dean take those responsibilities. This isn't to suggest the aspect of recruiting department chairs is not important to the dean, but the actual task process may be handled by someone other than the dean. While the personnel management role primarily focuses on the faculty, it is a little unclear to what extent the dean aligns the concerns of tenure track faculty with the concerns of non-tenure track faculty (Gehrke & Kezar, 2015). It is also difficult to say if deans give a different perspective to the value placed on non-tenure track faculty depending on the financial status of the institution (Kezar & Gehrke, 2016). This suggests that non-tenure track faculty may deserve their own position in the mindset of the dean separated from that of their tenure track peers.

Internal productivity is a mixed bag of various communication activities: communicating with departments, communicating goals, fostering good teaching, cheerleading, and participating in committee work. Rosser et al. (2003) suggest the separation of the internal productivity

domain to exist as independent components on vision and goal setting, interpersonal relationships and then communication skills.

Personal scholarship is the focus of maintaining the research activity for which the individual presumably earned the role of dean. Some of this goes back to the knowledge that in certain sectors of higher education many deans oversee and also come from the faculty ranks and must maintain the research productivity the rest of the faculty are expected to exhibit (Morris & Laipple, 2015). Many times, deans are expected to inspire the newly recruited faculty to contribute further to their disciplines. At the large research universities deans are responsible for enforcing a publish or perish standard. For most faculty it would be difficult to follow a dean in their leadership position if they did not/do not keep up with scholarship in the same way the faculty are expected to (Cronin & Crawford, 1999). What previous literature hasn't investigated is the extent of how difficult or easy it is to maintain personal scholarship while still assuming the administrative tasks of being dean. It would be interesting to see to what extent a dean's personal scholarship adjusts or changes after taking on administrative roles. Does a dean who formerly studied a subject in the hard sciences suddenly shift research focus and publications towards the administrative sciences or leadership and higher education? It will also be interesting to see to what extent this categorization is even relevant for deans at institutions where research and scholarship is not a priority. Will a dean at a regional public school whose primary focus is teaching have any interest in continuing personal scholarship and publication? Furthermore, when asking a dean at an institution where research is not a high priority will they think the items within the personal scholarship dimension apply to their academic discipline or will they be thinking about the act of being dean. For instance, "maintain and foster my own professional

growth” could mean my current growth at being dean, not continuing to grow as an English professor.

Though generally the phrase leadership has a much broader meaning (Burns, 1978), Wolverton and Gmelch (2002), indicated leadership generally refers to the following tasks: inform college employees of university and community concerns, solicit ideas to improve the college, assign duties to chairs and directors, plan and conduct college leadership team meetings, coordinate college activities with constituents, and represent college at professional meetings. When thinking about these terms the dimension is focused more on the act of representing the college at various administrative meetings or the act of hosting various administrative meetings as the head. These tasks are not necessarily leadership as much as they are the herding of cats. Further consideration for the leadership factor should include the increasing need for academic deans to engage in entrepreneurial activity. Cleverley-Thompson (2016) defined entrepreneurship in the deanship as “engaging in activities that combine risk, innovation, and opportunity” (p. 76). Generally, entrepreneurship is focused on revenue generation through collaboration, partnerships, and out-of-the-box thinking.

External and political relations is the focus of the dean on developing and maintaining relationships with various non-college stakeholders. This dimension is also the collection of various initiatives that are common administrative focal points around the country. The title of this dimension somewhat confuses the individual components within it. This dimension contains the following: build relationships with external community/stakeholders, obtain and manage external funds, foster alumni relations, develop and initiate long range college goals, financial planning, budget preparation and decision making, foster gender and ethnic diversity in the college, and represent the college to the administration. These last two variables do not seem to

theoretically fit within the overall scope of the category of the construct. Representing the college to the administration would seem to fit more in line with the leadership construct.

In addition to the roles described previously Rosser et al. (2003) also suggest the deans role should focus on the quality of the unit's education, which might also include the consideration of performance in rankings (Cronin & Crawford, 1999). One list developed by Del Favero (2005) provides the followings activities performed by deans: networking, supporting, managing conflict, motivating, recognizing, rewarding, problem-solving, consulting, delegating, monitoring, informing, clarifying, and planning. Networking involves socializing both formally and informally with faculty. This could include in and out of the typical academic office space.

The dean's role in fundraising has become increasingly more important as institutions have become more complex, and tuition and state tax dollars have become stretched amongst more and more competing interests (Montez & Wolverson, 2000). Wolverson and Gmelch (2002) discuss how gaining support for college programs is a top level stressor for college deans. Hodson (2010) describes five factors a dean should consider when thinking about fundraising: setting academic priorities, facilitating faculty partnerships, identifying prospects, cultivating and soliciting gifts, thanking and recognizing donors. Like the work of presidents, a dean should set appropriate fundraising goals to fit within the goals of the institution at large while also keeping the priorities of their college in mind. However, a dean may need to balance how much time they spend focusing on fundraising to ensure they are not ignoring the needs of the faculty and the college, and to ensure they are not ignoring their own personal needs (Wolverson & Gmelch, 2002).

Deans may also have to develop a stronger relationship and connection with student affairs leadership. Bourassa and Kruger (2001) called for an expansion of collaboration between

academic affairs and student affairs using faculty-in-residence programs, first-year experience initiatives, learning communities, student life programs which involve faculty, and joint planning teams for university initiatives. They suggest that part of what has held back collaboration between the two groups is a cultural disconnect between the needs and goals of student affairs and the needs and goals of the academic community. It is uncertain if these sentiments have changed much in the intervening years.

Leadership Within Management

Management and leadership are difficult to distinguish as distinct concepts. In many ways managerial roles are described within a framework of leadership in previous studies of deans. In a survey of academic deans in colleges of agriculture, Jones and Rudd (2008) found that most deans would describe themselves as espousing the ideas of transformational leadership (Bass, 1993). Though from time to time they utilize components of transactional leadership, in general they favor categorizing themselves as following transformational leadership principles. Similarly, in a study of deans of libraries, Martin (2015) found deans characterized themselves as espousing transformational leadership behaviors over transactional forms of leadership.

The transformational components of leadership typically represent the behaviors many people believe they want to espouse as a leader. Focus on university leadership with university presidents has suggested transformational leadership is the hope every president wishes they portrayed while transactional leadership is the actual reality of their leadership approach (Bensimon et al., 1989). Wolverton and Gmelch (2002) on the other hand seemed to think transactional leadership was more a means to an end rather than actual leadership.

Wolverton and Gmelch (2002) defined academic leadership “as the act of building a community of scholars to set direction and achieve common purposes through the empowerment

of faculty and staff.” (p. 33) They define academic leadership on three factors: building community, setting direction, and empowering others. Building community focuses on bringing together faculty and staff and incorporating their personal feelings and efforts into the whole of the organization. The impetus on feelings over ideas is important and the way the leader treats others has an impact on whether they are creating a community of scholars. The leader is also attempting to bring together potentially disparate groups to work toward a common purpose. Setting direction focuses on establishing vision and direction for the academic unit and properly communicating those priorities to constituent groups. It also means taking charge and responsibility for the college’s vision and goals. Empowering others is about providing resources and support to followers, so they feel they can accomplish the goals of the organization.

Another set of researchers set out with a different framework for academic leadership. Heck et al. (2000) in trying to develop evaluation metrics for academic deans, surveyed faculty on their perception of the effectiveness of their academic dean in leading various dimensions of the organization. These dimensions mirror similar standard leadership and management definitions and include: vision and goal setting, management of the unit, interpersonal relationships, communication skills, research/professional/campus endeavors, quality of education in the unit, and support for institutional diversity.

Vision and goal setting focused primarily on how the dean emphasized or encouraged various components of the academic enterprise. Items included statements such as emphasizes teaching/research/service excellence, advocates for resources needed by the unit, encourages ideas and creativity (Heck et al., 2000, p. 672). This category seems to be somewhat of a catch-all for every generalized administrative practice that fits into the standard strategic plan that can

be found on every college campus around the country (Bolman & Deal, 2017; Bolman & Gallos, 2010).

Management of the unit covers the standard managerial processes present in many organizations not just in higher education (Heck et al., 2000; Mintzberg, 1971). Items include delegating work, solving problems, knowing about the group you are managing, staffing responsibilities, and having fair procedures for administrative tasks. Items for interpersonal relationships focused on how the dean handles relationships with various constituent groups including internal groups such as faculty, staff, and students, but also external constituencies such as alumni (Heck et al., 2000).

According to Heck et al. (2000) communication skills is always a fairly generic term for saying the leader, and in the case of this study the academic dean, listens and communicates with all levels of the college about the priorities of the other areas of the university and also successfully communicates the needs and priorities of the college back out to those other areas. Research/professional/campus endeavors closely align with both the internal productivity and personal scholarship categories found in the study by Wolverton and Gmelch (2002). Deans should be experts in the field they came from and should continue to keep some of that pace going when they become dean.

Heck et al. (2000) discuss quality of education of the unit as a form of evaluating the academic dean. Items include advancing the programs in the unit, monitoring accreditation procedures, recruiting new personnel, and ensuring a fair tenure and promotion process. This category is sort of an odd mix of two different components, the first being the general advancement and success of the unit, and the other being the recruiting and retention of faculty. Others have suggested that these things are separate issues (Montez et al., 2003; Wolverton &

Gmelch, 2002; Wolverton et al., 2001). Lastly, institutional diversity is focused on the dean being able to demonstrate a commitment to supporting diverse populations (Heck et al., 2000).

College Deans Leadership and Framing Interactions

While leadership principles fit within the context of managerial roles. This study focuses on leadership as a set of philosophies which a leader utilizes when approaching different settings. Bolman and Deal (2017) developed a system called framing as a means for understanding and categorizing the way some aspects of organizations work and operate. These frames are divided into four categories: structural, human resources, political, and symbolic. The frames can be used by administrators to understand how to approach and interact with different kinds of organizations. They can also be used to understand specific events and how to choose to interact with certain people within the organization. When a dean approaches a decision or task it can be useful to approach such interactions with a framework in mind.

Structural Frame

The structural frame represents a sort of classical organization theory. Leaders who follow the structural frame believe organizations are rationally defined to achieve pre-established goals and objectives (Bolman & Deal, 2017). Labor is intended to be divided and people in the organization are strategically placed to create the best possible outcomes for the organization. The organization contains a hierarchy and each piece has specifically defined roles and purposes. The structural frame can be defined by two central ideas: differentiation (how to allocate work) and integration (how to coordinate divided work back together).

The structural frame relies heavily on two methods for coordinating group and individual efforts (Bolman & Deal, 2017). Vertical coordination focuses on the formal chain of command. Authority is derived from formalized chains of command. Vertical coordination also requires

specific and defined rules and policies for operation. And lastly vertical coordination involves planning and control systems. Common examples are performance control metrics that help define the overall performance of an individual or the organization.

The other method for coordinating group and individual efforts is categorized as lateral coordination. Lateral coordination is usually much less formal and more flexible than the vertical coordination steps. Lateral coordination involves meetings which are both formal and informal. All organizations have meetings and it is usually from these meetings that important information is passed along, or decisions are made. More complex organizations may also rely on task forces or coordinating roles to temporarily circumvent the formal structure to ensure more complex tasks are accomplished (Bolman & Deal, 2017).

Human Resources Frame

If the structural frame is focused on the hierarchy and systems of operating within the organization. The human resources frame can solely be described as focused on the people of the organization (Bolman & Deal, 2017). In the structural frame the people in the organization exist to serve the organization, but in the human resources framework the opposite is true. Organizations exist to serve human needs. People need organizations for things like careers and money, but organizations need people for ideas and talent. Under the human resources framework, a good fit for both the humans and the organization is required in order to be successful.

Managers who espouse the human resources frame believe in the ethos of happy employees are productive employees. When the manager invests time in improving the skill set of the employee then they will end up being happier, more productive, and less likely to leave the organization (Bolman & Deal, 1991). The human resources framework is sometimes at odds

with the rapid changing global market of current American corporate culture which often looks at changing product and service cycles and faces challenges by choosing to downsize or outsource worker efforts (Bolman & Deal, 2017). This happens within the university, when some areas of universities are outsourced (such as dining and maintenance services), or when temporary labor is used such as adjunct teaching. The human resources manager would instead try to encourage more investment in growing all the members of the workforce rather than hoping that the employees will simply grow on their own. Managers who espoused the human resources frame spend much of their time interacting with employees and helping them find happiness within the organization.

Political Frame

The political frame views organizations as “coalitions of different individuals and interest groups” (Bolman & Deal, 2017, p. 188). While in the structural view power is determined through prescribed and determined hierarchy, in the political view of organizations power is determined by having a group of followers with similar beliefs. If the organization is viewed as a coalition then within the political view members of the coalition hold strong differences in values, beliefs, interests, and even perceptions of reality.

Utilization of the political view usually coincides with when decisions are made about allocating scarce resources. These decisions about scarce resources mixed with the enduring beliefs of the coalition members, makes conflict and power struggles a part of the day-to-day existence of the organization. Decisions are made from bargaining and negotiating with stakeholders who are vying for their own interests.

Symbolic Frame

The symbolic frame focuses on the meaning of events and activities that happen in an organization (Bolman & Deal, 2017). This isn't to say that certain activities and the meaning behind them are closely linked, because in the symbolic frame some people will interpret an activity differently than other people do. Symbols are used to help people resolve conflicts and face ambiguous situations. For instance, an organizational leader may take the fall and resign in the face of pressures from the outside to make a change. Whether or not the leader was directly responsible for the problems, the symbolic act had more meaning than making the change.

In a symbolic view of organizations, events and processes exist less for their functionality and more for what they represent. Organizations create “heroes and heroines, rituals, ceremonies and stories to help people find purpose and passion” (Bolman & Deal, 2017, p. 248). In a college we go through the process of commencement not because it serves a specific function, but because it represents the movement of our students away from the institution and towards their next chain of life.

The culture of an organization forms bonds that unite people and help move the organization towards its end goals. Sometimes the organization and the leaders of the organization consider the look and feel of the organization as more important than the organizations' ability to function as efficiently as possible.

Institutional Characteristics and the Carnegie Classification System

In addition to understanding academic leadership and management broadly, it is also important to understand the different types of organizations in which deans work. Institutions of higher education in the United States have many varying characteristics. A common method for distinguishing institutions is to rely on the Carnegie Classification system to divide school types

into groups (Wolverton & Gmelch, 2002). The Carnegie Classification for schools is one way to think about institutional characteristics (Indiana University Center for Postsecondary Research, n.d.). The basic classification separates universities first by types and numbers of degrees awarded: doctoral universities, master's colleges and universities, baccalaureate colleges, baccalaureate/associate's colleges, associate's colleges, special focus institutions, and tribal colleges. Special focus institutions and tribal colleges could fulfill the requirements of one of the other categories but because of their unique missions and educational emphasis they are given their own categories. No institution will fit into more than one category, though some individual campuses of a larger institutional system will exist in a separate category from the other branches on the institution. For instance, the University of Tennessee at Knoxville is in the doctoral universities category while the University of Tennessee at Chattanooga is in the master's colleges and universities classification.

Doctoral universities include institutions that awarded at least 20 research/scholarship doctoral degrees, this does not include degrees of professional practice such as the JD, MD, PharmD, or DPT. Master's colleges and universities conferred less than 20 research doctorates and more than 50 master's degrees. Baccalaureate colleges conferred less than 20 research doctorates and less the 50 master's degrees and have more than 50% of all degrees representing a 4 year or higher program. Institutions that confer primarily associate degrees are then in the two-year baccalaureate/associate's and associate's colleges categories.

The mission and purpose of institutions that focus more on associate degrees and other specialized programs, while having some similarities to other types of institutions, historically are more different from rather than similar to 4-year institutions (Birnbaum, 1988). Some deans in community colleges must work with and develop faculty and help manage faculty turnover

(Andrews, 2000). But academic deans at these kinds of institutions are less likely to be under the control of a chief academic officer and will be more likely to be representing many to all academic disciplines at their institution rather than groupings of academic disciplines. As a result their duties and responsibilities may better align with that of the chief academic officer at schools in the other classification categories (Wolverton & Gmelch, 2002).

Within each classification type is a further subdivision of institutions. Doctoral universities are divided into three categories based on research activity: highest, higher, and moderate. Determinations for these classifications are based on faculty counts and research and development expenditures reported through IPEDS and NSF data sets. Master's colleges and universities are subdivided into three different categories. Larger programs, medium programs, smaller programs. The categorization of master's programs was determined by the number of master's degrees awarded at the institution. Larger programs awarded at least 200 degrees, medium programs awarded between 100 and 199 degrees, and small programs awarded between 50 and 99 degrees. Baccalaureate colleges are divided into Arts and Sciences focused and diverse-fields focused. The distinction between the two categories is based on the percentage of degrees in each field category. In some cases, master's colleges that have a profile of fewer than 4,000 students, are highly residential, and have an enrollment profile of very high undergraduate or high undergraduates with no or some graduate coexistence were given the exception to move into the baccalaureate colleges category (Indiana University Center for Postsecondary Research, n.d.).

In addition to the Carnegie Classification, institutions can generally be divided into public and private colleges. Public colleges generally receive a portion of their funding from state tax dollars. They can also be subject to the whims of local and state level political influence

when it comes to decision making (Birnbaum, 1988). Private colleges do not directly receive state tax dollars and are mostly financed through tuition money and private/alumni donations. Though they do not directly receive state or federal tax money, students can sometimes pay for private education by receiving grants and aid that is provided by the federal government. Even though private institutions do not directly receive funding from state tax dollars they are still required to follow state and federal guidelines that may restrict operations for their students to receive financial aid assistance and to qualify as tax exempt entities.

Size of collegiate unit has an impact on the relationships deans develop with the members of their internal organization (Dill, 1984). A study of deans by Del Favero (2005) found that deans in soft disciplines with relatively small units favored the human resources frame with a focus on social and political behaviors, while deans from hard disciplines (such as the natural sciences) in relatively large units favored the more structured and symbolic frames. Judson (1981) found a difference between importance of certain roles based on institutional size among student affairs officers, suggesting at the time as the institution grows larger administrators must focus on handling disturbances and being the figurehead more than those of smaller institutions. It may not be that those roles are more important based on institutional size but instead that administrators of smaller units may find everything to be important.

A New Model of Deans Roles

Many of the previous studies on the role of the deanship have sought to describe the role as a distinct form of management rather than considering deanship within the broader context of management literature. This study seeks to combine traditional tasks of a dean with the managerial roles of Mintzberg (2007). Additionally, this study seeks to understand the internal leadership framework of the dean when engaging in each of the managerial roles they are

presented. Figure 1 represents a new model as a way of understanding both parts of being a dean, the leadership framework and the managerial roles.

While all roles of the dean should exist regardless of who holds the position, roles that are perceived as having high importance for a dean utilizing the structural frame focus on problems of the institution which must be decided by the dean because of the formal chain of command. The structural frame causes the dean to focus on the formal authority granted to them by the institution before they were personally determined to be the dean (Bolman & Deal, 2017). Resource allocation, disturbance handler, and disseminator (Mintzberg, 2007) theoretically meet this criteria for inclusion. Because deans are the highest member of the college on the organizational chart, they are the final authority on how resources which have been handed down by the upper administration are going to be distributed to the departments under their purview.

The dean is the first point of contact for grievances because of the organizational chart, even if the dean may not be the person or authority to make a decision on the grievance. Lastly, the dean is the middle cog in the chain of institutional command. It is the responsibility of the dean to pass information from higher levels of the institution, and other external constituents, to the lower branches of their organizational chart.

Politically minded deans are focused on maintaining the coalition of groups with which they are connected (Bolman & Deal, 2017). This typed of dean will focus much of their attention on the role of liaison and negotiator with additional focus on the role of disturbance handler (Mintzberg, 2007). As the liaison the dean is focused externally to their own unit. They are working to build relationships with various stakeholders in the community including alumni, students, and other administrative departments.

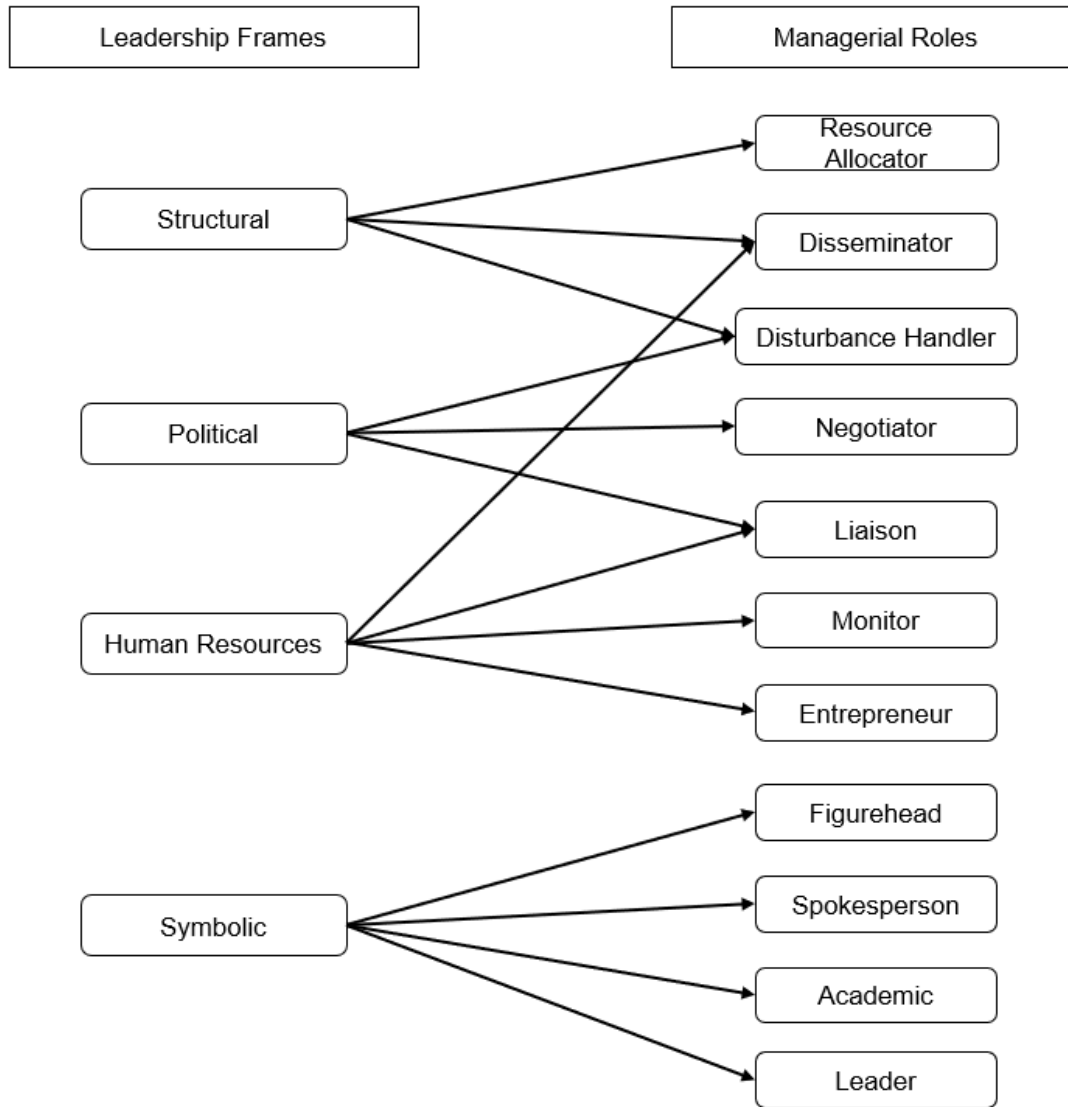


Figure 1: A New Model for Academic Deans

They are also focused on expanding the reach of their organization within the larger academic community and higher education industry. But they do not ignore the problems and concerns of their immediate organization, thus like the structural dean they are focused on the role of disturbance handler to ensure their organization is moving forward as a one unit working through problems and concerns as a like-minded group. They focus on bargaining and negotiating with various parties to make their organization the best it can be (Bolman & Deal, 1991).

Deans who focus their internal framework on human resources (Bolman & Deal, 2017) will value the roles of monitor, entrepreneur, disseminator, and liaison (Mintzberg, 2007). The human resources frame focuses on active participation through meetings, trainings and workshops (Bolman & Deal, 1991). The monitor role represents a dean's ability to listen to subordinates and department heads and work together with those groups to increase the performance of the college. The entrepreneur role is similar to the monitor role but is focused more on the relations with external groups and keeping up with market trends. The disseminator role, while also fitting in with the structural frame, goes hand in hand with the monitor role (Mintzberg, 2007) and is also important to the openness that is hopefully achieved when utilizing the human resources framework. Lastly, though the liaison role will also fit with the political framework, the relationship building with various external constituent groups is an important aspect to effectively maintain the human resources frame (Del Favero, 2006b).

The roles attributed to the symbolic dean may be distinct from the other frameworks. The reason for this may have more to do with academic discipline and institutional size than anything else (Del Favero, 2005, 2006b), but it may also have to do with the unique difference of the symbolic frame from the other three frames (Bolman & Deal, 1991). The symbolic frame will

closely align with the figurehead, spokesperson, leader, and academic roles. The figurehead role represents the dean's obligations to performing and attending various events because they are the dean. The spokesperson role of the dean requires the dean to represent the needs of the college in various settings the dean may attend. The leader role, while not representing the full range of leadership (Yukl, 1989), aligns with the symbolic frame because of the impact the deans decisions have on the way the organization will operate. Lastly the academic role, a new managerial role that is distinct to the position of the dean (Montez et al., 2003) and will be discussed more fully later, connects with the symbolic frame because of the symbol created by the dean when they maintain their standing within their academic discipline.

The new model makes an attempt to relate the frameworks of Bolman and Deal (2017) with the managerial roles of Mintzberg (1971). And to further define and operationalize the managerial roles to better align with the literature on academic deans (Bray, 2010; Del Favero, 2006b; Judson, 1981; Montez et al., 2003; Wolverton et al., 2001)

The origins and projected role alignments of the direct items used to measure deans' tasks are presented in Appendix D Table 15. The managerial roles come from the work of Mintzberg (2007) with the first 10 factors directly from his original works. Additional items relating to managerial roles were determined from the work of Judson (1981) and generally derived from the literature on higher education administration (Birnbaum et al., 1989; Bray, 2012; Dill, 1984)

The role of figurehead is focused on ceremonial duties that managers have to do because they are the manager (Mintzberg, 2007). Within higher education this can be represented in terms of the dean attending commencement, hosting lunches, and serving on committees even when they may not feel they are needed.

In the context of the Mintzberg (1971) model, the leader role focuses on motivating and encouraging employees. It also directly incorporates the responsibilities of hiring and training of staff and taking responsibility for the products of the staff.

The role of the liaison is focused on the work of the manager for maintaining connections with others outside of their normal chain of command or outside of their particular organizational purview (Mintzberg, 1971). Many times, these connections are maintained to gain favors or information from other areas. This can best be seen by the acts of deans interacting at conferences or professional meetings with peers and colleagues from other institutions. But it also represents connecting with other administrators within the institution such as when the dean attends a board meeting or committee meeting.

Mintzberg (1971) originally called the monitor role the nerve center. The manager acts as a sort of conduit for all information going in and out of the organization. While managers may have no more knowledge of a specialization than any one of their subordinates or employees, managers are usually the source of all general knowledge about what is going on in all areas of the organization, and many times because of their connections with external colleagues are also widely knowledgeable about information pertaining to their organization from larger connections with other managers of other organizations.

The disseminator role requires little description but plays a vital piece of the manager's job responsibilities (Mintzberg, 1971). As the person in the organization who is connected with both their subordinates and superiors in the chain of command, the manager must pass information along to subordinates. Sometimes this is just factual information, and sometimes it is information that represents the values of the organization, such as we do this thing because it fits in the mission of our organization.

The spokesperson role is represented by the manager's responsibility to transfer information to outsiders (Mintzberg, 1971). While there is some overlap in this with the figurehead role the two are distinct in that the figurehead is about the symbolic representation of the organization at certain functions and may not require any direct communication from the manager. The spokesperson role represents the more direct passing of knowledge about the organization and its goals to outsiders of the direct organization. There also some overlap of this role with the liaison role. However, the difference here is the liaison role is focused more on the individual conducting interpersonal relationships with other people, the spokesperson role is simply about representing the organization and the information necessary to be passed on from the organization to outside constituents.

The entrepreneur role is the first of a series of roles that represent what (Mintzberg, 1971) has called decisional roles. These roles represent the acts of the manager as one of the primary authorities for making decisions for the organization. In the entrepreneur role the manager is constantly looking for the chance to initiate action because of opportunities that arise or problems that may occur. These changes that the manager approaches based on voluntary decisions the manager has decided would be good for the organization.

While the entrepreneur role focuses on voluntary change decisions that the manager engages in, the disturbance handler role is focused on involuntary change and pressures (Mintzberg, 1971). These situations are out of the managers direct control. When a problem occurs but there is confusion or a lack of clarity over what piece of the organization should tackle the change then the manager is the person in the organization whose role it is to respond to the problem or direct their subordinates to solve the problem.

The resource allocator role is focused on the manager's need to assign and control organizational resources (Mintzberg, 1971). Resources don't just mean financial resources, but they also mean managing the deans own time as well as overseeing the work of subordinates or staff. The negotiator role represents the manager's job function as the organization's primary decision maker. Decisions are not usually one-sided choices between doing one activity or another but are a complex dance of communications between many different parties. It is the manager's job to resolve these engagements in a manner that works best for as many as possible, or at least works best for the organization itself.

The last category does not come from the work described by Mintzberg (1971) but instead is unique to the tasks and roles of being a dean in a higher education setting. Not all deans will continue to do the work of the academic, but many deans, who commonly come from some previous faculty position (Wolverton & Gmelch, 2002) will attempt to find a way to continue activity from their former role prior to becoming dean (Montez et al., 2003).

Research Questions and Hypotheses

The literature suggests that most managers and leaders will utilize all four frames (structural, human resources, political, and symbolic) in different settings of their organization (Del Favero, 2005). Higher education has a wide variety of settings within the institution and among the many institutions around the country (Birnbaum, 1988). It is unclear from the onset what relationships might exist between organizational type and the personal frames, managerial roles, and dominant tasks of deans (Del Favero, 2001). Thus, the study begins by exploring these research questions:

RQ1: What is the relationship between deans' personal assessment of organizational frames and organizational type?

RQ2: What is the relationship between deans' personal assessment of their managerial roles and organizational type?

This study will use measures of organizational frames (Bolman and Deal, 1991) and managerial roles (Mintzberg, 1971) that have been theoretically developed and tested in previous studies. It will also use prior research (Montez et al., 2003) on the tasks performed by deans to further enhance the understanding of both frames and roles in the context of the academic deanship.

A key goal of the study is to develop measures that "hold together" as the literature would suggest. Thus, the following hypotheses are important to model development:

H1: The *a priori* model of four frames as defined by Bolman and Deal is the best fit for the organizational perceptions of academic deans.

In Figure 2, the items that represent each of the four frames are shown. H1 will be a test to confirm the validity and factor structure of these items.

H2: The *a priori* model of 11 independent managerial roles as defined by Mintzberg with refined measures that are informed by the dean's task inventory is the best fit for the roles of academic deans.

Figure 3 represents items that may make up each of the variables in the Mintzberg model. These items grow from existing literature but have not yet been tested for this structure.

Thinking about yourself. On a scale from 1-7, 1 being strongly disagree and 7 being strongly agree. To what extent do the following statements describe you:	
Frame	Items
Structural	Strongly emphasizes careful planning, clear timelines
	Has extraordinary attention to detail
	Develops and implements clear, logical policies
	Approaches problems with facts and logic
	Uses logical analysis and careful thinking
	Strongly believes in clear chain of command
Human Resources	Shows high sensitivity and concern for others needs
	Shows high support and concern for others
	Is consistently helpful and responsive to others
	Builds trust through open, collaborative relationships
	Listens well and is unusually receptive to others input
	Gives personal recognition for work well done
Political	Is politically very sensitive and skillful
	Gets support from people with influence and power
	Is a very skillful and shrewd negotiator
	Is usually persuasive and influential
	Succeeds in the face of conflict and opposition
	Anticipates and deals adroitly with organizational conflict
Symbolic	Is highly charismatic
	Sees beyond current realities to create exciting opportunities
	Communicates strong and challenging sense of mission
	Is highly imaginative and creative
	Models organizational aspirations and values

Figure 2: Leadership Frames Model and Scale Items

Thinking about your role as the dean. On a scale from 1 to 7, 1 being not at all important and 7 being very important, rate the following activities.	
Role	Item
Management Roles (Mintzberg, 2007)	Deans Tasks
Figurehead	Represent college at professional meetings
	Represent the college at special events such as commencement, awards dinners, and other events.
	Performing or attending obligatory routine duties of a legal or social nature such as entertaining institutional guests.
Leader	Recruit and select chairs and faculty
	Foster good teaching
	Encourage faculty, chair and staff professional development activities
	Develop and initiate long range college goals
Liaison	Maintain effective communication across departments
	Coordinate college activities with external constituents
	Build relationships with external community/stakeholders
	Foster alumni relations
	Interact regularly with students
	Foster relationships with athletics
	Foster relationships with the foundation/development/advancement office.
Monitor	Assure maintenance of accurate college records
	Manage nonacademic staff
	Supervise department chairs and directors
	Evaluate chair and faculty performance
	Plan and conduct college leadership team meetings
	Develop and Evaluate Curriculum
	Comply with state, federal, and certification agency guidelines

Figure 3: Managerial Roles Model and Scale Items

Role	Item
Disseminator	Inform college employees of university and community concerns
	Communicate goals/mission to college employees/constituents
Spokesperson	Participate in college/university committee work
	Represent college to the administration
	Update external members on college goals and needs
	Advocating for college needs with external parties including government officials, alumni, and other university administrators.
Entrepreneur	Keep current with technological changes
	Solicit ideas to improve the college
	Obtain and manage external funds (grants, contracts, donations)
	Follow emerging trends in higher education
Disturbance Handler	Maintain conducive work climate
	Foster gender and ethnic diversity in the college
	Respond to issues and needs of students
Resource Allocator	Manage college resources (grants, facilities, and equipment)
	Financial planning, budget preparation and decision making
	Assign duties to chairs and directors
Negotiator	Union and contract negotiations
	Acting as mediator between faculty and departmental disputes.
Academic	Maintain my own scholarship program and associated professional activities
	Remain current with my own academic discipline
	Demonstrate/model scholarship by publishing/presenting papers regularly
	Maintain and foster my own professional growth
	Maintain a regular teaching schedule

Figure 3 Continued

While Mintzberg's managerial roles make theoretical sense and seem to be logically independent of one another, previous studies have shown that Mintzberg's managerial roles sometimes overlap (Carroll & Gillen, 1987). Because this proposed model includes new items to describe and define each of the managerial roles in the context of the deanship, the following hypothesis test will be conducted to determine if Mintzberg's roles can be independent of one another or if another form of the model is more appropriate.

H3: All factors in the dean's managerial roles model are independent from each other.

Figure 4 represents what the consolidated factor structure would look like according to Carroll and Gillen (1987) with the addition of the new academic factor.

Deans' actively, and maybe even without conscious thought, approach every aspect of their position and job from a particular framework (Del Favero, 2006b). If deans prefer certain frames over others they will also probably prefer or value certain roles over others. Based on the literature and the model proposed in Figure 1 the following hypotheses will be tested.

H4a-c: Deans who score above the mean for the structural frame will also score above the mean for the following roles:

- a) Resource allocator
- b) Disturbance handler
- c) Disseminator

H5a-c: Deans who score above the mean for the political frame will also score above the mean for the following roles:

- a) Negotiator
- b) Disturbance Handler
- c) Liaison

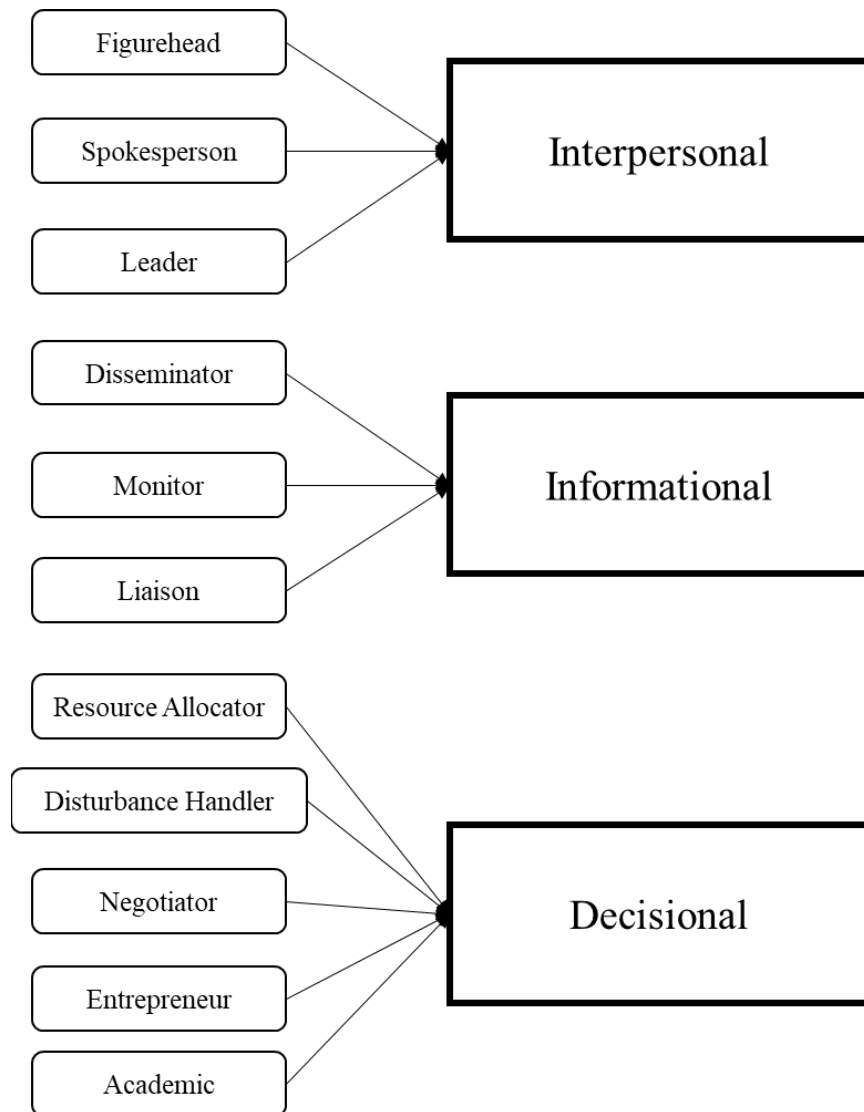


Figure 4: *Mintzberg's Second Order 3 Factor Structure*

H6a-d: Deans who score above the mean for the human resources frame will also score above the mean for the following roles:

- a) Disseminator
- b) Liaison
- c) Monitor
- d) Entrepreneur

H7a-d: Deans who score above the mean for the political frame will also score above the mean for the following roles:

- a) Figurehead
- b) Spokesperson
- c) Leader
- d) Academic

Chapter Three

Methods

Sample Selection

This study focused on institutions that fit in the doctoral universities, master's colleges and universities and baccalaureate colleges in the Carnegie classifications (Indiana University Center for Postsecondary Research, n.d.). The primary reason for this is the mission and purpose of institutions in these categories, while being quite diverse, are similar to one another where those institutions who focus more on associate degrees and other specialized programs are historically very different from that of the 4-year institutions (Birnbaum, 1988).

Like previous studies that utilized this sampling method (Birnbaum, 1989; Gmelch & Wolverton, 2002; Montez & Wolverton, 2000; Montez et al., 2003; Wolverton & Gmelch, 2002), this study utilized stratified random sampling (Singleton & Straits, 2010) to select 60 institutions from each of the Carnegie Classification categories, and separated the institutions to contain an equal number of public (30) and private (30) institutions (Wolverton & Gmelch, 2002). All the deans who oversee an academic college (i.e., have faculty who teach students) were surveyed. Each dean was asked about the primary academic focus of the unit they oversee. The reason to choose all academic deans is because many deanship studies have generally ignored the more specialized deans of medicine, law, engineering, and agriculture (Del Favero, 2006a). While the areas they oversee may be more specialized than those of the more generally available disciplines, the roles, responsibilities, and leadership approaches of these deans might be similar to the other classifications.

Every university was assigned a random number. The universities were then sorted by the random number, lowest to highest. Then the universities were divided into Public, 4-year or

above and Private not-for-profit, 4-year or above, and then again divided into the 8 classification categories of interest as detailed earlier. These numbers are presented in Table 1. A complete list of all universities selected is provided in Appendix C.

Survey Instruments

The survey was hosted through Qualtrics, and the dean's responded to the survey online. The survey in its entirety is provided in Appendix A. Demographic questions asking the deans to describe their college and university begin the survey. Following these items, the deans are asked to list their five most important tasks and their five most time-consuming tasks. Following this are the deans' task inventory and leadership frames questions which are further detailed below. Within each inventory of questions, each question was presented to the deans in a random order and broken into pages of approximately 10 questions at a time. This was done to reduce positional bias, which can impact responses based on the questions immediately before the current question (Bradburn et al., 2004). Demographic questions were asked to ascertain the make-up of the typical academic dean. In addition, questions were asked relating to the field of study a dean held previously and the last position the dean held before becoming dean as well as how long they have been dean.

The deans' task inventory (Montez et al., 2003; Wolverson & Gmelch, 2002) is 32 items meant to measure the importance of various roles and tasks that may be associated with the academic dean. Each item is rated on a 7-point scale with 1 being not at all important and 7 being very important. Items from this inventory were previously factored together to represent various tasks of deans and department heads. Cronbach's alpha for these previous scales ranged from .43 to .83 for department heads (Wolverson et al., 1999) and .49 to .84 (Montez et al., 2003).

Table 1***Institution Sample Size by Carnegie Classification***

Carnegie Classifications	Private not-for-profit, 4-year or above	Public, 4-year or above	Grand Total
Doctoral Universities			
Very High Research Activity (R1)	30	30	60
High Research Activity (R2)	30	30	60
Doctoral/Professional Universities	30	28	58
Master's Colleges and Universities			
Larger Programs	30	30	60
Medium Programs	30	30	60
Small Programs	30	30	60
Baccalaureate Colleges			
Arts & Sciences Focus	30	28	58
Diverse Fields	30	30	60
Grand Total	240	236	476

Because the dean's task inventory neglects to include any responsibilities related to student activities, additional items from the higher education leadership competencies model (Smith & Wolverton, 2010) have been added to determine if student affairs is within the scope of responsibility for some deans. The higher education leadership competencies were originally tested with athletic directors, senior student affairs officers, and chief academic officers. Specifically, "Responds to issues and needs of students" and "Follow emerging trends in higher education" were modified and included in the deans' task inventory to address this need.

The deans' task inventory struggles to properly represent the figurehead role and the negotiator role. Judson (1981) utilized Mintzberg's roles to examine the role of chief student affairs officers. Four items were modified and included into the dean's task inventory to align with the roles of figurehead and negotiator. In the figurehead role "Participating in a variety of

symbolic, social and ceremonial activities such as speaking at banquets and luncheons” (Judson, 1981, p. 78) became “Represent the college at special events such as commencement, awards dinners, and other events”. Also in the figurehead role, “Feeling obligated to perform a number of routine duties of a legal or social nature such as entertaining institutional guests” (Judson, 1981, p. 78) became “Performing or attending obligatory routine duties of a legal or social nature such as entertaining institutional guests.” In the negotiator role “Representing your division or the institution at various nonroutine negotiations” (Judson, 1981, p. 78) became “Negotiate with other administrators for support of college priorities,” and “Resolving problems that have developed with other organizational units” (Judson, 1981, p. 78) became “Acting as mediator between faculty and departmental disputes.” These changes reflect the nature of the dean’s underlying constituents compared to the chief student affairs officers in the work from Judson.

Because the items from the dean’s task inventory (Montez et al., 2003) may not fully include all the important tasks that take up a dean’s time. An open-ended question at the beginning of the survey is asked to determine the five most important tasks of the dean. This question is asked at the beginning to avoid any bias towards importance based on answers previously given to pre-determined tasks. The responses from these items were analyzed for common themes and compared to the items from the new model. New themes that appear from these questions were noted and included as areas for future research to consider.

Bolman and Deal (1991) developed the original survey measures of the leadership frames from qualitative interviews and observations with participants of leadership workshops, and then further refined with samples from business, higher education, K-12 education, and school administrators from Singapore. Cronbach’s alpha for the factored scale items ranged between .91

and .93 (Bolman & Deal, 1991). These items were retained in their entirety to measure the utilization of the each of the four frames by academic dean's.

Procedures

Gathering contact information and survey distribution were conducted in three different waves; each wave included approximately the same number of participants. The first wave of contact information was collected during the fall of 2019, and sent out to deans in October of 2019, the second wave was sent in January 2020, and the final wave sent in March of 2020. The order of inclusion in the wave was random. Dean contact information was collected in the time before the wave was sent out. Because the deans were constantly in flux and some listings included interim deans, collection of the dean's contact information was done in between each wave for the corresponding wave. The survey was sent in waves in an effort to achieve responses that were not biased by tasks that may be more important at a certain time of year. Each participant was sent two recruitment requests by email to complete the survey. In compliance with Institutional Review Board approval, all participants were asked to consent to participate at the beginning of the survey. Any respondent who marked no at that point was then removed from the survey and the contact pool. Response rates are reported in the results section.

To test the hypotheses and validity of the factor structure for the leadership frames model and the modified dean's task inventory a confirmatory, factor analysis was conducted on each set of scales. Factor analysis is an appropriate procedure to examine factor structures and item associations which have previously defined support from the literature (Byrne, 2010). Both models utilized the maximum likelihood extraction of the data to test the factor structure. Goodness of fit indices were examined to determine if the models fit with the data. Hu and Bentler (1999) suggest using a combination of fit indices to determine the overall fit of a model.

The comparative fit index (CFI) is an incremental fit index which is commonly used to measure the fit of a model that is not normally distributed. In addition, CFI incurs a penalty for additional model complexity making it a good candidate for use in most models. The desirable cutoff for CFI is greater than .95 (Byrne, 2010). In addition, it is commonly advised to examine the root mean square error of approximation (RMSEA). RMSEA is an absolute measure of fit for all models. It does not suffer from problems of complexity because it accounts for additional degrees of freedom and sample size in its equation. RMSEA is commonly reported as a confidence interval of 90%. The lower end of the confidence interval should be $< .05$ and the higher end should be $< .08$ (Byrne, 2010). However, the cutoff for RMSEA is inconsistent within the literature and open to interpretation (Kenny, 2015). It is also possible that one set of fit indices will indicate a good fit while another will indicate a poor fit. When this happens researchers should closely examine the model and consider modifications (Byrne, 2010).

Following the factor analysis of the models, this study examines the relationship between the leadership frameworks and the important managerial tasks. This is done by examining the correlations between the subscales of the managerial tasks with each of the leadership frameworks. Strong positive relationships are indicative of dean's valuing those specific managerial tasks when they also value a specific leadership frame.

Upon determining the correct factor structure of both models, each model and its subscales are examined to determine what differences exist between groups of deans based on which Carnegie Classification their university belongs too, whether they are a public or private school, and which academic discipline their college focuses on. To test these differences a multiple analysis of variance (MANOVA) is conducted to examine the within and between groups differences on each of demographic variables. The MANOVA test is an appropriate test

when there are multiple independent and dependent variables (Keppel & Wickens, 2004). When a difference among groups is found ($p < .05$), descriptive statistics on the groups are examined to determine the nature of the difference.

Chapter Four

Results

There is no centralized list of academic deans in the United States. From the list of schools generated in the stratified sampling process, the researcher gathered the name and contact information for all academic deans from university web sites. From the initial randomization list: 2 schools were closed and no longer in operation, these were replaced with the next school in the random sample. 12 universities did not have emails publicly available for some of their deans. 82 institutions did not have any deans listed, or the only dean on their campus fit more of the chief academic officer rather the dean role. Most of these came from the Baccalaureate Colleges: Arts and Sciences Focus ($n = 36$). Instead of going back to the master list and replacing these schools they were simply left blank. The primary reasoning for this was to retain the sampling procedure, if baccalaureate colleges often do not have deans then the ones selected are part of the few that exist in the population.

Of the 476 schools in the original sample, 382 universities were contacted, for a total of 2,023 academic deans. The survey took approximately 10-15 minutes to complete on average. 316 deans (16% response rate) completed the survey by the time data collection closed in the middle of March 2020.

World Events Limitations

A quick note about natural events which may have impacted the survey results. In late January 2020 Covid-19, otherwise known as the coronavirus was discovered in China. By early to mid-March of 2020 the virus was categorized as a global pandemic and created a global crisis the likes of which universities and their administrations have not seen in many generations. The bulk of the surveys were completed by March 9th, 2020 ($n = 309$), and the last survey response

included in this data set was completed on March 14th, 2020. While the virus was impacting many universities around the world, the World Health Organization did not declare the virus a global pandemic until Mar. 11th, 2020 (World Health Organization, 2020). At the time of this writing it is unclear what kind of impact the virus will have on the systems of higher education in the United States. It is also unclear what impact the events of the virus and the responses to the virus had on the deans as they were taking this survey, particularly deans who were impacted before or during the taking of this survey. Nevertheless, because of the varied times when this survey was administered, some of the impact of these global events has been minimized through including many responses taken long before these events occurred

Demographics

The full breakdown of demographics in the dataset are represented in Table 2. The majority of respondents are Caucasian. Males represent 54% of the respondents and females 43% (0.3% non-binary, 2.2% missing or preferred not to say). Most deans are over the age of 55 (60%). The majority of the respondents have been serving as dean for less than 5 years (69.9%). Only 9.8% of deans have served in the role longer than 10 years. The majority of deans have spent 20 or more years in higher education, which is typical and consistent with the trend of deans following the faculty path into the administrative one (Wolverton & Gmelch, 2002). The breakdown of the deans based on Carnegie Classification and Public vs. Private are presented in Table 3.

Table 2***Demographics of Respondents***

Demographics	N	%
Race		
Hispanic or Latino	4	1.3
American Indian or Alaska Native	1	0.3
Asian	5	1.6
Black or African American	14	4.4
Caucasian or White	270	85.4
Multiracial	7	2.2
Prefer not to say	12	3.8
Missing	3	0.9
Gender		
Female	137	43.4
Male	171	54.1
Non-binary/third gender	1	0.3
Prefer not to say	4	1.3
Missing	3	0.9
Age		
35 – 44	12	3.8
45 – 54	95	30.1
55 – 64	126	39.9
65 – 74	60	19.0
75+	3	0.9
Missing	20	6.3
Number of years as in the current position		
<= 1.00	62	19.6
1.01 – 5.00	159	50.3
5.01 – 10.00	58	18.4
10.01 – 15.00	17	5.4
15.01 – 20.00	9	2.8
20.01+	5	1.6
Missing	6	1.9
Number of years in higher/post-secondary education		
<= 10.00	6	1.9
10.01 – 20.00	93	29.4
20.01 – 30.00	134	42.4
30.01 – 40.00	58	18.4
40.01+	20	6.3
Missing	5	1.6

Table 3***Respondents by Carnegie Classifications and Public/Private***

Carnegie Classification	Public		Private		Total	
	N (Sample)	%	N (Sample)	%	N (Sample)	%
Doctoral University						
Very High Research Activity (R1)	49 (309)	24.26	23 (254)	22.1	72 (563)	23.5
High Research Activity (R2)	48 (226)	23.76	22 (209)	21.2	70 (435)	22.9
Doctoral/Professional University (D/PU)	26 (163)	12.87	12 (152)	11.5	38 (315)	12.4
Master's Colleges and Universities						
Larger Programs (M1)	21 (129)	10.40	7 (91)	6.7	28 (220)	9.2
Medium Programs (M2)	21 (121)	10.40	12 (81)	11.5	33 (202)	10.8
Small Programs (M3)	25 (80)	12.38	18 (39)	17.3	43 (119)	14.1
Baccalaureate Colleges						
Arts and Sciences Focus	4 (31)	1.98	5 (16)	4.8	9 (47)	2.9
Diverse Fields	7 (60)	3.47	3 (62)	2.9	10 (122)	3.3
Prefer not to answer.	1	0.50	2	1.9	3	1.0
Total	202	100.00	104	100.0	306*	100.0

Note: The N in parentheses is the total # of deans in the sample. The % is the calculation of the column (Response N/Total N)

*10 deans did not respond to the questions for either the public/private or the Carnegie Classification fields.

Most respondents were from Doctoral Universities (58.8%), and then Master's Colleges (34.2%). This is consistent with the sample of possible deans from each of these categories Doctoral (64.9%) and Master's (26.7%). Within the Doctoral University category, the R1 (72) and R2 (70) responses were consistent with the population of schools in those classifications. In the methodology of the Carnegie Classifications the research categories evenly divide schools into the two groups based on the median amount of external research dollars (Indiana University

Center for Postsecondary Research, n.d.). The Master's Colleges are fairly evenly distributed, M1 (28), M2 (33), and M3 (43). The Baccalaureate Colleges were the least represented (19) which is consistent with a large number of schools not having administrators who hold a college level leadership position.

The majority of deans came from public institutions (66.5%). Altogether, 46.8% of deans characterized their school as being part of a larger multi-campus system. This figure is consistent with the fact that 61% of deans in public institutions reported being part of a system and 18% from private institutions are part of a larger system.

Academic Discipline

The deans who responded to the survey represent a strong mix of academic colleges. Because all college deans were included in the original sampling process, each dean was simply asked to write in the academic discipline of their school. These write-in names were then simplified into categories and are shown in Table 16 in Appendix E.

Deans in the survey not only oversee a variety of disciplines, they also administer colleges and divisions of a variety of sizes. Deans were asked to approximate the number of students in their institution. Then they were asked the approximate number of faculty and staff in their college, and how many people work at their campus. These numbers were converted into categories and are presented in Table 17 in Appendix E.

Hypothesis Tests

Leadership Frames

Hypothesis 1 stated: The *a priori* model of four frames as defined by Bolman and Deal is the best fit for the organizational perceptions of academic deans. To test this hypothesis the structure of the items as originally proposed by Bolman and Deal (1991) was examined using

confirmatory factor analysis (CFA). CFA is an appropriate method to use when the underlying latent variable structure is known to the researcher (Byrne, 2010). The original leadership survey items were reproduced in their entirety. The mean results of each individual item are presented below in Table 4. The items were then consolidated into a composite mean score that represents each of the leadership frames and are presented at the top of each of the item groups in Table 4.

Because the scale was already known and previously tested, confirmatory factor analysis was conducted in AMOS on the structure of the model among the sample of deans. Observation of missing data within the dean's leadership items indicated nine cases that included missing values. Closer observation of the cases suggested they were missing at random. Expectation maximization (EM) was utilized to impute missing values. EM utilizes a two-step approach for determining the maximum likely value for including in the dataset based on regression methods for determining its value (Schlomer et al., 2010). A graphical representation of the model and the standardized estimates is presented in Figure 5.

Minor modifications to the base model were made to increase the goodness of fit. One form of modification commonly used is to correlate error terms for items within the same latent variable (Byrne, 2010). The error terms for item 4 and 5 were correlated, as was items 20 and 21, and items 20 and 22. Fit indices for the original and the modified model are provided in Table 6. The covariances between each of the factors is provided in Table 5. The correlations of the variables are presented in Table 6.

Table 4***Leadership Frames***

	N	Mean	SE Mean	Std. Deviation	Variance	Skewness
Structural	316	5.83	0.04	0.70	0.49	-0.83
BD1 – I strongly emphasize careful planning and clear timelines	315	5.7	0.057	1.004	1.009	-0.84
BD2 – I have extraordinary attention to detail	316	5.18	0.08	1.426	2.034	-0.632
BD3 – I develop and implement clear, logical policies	316	5.95	0.045	0.805	0.648	-0.674
BD4 – I approach problems with facts and logic	315	6.22	0.044	0.789	0.622	-0.952
BD5 – I use logical analysis and careful thinking	316	6.22	0.045	0.806	0.649	-1.303
BD6 – I believe in a clear chain of command	315	5.72	0.069	1.233	1.52	-1.26
Cronbach's Alpha: .763						
Human Resources	316	6.24	0.03	0.59	0.35	-0.98
BD7 – I show high sensitivity and concern for others needs	316	6.15	0.049	0.877	0.768	-0.949
BD8 – I show high support and concern for others	316	6.34	0.042	0.753	0.566	-0.955
BD9 – I am consistently helpful and responsive to others	316	6.11	0.048	0.851	0.723	-1.279
BD10 – I build trust through open, collaborative relationships	315	6.37	0.041	0.722	0.521	-1.001
BD11 – I listen well and am unusually receptive to others input	315	6.11	0.051	0.896	0.804	-1.282
BD12 – I give personal recognition for work well done	315	6.35	0.042	0.747	0.558	-1.076
Cronbach's Alpha: .826						

Table 4 continued.

	N	Mean	SE Mean	Std. Deviation	Variance	Skewness
Political	316	5.44	0.04	0.78	0.61	-0.59
BD13 – I am politically very sensitive and skillful	316	5.39	0.065	1.164	1.355	-0.645
BD14 – I get support from people with influence and power	316	5.68	0.064	1.139	1.298	-0.957
BD15 – I am a very skillful and shrewd negotiator	316	4.89	0.067	1.194	1.426	-0.291
BD16 – I am usually persuasive and influential	316	5.66	0.053	0.945	0.892	-0.793
BD17 – I succeed in the face of conflict and opposition	316	5.59	0.056	0.99	0.979	-0.604
BD18 – I anticipate and deal adroitly with organizational conflict	315	5.43	0.058	1.036	1.073	-0.577
Cronbach's Alpha: .817						
Symbolic	316	5.62	0.04	0.75	0.57	-0.69
BD19 – I am highly charismatic	316	4.85	0.069	1.23	1.513	-0.408
BD20 – I see beyond current realities to create exciting opportunities	316	5.93	0.057	1.013	1.026	-0.867
BD21 – I communicate a strong and challenging sense of mission	315	5.82	0.055	0.984	0.968	-0.908
BD22 – I am highly imaginative and creative	316	5.5	0.068	1.212	1.47	-0.674
BD23 – I model organizational aspirations and values	315	6.01	0.051	0.905	0.818	-0.824
Cronbach's Alpha: .730						

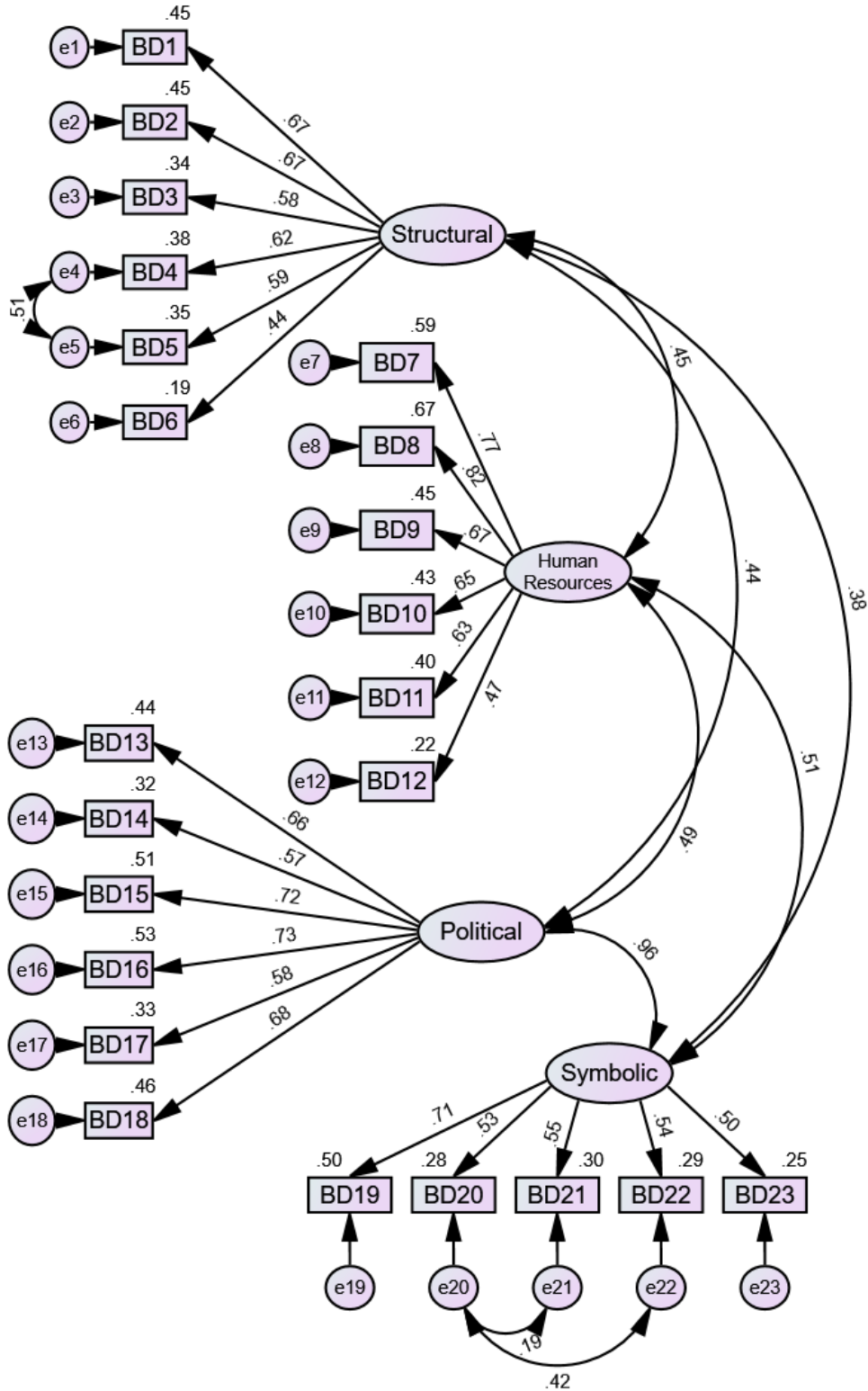


Figure 5: Leadership Frames Structural Model with Standardized Estimates

Table 5*Covariance of Factors*

Factor	Covaried Factor	Estimate	S.E.	C.R.	P	Label
Structural	Human Resources	0.205	0.038	5.465	***	par_20
Structural	Political	0.227	0.044	5.143	***	par_21
Symbolic	Structural	0.223	0.051	4.397	***	par_22
Human Resources	Political	0.252	0.042	5.939	***	par_23
Symbolic	Human Resources	0.300	0.05	5.981	***	par_24
Symbolic	Political	0.641	0.08	8.047	***	par_25

Table 6*Correlations and Descriptive Statistics of Leadership Frames Scales*

Factor	<i>M</i>	<i>SD</i>	1	2	3	4
1. Structural (n = 6)	5.83	0.70	(0.76)			
2. Human Resources (n = 6)	6.24	0.59	0.368**	(0.83)		
3. Political (n = 6)	5.44	0.78	0.343**	0.423**	(0.82)	
4. Symbolic (n = 5)	5.62	0.75	0.280**	0.395**	0.689**	(0.73)
	X2/df	CFI	RMSEA	RMSEA <90	RMSEA >90	SRMR
Original Model	2.346	0.881	0.065	0.058	0.073	0.0665
Adjusted Model - correlated error	1.853	0.925	0.052	0.044	0.060	0.0589

Note: Cronbach's Alpha is in parentheses along the diagonal.

** $p < .01$

There is a strong correlation between the Political and the Symbolic frame among the dean's responses. There is concern for multicollinearity with this sample of deans; however, because the model has a reasonably good fit, further investigation of the strength of this correlation is beyond the scope of the current study. Hu and Bentler (1999) proposed using a combination of goodness of fit indices for determining the fit of a model. CFI should be above .95, however above .90 is acceptable (Byrne, 2010), and RMSEA should be below .06 (Hu & Bentler, 1999). With the modification to the correlation of error terms, the hypothesis that the *a priori* model is the best fit for the data is accepted.

Managerial Tasks

Hypothesis 2: The *a priori* model of 11 independent managerial roles as defined by Mintzberg (2007) with refined measures that are informed by the dean's task inventory is the best fit for the roles of academic deans. To test this hypothesis, deans were asked on a scale from 1-7 to rate importance of a list of 45 tasks. Table 7 contains descriptive statistics on each of the tasks presented to the deans in the order of their importance based on the mean. Had the items fit the proposed model, then additional hypotheses were posed for relationships between managerial roles and frames. However, as detailed below, the data did not fit the proposed model. Rather than looking for hypothesized relationships, additional analyses were conducted to seek alternative structures for the deans' roles.

These items were conceptualized to exist as a model of 11 factors aligning with the work of (Mintzberg, 2007). Observation of missing data within the dean's tasks shows there were 30 missing values in the data set, across 18 of the 27 variables, and within 25 cases.

Table 7***Dean's Task Inventory***

Item	N	Mean	Std. Error of Mean	Std. Deviation	Skewness
DTI25 S (EP) - Represent college to the administration	316	6.77	0.028	0.496	-2.436
DTI36 RA (EP) - Financial planning, budget preparation and decision making	316	6.55	0.043	0.760	-2.015
DTI7 LE (EP) - Develop and initiate long range college goals	316	6.44	0.051	0.901	-2.050
DTI32 DH (IP) - Maintain conducive work climate	316	6.41	0.041	0.735	-1.150
DTI8 LI (IP) - Maintain effective communication across departments	316	6.32	0.051	0.906	-1.886
DTI10 LI (EP) - Build relationships with external community/stakeholders	314	6.21	0.060	1.061	-1.641
DTI23 D (IP) - Communicate goals/mission to college employees/constituents	316	6.21	0.055	0.979	-1.490
DTI18 M (P) - Evaluate chair and faculty performance	316	6.20	0.055	0.973	-1.635
DTI4 LE (P) - Recruit and select department chairs/heads and faculty	316	6.16	0.067	1.198	-1.746
DTI27 S - Advocating for college needs with external parties including government officials, alumni, and other university administrators	316	6.15	0.063	1.126	-1.404
DTI5 LE (IP) - Foster good teaching	315	6.10	0.055	0.979	-0.888
DTI39 N - Negotiate with other administrators for support of college priorities.	315	6.10	0.062	1.097	-1.303
DTI33 DH (EP) - Foster gender and ethnic diversity in the college	315	6.06	0.067	1.197	-1.855
DTI14 LI - Foster relationships with the foundation/development/advancement office.	316	6.04	0.066	1.168	-1.568
DTI35 RA (RM) - Manage college resources (grants, facilities, and equipment)	316	6.04	0.067	1.197	-1.548
DTI29 E (Le) - Solicit ideas to improve the college	316	6.03	0.055	0.975	-0.787
DTI34 DH - Respond to issues and needs of students	316	6.00	0.066	1.167	-1.321

Table 7 continued

Item	N	Mean	Std. Error of Mean	Std. Deviation	Skewness
DTI17 M (P) - Supervise department chairs and directors	313	5.99	0.073	1.283	-1.651
DTI21 M (RM) - Comply with state, federal, and certification agency guidelines	316	5.96	0.076	1.343	-1.293
DTI2 F - Represent the college at special events (such as commencement, awards dinners, and other events)	316	5.94	0.061	1.081	-1.019
DTI31 E - Follow emerging trends in higher education	315	5.91	0.059	1.044	-1.166
DTI19 M (Le) - Plan and conduct college leadership team meetings	316	5.87	0.068	1.202	-1.146
DTI6 LE (IP) - Encourage faculty, chairs/heads, and staff professional development activities	316	5.78	0.058	1.028	-0.596
DTI26 S - Update external members on college goals and needs	315	5.78	0.066	1.165	-0.990
DTI22 D (Le) - Inform college employees of university and community concerns	314	5.77	0.066	1.169	-0.971
DTI11 LI (EP) - Foster alumni relations	314	5.74	0.069	1.229	-1.175
DTI37 RA (Le) - Assign duties to chairs/heads and directors	315	5.72	0.065	1.150	-0.862
DTI40 N - Acting as mediator between interdepartmental disputes	313	5.41	0.079	1.405	-0.922
DTI24 S (IP) - Participate in college/university committee work	316	5.34	0.073	1.298	-0.625
DTI12 LI - Interact regularly with students	315	5.28	0.079	1.395	-0.638
DTI1 F (Le) - Represent the college at professional meetings	315	5.27	0.083	1.475	-0.737
DTI15 M (RM) - Assure maintenance of accurate college records.	316	5.18	0.089	1.582	-0.663
DTI9 LI - Coordinate college activities with constituents	315	5.16	0.071	1.259	-0.528
DTI3 F - Performing or attending obligatory routine duties of a legal or social nature (such as entertaining institutional guests)	316	5.15	0.071	1.261	-0.566
DTI28 E (RM) - Keep current with technological changes	316	5.15	0.070	1.241	-0.419

Table 7 continued

Item	N	Mean	Std. Error of Mean	Std. Deviation	Skewness
DTI30 E (EP) - Obtain and manage external funds (grants, contracts, donations)	315	5.15	0.091	1.616	-0.791
DTI16 M (RM) - Manage non-academic staff.	315	5.13	0.076	1.341	-0.608
DTI20 M (C) - Develop and Evaluate Curriculum	316	4.91	0.083	1.472	-0.418
DTI44 A (PS) - Maintain and foster my own professional growth	316	4.88	0.087	1.538	-0.439
DTI42 A (PS) - Remain current with my own academic discipline	316	4.39	0.096	1.701	-0.208
DTI41 A (PS) - Maintain my own scholarship program and associated professional activities	316	4.06	0.093	1.650	-0.131
DTI43 A (PS) - Demonstrate/model scholarship by publishing/presenting papers regularly	316	3.81	0.096	1.713	-0.011
DTI45 A - Maintain a regular teaching schedule	313	3.02	0.106	1.882	0.456
DTI13 LI - Foster relationships with athletics	316	2.98	0.096	1.713	0.503
DTI38 N - Union and contract negotiations	312	2.66	0.108	1.904	0.748

Note: Coding for each item presented in appendix D

The cases appear to be missing at random. Expectation maximization (EM) was utilized to impute missing values. EM utilizes a two-step approach for determining the maximum likely value for including in the dataset based on regression methods for determining its value (Schlomer et al., 2010).

Using the newly formed dataset including the imputed missing values, a confirmatory factor analysis was conducted to test the hypothesized model for the Dean's Task Inventory (see Figure 3). The proposed model was tested for goodness of fit using the software program AMOS. Overall the model as hypothesized does not have a good fit, $X^2/df = 2.562$, CFI = .702, RMSEA = .070, RMSEA <90 = .067, RMSEA >90 = .074, SRMR = .0896. Based on the same cutoff criteria for the leadership frames model, the combination of goodness of fit indices do not reach the necessary cutoff values of RMSEA <.06 and CFI > .90. Correlating errors terms was not able to successfully correct for the model fit. The model developed for hypothesis 2 is not supported by the data.

Analysis and Procedures for Component Analysis of Dean's Task Inventory

Because the data did not fit well with the hypothesized model, *post hoc* analysis was conducted to examine possible alternative structures. Component analysis, commonly called exploratory factor analysis (EFA) (Pett et al., 2003), was conducted on the items in the inventory. The goal of component analysis is to create a simplified model of the data by reducing the larger item set into representative factors. Principal component analysis (exploratory factor analysis, EFA) was used with a varimax rotation of the items. Before determining the number of possible factors, inter-item correlation was examined to ensure all items correlated with at least one other item above .03 (Pett et al., 2003). Negotiate union and contract negotiations (DTI38) and Obtain and manage external funds (DTI30) did not meet this standard and were removed

from the model. The Kaiser-Meyer-Olkin measure of sampling adequacy ($KMO = .873$) and Bartlett's test of sphericity ($\chi^2 = 5078.36, p = .000$) indicate the 43 items can appropriately yield common factors. Examination of the Scree Plot, Figure 6, suggests there could be 5 factors in the model. The Scree Plot is an appropriate tool for determining the initial number of factors; its use of visual interpretation is prone to problems of subjectivity. The goal of examining the Scree Plot is to look for the end of the bend in the curve, or to look for a prominent change in the slope of the line (Pett et al., 2003).

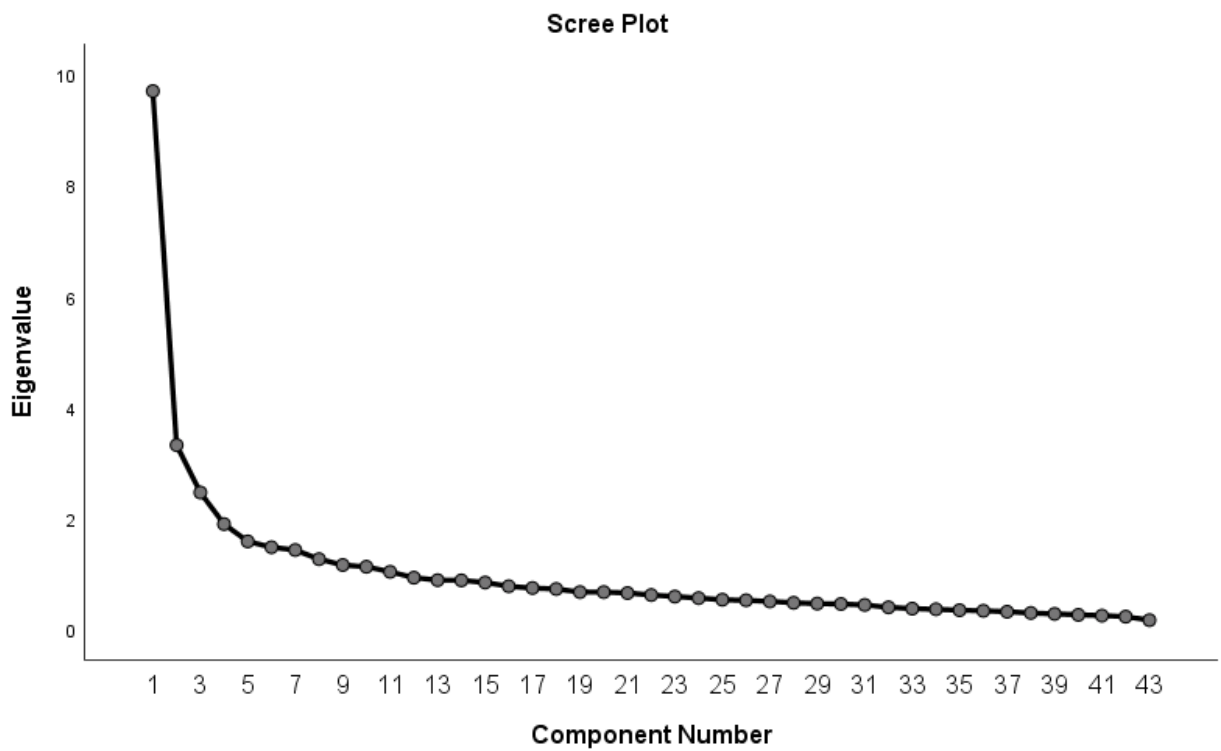


Figure 6: Deans' Task Inventory Scree Plot

Upon determining the initial number of factors, the rotated factor structure is examined to determine additional items that should be removed because they have weak loading across all items ($< .04$) (Pett et al., 2003). This initial examination resulted in removing: Keep current with technological changes (DTI28), Negotiate with other administrators for support of college priorities (DTI39), Foster gender and ethnic diversity in the college (DTI33), Plan and conduct college leadership team meetings (DTI19), Manage non-academic staff (DTI16), Manage college resources (DTI35), Comply with state, federal, and certification agency guidelines (DTI21), Foster relationships with athletics (DTI13) and, Financial planning, budget preparation and decision making (DTI36).

The second stage for reducing the factor structure and item inclusion is to examine items that cross-load on multiple factors. Pett et al. (2003) suggest multiple options for handling items that cross load strongly ($> .04$). The first step includes considering the conceptual fit of the item within the factor, the second step includes examining the impact of Cronbach's alpha if the item is removed from the scale. The item "represent the college at professional meetings" (DTI1) loads strongly on both the first and second factor (.433 and .490 respectively). Conceptually this item does not fit with Factor 2 which is has items focused on personal academic scholarship. Including the item in Factor 1 does not make sense conceptually either and removing the item from Factor 1 adjusts the alpha from $\alpha = .799$ to $\alpha = .784$, which is not substantially impactful. Because of this the item is removed from the final structure.

The item "maintain effective communication across departments" (DTI8) also loads strongly on Factor 1 and Factor 4. Conceptually, this item could fit within either factor and removing it from either factor reduces the alpha of both factors, but not substantially (Factor 1

alpha change = -.019, Factor 4 alpha change = -.023). Because of an inability to confidently determine with which factor this item should belong; it was removed from the model.

Removing these two items, the model was extracted again. This extraction led to the item “update external members on college goals and needs” (DTI26) loading on multiple factors. This item was removed because it could conceptually fit on both factors and the change to the alpha was minimal (alpha change of -.034 and -.019 respectively). Additionally, in the second iteration, “assure maintenance of accurate college records” (DTI15) had multiple weak cross-loadings on two factors and was removed from the model. The final factor structure and loading scores are represented in Table 8. The total variance explained by the rotated model is 51.07% the remaining five factors are labeled as Organizational Leadership (11.91%), Personal Scholarship (10.82%), External Relations (9.77%), Department Administration (9.69%), and Student Support (8.88%). Descriptive statistics, reliability, and correlations for the combined factors are described in Table 9.

Leadership Frames and Deans Roles

It was originally hypothesized that a preference for a particular leadership framework would have an influence on which roles a dean would find most important. Because the hypothesized model for the managerial roles was not supported, the hypothesis tests originally suggested cannot be tested at this time. However, to support the efforts for future research and exploration, the new model for deans’ roles was tested for correlations with the leadership framework. Pearson’s correlation estimates between leadership frames and the deans’ tasks are presented in Table 10.

Table 8***Deans' Roles Updated Model***

Dean's Task Inventory Items	Factors				
	1	2	3	4	5
1. Organizational Leadership					
DTI23 D (IP) - Communicate goals/mission to college employees/constituents	.630				
DTI24 S (IP) - Participate in college/university committee work	.619				
DTI29 E (Le) - Solicit ideas to improve the college	.583				
DTI25 S (EP) - Represent college to the administration	.575				
DTI2 F - Represent the college at special events (such as commencement, awards dinners, and other events)	.522				
DTI7 LE (EP) - Develop and initiate long range college goals	.513				
DTI22 D (Le) - Inform college employees of university and community concerns	.513				
DTI31 E - Follow emerging trends in higher education	.505				
DTI3 F - Performing or attending obligatory routine duties of a legal or social nature (such as entertaining institutional guests)	.492				
DTI9 LI - Coordinate college activities with constituents	.416				
2. Personal Scholarship					
DTI41 A (PS) - Maintain my own scholarship program and associated professional activities	.891				
DTI43 A (PS) - Demonstrate/model scholarship by publishing/presenting papers regularly	.877				
DTI42 A (PS) - Remain current with my own academic discipline	.800				
DTI44 A (PS) - Maintain and foster my own professional growth	.737				
3. External Relations					
DTI11 LI (EP) - Foster alumni relations	.796				
DTI10 LI (EP) - Build relationships with external community/stakeholders	.771				
DTI14 LI - Foster relationships with the foundation/development/advancement office.	.725				
DTI27 S - Advocating for college needs with external parties including government officials, alumni, and other university administrators	.632				

Table 8 continued.

Dean's Task Inventory Items	Factors				
	1	2	3	4	5
4. Department Administration					
DTI17 M (P) - Supervise department chairs and directors					.775
DTI4 LE (P) - Recruit and select department chairs/heads and faculty					.767
DTI37 RA (Le) - Assign duties to chairs/heads and directors					.663
DTI18 M (P) - Evaluate chair and faculty performance					.637
DTI6 LE (IP) - Encourage faculty, chairs/heads, and staff professional development activities					.489
DTI40 N - Acting as mediator between interdepartmental disputes					.422
5. Student Support					
DTI12 LI - Interact regularly with students					.755
DTI34 DH - Respond to issues and needs of students					.680
DTI5 LE (IP) - Foster good teaching					.619
DTI45 A - Maintain a regular teaching schedule					.538
DTI20 M (C) - Develop and Evaluate Curriculum					.495
DTI32 DH (IP) - Maintain conducive work climate					.409

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table 9

Deans Roles Mean Scores and Reliability

Factor Label	Mean	SD	1	2	3	4	5
1. Organizational Leadership (10)	5.87	0.63	(0.784)				
2. Personal Scholarship (4)	4.29	1.42	0.434**	(0.884)			
3. External Relations (4)	6.04	0.9	0.318**	0.180**	(0.790)		
4. Department Administration (6)	5.88	0.79	0.477**	0.239**	0.285**	(0.749)	
5. Student Support (6)	5.29	0.84	0.414**	0.088	0.448**	0.306**	(0.699)

Note: Reliability estimates appear in parentheses on the diagonal. ** $p < 0.01$

Table 10***Correlation of Deans Tasks with Leadership Framework***

	Org. Leadership	Personal Scholarship	External Relations	Departmental Administration	Student Support
Structural	.313**	.283**	.170**	.234**	.280**
Human Resources	.383**	.222**	.189**	.221**	.347**
Political	.383**	.222**	.249**	.228**	.226**
Symbolic	.379**	.241**	.295**	.182**	.185**

Note: ** Correlation is significant at the $p < 0.01$ level (2-tailed).

Research Questions***Organizational Frames***

The first research question asked what is the relationship between dean's personal assessment of organizational frames and organizational type? To explore this question a multivariate analysis of variance (MANOVA) was run to determine the effect of Carnegie Classification on the deans' preferred leadership framework. Each of the four categories of leadership frames was analyzed and the means and standard deviations of the composite variables presented in Table 4. The differences between Carnegie Classifications on the combined dependent variables (the leadership frames) was not significant ($p = .583$), $F(32, 1053) = .928$; Wilks' $\Lambda = .902$. Further tests for other demographics were also considered. A test of the difference between public and private schools was not significant ($p = .656$), $F(4, 285) = .653$; Wilks' $\Lambda = .991$. A test of the difference among a school's academic discipline categories was not significant ($p = .051$), $F(28, 1101) = 1.483$; Wilks' $\Lambda = .875$.

Deans Tasks

Research question 2 asked, what is the relationship between dean's personal assessment of their managerial roles and organizational type. A multivariate analysis of variance test indicated a difference among groups based on their Carnegie Classification, ($p = .000$), $F(40, 1279) = 2.268$; Wilks' $\Lambda = .742$. An examination of the between-subjects tests indicates that this difference was in one category. The External Relations task has an $R^2 = .126$ ($p = .000$). The table of means for the different classifications on this factor is presented in Table 11. The other between subjects' effects based on Carnegie Classification were not significant. A MANOVA on public vs. private was not significant ($p = .062$). An additional MANOVA was conducted to explore the differences among the college's academic disciplines.

When looking at academic discipline, between-subjects effects show three different task categories are statistically significant (within groups test $p = .000$, $F(35, 1281) = 2.249$, Wilk's $\Lambda = .778$), Personal Scholarship ($p = .025$, $R^2 = .05$), External Relations ($p = .006$, $R^2 = .062$) and Department Administration ($p = .017$, $R^2 = .053$). The means for the discipline categories for these task categories are presented in Table 12.

Table 11***Importance by Carnegie Classification***

Carnegie Classification	External Relations		N
	Mean	SD	
Doctoral University: Very High Research Activity (R1)	6.33	.654	72
Doctoral University: High Research Activity (R2)	6.27	.698	70
Doctoral/Professional University (D/PU)	6.00	1.002	38
Master's Colleges and Universities: Larger Programs (M1)	6.18	.599	28
Master's Colleges and Universities: Medium Programs (M2)	5.85	.935	33
Master's Colleges and Universities: Small Programs (M3)	5.58	.954	43
Baccalaureate Colleges: Arts and Sciences Focus	6.33	.654	9
Baccalaureate Colleges: Diverse Fields	6.27	.698	10
Prefer not to answer.	6.00	1.002	3

Table 12***Deans Tasks by College Academic Discipline***

College Categories	Personal Scholarship		External Relations		Dept. Admin	
	Mean	SD	Mean	SD	Mean	SD
Liberal Arts	4.17	1.56	5.79	.98	5.91	.83
Health	4.63	1.39	6.32	.67	6.00	.76
Business	3.76	1.33	6.23	.90	5.55	.76
Education	4.78	1.33	5.91	.92	6.12	.71
Science	4.34	1.22	5.88	.87	5.92	.84
Engineering	4.36	1.24	6.23	.78	5.86	.58
Professional Programs	3.97	1.64	5.81	.98	5.54	.81
Other	4.19	1.06	6.21	.88	5.91	.68
Total	4.29	1.42	6.04	.90	5.87	.78

Chapter Five

Discussion

Demographics

Gender

The 1996 survey of deans had a much larger sample but restricted selection to only liberal arts, education, business and nursing (Wolverton & Gmelch, 2002). At that time, 41% of respondents were women. The researchers intentionally chose nursing to boost the potential for female respondents because other disciplines had less than 25% of deans roles filled by women. Gender balance in the current survey does not necessarily demonstrate that the gender gap is changing, but it does suggest targeting the sample of disciplines to include more female deans is no longer necessary. However, certain disciplines may still be struggling for gender equity. Business, Engineering, and Science colleges had half as many female respondents as male respondents, and Education and Health respondents were majority female. This study was unable to collect the gender breakdowns of all the deans which were contacted.

Time in the deanship

While a large portion of the deans have served in higher education for 20 or more years, the number of deans who have been serving in the role for less than 5 years is slightly surprising. Part of this is explained by the fact that more than half the institutions in the sample had at least one interim dean. In addition, it is interesting to see so many deans serving for less than 5 years because that may suggest that in many cases college leadership is continuously in some state of change or flux. It is then no surprise that one of the primary tasks of the dean is developing long range college goals. The motivation for long range planning is to allow for the other leaders within the college to stay on a focused path when transition happens.

The changing demographics of the deanship are indicative of potential future changes for how deans develop and shape their own identity. Past experiences also shape deans' leadership frames and the tasks they value. The following discussion will examine the leadership frames and tasks in more detail.

Leadership Frameworks by Organization Type

The leadership frameworks indicate the deans generally identify strongly with the human resources frame ($M = 6.24$). Leadership researchers (Antonakis et al., 2003) report that leaders have a tendency to rate themselves higher based on current trends in popular leadership literature. It makes logical sense then, at the time this data was collected, deans tended to rate themselves higher for the human resources frame rather than the others. The human resources frame is structured closely on the personal approaches of being a leader, which many in higher education leadership argue is of the utmost importance (Bolman & Gallos, 2010). Each of the items focuses on connecting with others in ways to help them become better people as well as employees. This finding is also consistent with some of the more important tasks in the deans' task list. "Maintain conducive work climate," "Maintain effective communication across departments," and build relationships were all rated highly important tasks by the deans.

The other frames are also generally positively identified among the deans. Positive views of the structural frame ($M = 5.83$) suggest the deans recognize and understand the positional power afforded to the deanship. The structural leadership frame focuses on hierarchical structures in the organization. The symbolic frame ($M = 5.62$) suggests the deans recognize their role as the representative of the college. The correlation of the symbolic frame between the Organizational Leadership role ($r = .379$) and the External Relations role ($r = .295$) provides an

interesting avenue for future research to explore the ways in which a dean who prefers the symbolic leadership frame approaches these two roles.

At the individual-item level of the symbolic frame, it is interesting to note how low the deans rated the item “I am highly charismatic.” Charisma is one of the many traits that generally define successful leaders (Shamir et al., 1993). But in this sample, deans do not see themselves as generally possessing that trait despite the fact that they rate communication and representation of the college as highly important. This may be a product of people wanting to downplay a trait that might be perceived as something potentially negative (Bolman & Deal, 1992). Future analysis should, if possible, examine other constituents’ views of the dean and not just their own self-reported characteristics.

The political frame ($M = 5.44$) was the lowest scoring leadership frame among the deans. The items within this frame represent a dean’s comfort with persuasion, conflict resolution, and negotiating with other people. It is uncommon for a non-administrative faculty member to be introduced to these kind of leadership processes. Because many deans come from the faculty ranks they may not be comfortable with this form of leadership.

The analysis of variance demonstrates that organizational type does not impact the leadership frames deans’ perceive themselves to possess. Institutions have unique identifying characteristics and those characteristics may favor a particular kind of leader (Bolman & Gallos, 2010). Statistically speaking differences among the university demographics were not observed. Differences among other observed demographic variables were also not significant. However, identity is more than just about demographic boxes checked in a survey. It was not within the scope of this study to examine the varying characteristics of identity or leadership identity outside of the frameworks, but this could be a valuable area for future study.

Deans Roles

The deans' roles were originally hypothesized to be grouped into eleven factors. The goodness of fit indices on the eleven-factor scale was not able to be simply modified in order to find a better fit. There is some debate over whether the combination of fit indices is necessary to validate the factor structure of an instrument (Byrne, 2010). However, Hu and Bentler (1999) suggested while utilizing combinational rules is not necessary, being able to successfully say the model fit on multiple indices provides more confidence in the structural validity of the instrument. The reason for returning to component analysis instead of utilizing advanced modification strategies to increase the fit of the model was to avoid overfitting the model to the sample data which reduces the generalizability of the later structural path findings (Byrne, 2010).

The component analysis determined the scale could be reduced down to five factors. Examining the scree plot is generally regarded as a favorable approach for determining the initial item extraction but it is also quite subjective and there are no hard and fast rules for its interpretation (Beavers et al., 2013; Pett et al., 2003) In this study five factors were extracted, but the scree plot analysis could have supported as few as three or as many as seven. The new factors are labeled: Organizational Leadership, Personal Scholarship, External Relations, Department Administration, and Student Support.

Examining the overall mean importance of all items, generally most tasks presented from the inventory to the dean are relatively important. When consolidating the tasks into the factor roles it is logical the means of each role are also relatively favorable, and similar. Trying to determine specifically which role is more important than the others becomes difficult if everything is important. Deans can utilize the task inventory independent of the role factors for understanding what their peers believe to be important. Even though determining an overall

difference among the importance of the roles is difficult, each of the roles can be looked at for the impact of its relative importance on the deanship.

The factor with the highest composite score is External Relations. This factor represents the work a dean does building relationships with constituents who have an interest in the college but are not currently members of it. The items in the measure are consistent with the previous literature, though the conceptualization of the factor has changed slightly. In this modern sample of deans, the focus is now more on building relationships outside the university and less focused on internal university politics. The original conceptualization of this factor included representing the college to the administration, and budgeting and long range goal planning (Wolverton & Gmelch, 2002). The current conceptualization includes alumni relations, building relationships with community stakeholders, building relationships with offices on campus who connect with the community, and working with all of these external groups to advocate for the needs of the college.

Developing external relationships is particularly important among the deans in the doctoral universities compared to the deans in the master's and baccalaureate classifications. This information suggests deans working in the doctoral universities are more likely to have enhanced responsibilities in this role compared to those of their peers in the less complex university structures. External relations may be more the purview of a president at a baccalaureate college rather than being the responsibility of the dean. Though the importance is statistically higher, the practical level of the difference is small. It isn't that a dean in a baccalaureate college thinks external relations is unimportant, but the relative importance of this role is lower than the importance of other roles such as department administration and student support.

The next role factor to examine is the Organizational Leadership role. The naming of the role is a kind of catch-all representing the wide variety of tasks which are incorporated in the factor. The primary focus of this role is the administrative work, which is many times called leadership, but is more representative of the managerial power held by the top representative of any college organization. Items such as communicate goals/mission to college employees/constituents, participate in committee work, solicit ideas to improve the college, and acting as the figurehead of the college are indicative of the dean's role as both the college's representative to the university as a whole and the leader of the collegiate unit. "Represent the college to the administration" belongs in this factor and is the most important individual task among deans. The difficulty of this factor is its overly broad representation of being a leader in the college. Leadership is commonly used as a factor in managerial roles (Mintzberg, 2007), but this label is not always the same as exhibiting leadership. This phrase is representative of the dean being the top level position of power, but holding power does not necessarily mean the person in the role is a leader (Vecchio, 2007). It would be interesting in future studies to examine the relationship of different leadership theories in the context of the academic deanship. The organizational leadership role has the strongest correlations with the leadership frameworks. This suggests deans may believe these roles themselves are indicative of leadership processes. It would be interesting to examine the extent to which deans have learned about leadership and the various means of understanding what leadership is. Many of the items in this factor are also indicative of features of the deanship that may be time consuming. This was not directly measured, but it would also be interesting in future studies to examine the nature of these task events and the time spent doing them.

Wolverton and Gmelch (2002) divided the items in the Organizational Leadership factor into multiple factors. However, this sample of deans seems to bring together concepts of internal productivity and leadership. This new factor should be examined closely in the future to ensure that the inter-correlation of the items is consistent as time goes on. The current inter-item correlations range from $r = .147$ to $r = .533$. Breaking up the factor structure in the future is worth consideration.

It would also be interesting for future research to explore how much of these processes are then further distributed amongst the lower ranks of the college for support. For instance, “solicit ideas to improve the college” is part of the dean’s responsibility but obviously requires interaction with other college constituents for it to be meaningful. Does the dean solicit ideas directly from the students, faculty, and staff, or is there an intermediary such as a department head? Is this dependent on the structure of the college organization? These are all potential questions that could use more exploration.

The next important factor is Department Administration. The items represent the supervision of departments and faculty. The items are mostly all related to the direct reports for the dean. This is not at all surprising because in most settings the dean is directly responsible for the work being done by the department heads and chairs. The changes in this factor from the original work (Wolverton & Gmelch, 2002) represent the alignment of focusing all items related to departments and faculty under one heading. It adds in assigning duties and encouraging professional development for the department heads, to the original factor of personnel management. This suggests departmental administration is interested in all aspects of supporting the various departments under the purview of the deanship.

Student Support has a strong customer-support focus. If managers are focused on employees, product, and customers, then the deans must focus on supporting the needs of their students. This factor is interesting in that many of these items were included in the original works (Wolverton & Gmelch, 2002), but the idea of deans focusing on student issues as an entire classification of effort is unique. *Post hoc* analysis in Table 13 also shows that the importance of student support decreases as the number of students in the college or division increases ($R^2 = .078$, $\beta = -.279$, $F(4,309) = 6.745$, $p = .000$). The change is small in practice, but it is interesting to examine this factor further by gathering more samples from smaller college programs. This isn't to say deans in charge of larger programs wouldn't feel the need to support students. The questions don't directly ask "do you support your students," but the importance of directly interacting with students changes as the complexity of the organization grows.

Table 13

Student Support by # of Students in College/Division

	Mean	Std. Deviation	N
<= 500.00	5.58	.86	66
501.00 – 1000.00	5.48	.76	77
1001.00 – 2500.00	5.19	.82	82
2501.00 – 5000.00	5.02	.79	72
5001.00+	4.86	.81	17
Total	5.29	.84	314

One example of this is to focus in on the item “maintain a regular teaching schedule” within the Carnegie Classification categories. Among the Doctoral Universities (R1 and R2) the mean is very low ($M = 2.51$ and 2.78 respectively), but the Baccalaureate Colleges: Arts and Sciences Focus category has a mean of 4.22 . This suggests some deans try to maintain their connections to the faculty and teaching role at the Baccalaureate Colleges. In addition, for colleges over 5000 students, the mean is 2.29 ; while colleges with less than 500 students the mean is 3.68 , suggesting deans in those colleges view teaching as somewhat important. However, a mean of 3.68 on a 7-point scale is just below the halfway point between not at all important and very important. Never-the-less, maintaining a teaching schedule is one piece of the student support role and deans at the different levels have differing views on its importance. Thus, student support is an area of the dean’s role that deserves more investigation. What other forms of student support are important for the academic dean? Has the academic dean been spending more or less time on student needs? The potential in this area for future research is strong.

The last deans’ role to be discussed is the Personal Scholarship factor. It is no surprise this factor has a relatively low importance rating among the deans. This is consistent with the original findings from Wolverton and Gmelch (2002). What is interesting is the extent to which the four items retain their reliability and consistency with each other. Wolverton and Gmelch (2002) suggested that newer deans may see the need to continue to do everything, whereas deans who have spent quite a bit of time in administration will find it less important to continue their personal scholarship pursuits. Looking at the comparison of means for deans based on their time in the position and their time in higher education, there was no significant difference between deans on how long they had been in the roles or in higher education. However, this does beg the

question of whether the deans are truly giving up all scholarship or professional growth. It may be that deans are transitioning their development and scholarship from their original disciplines and are now examining scholarship focused on the organization as whole. Further investigation of the kinds of scholarship and academic pursuits deans are pursuing when they do have time would be interesting.

Deans' Roles Outside the Seven Factors

While the intent in much of this analysis has been focused on reducing the individual items into factors that broadly represent the roles a dean must portray, some items are considered important by the deans but do not relate together with other items. A quick examination of the items removed from the exploratory factor analysis can be used to demonstrate the deans' job has many varied tasks pulling the dean in many different directions.

Financial planning, budget preparation and decision making ($M = 6.55$) is one of the most important tasks a dean performs. Unfortunately, it cross-loaded on three of the deanship roles. This made it quite difficult to interpret where this item should get placed. Hindsight suggests the item could be three different tasks, each of which could make up its own role factor of resource allocation. The responsibility of college finances is important at all levels of the deanship, and any model of the deanship should include this task in some form or another when investigating the overall impact of the deanship.

Maintain effective communication across departments is a very important task ($M = 6.32$). But it was ultimately removed from the factor structure because it cross-loaded on both the department administration and on the organizational leadership factor. Not being able to clearly define this task onto one of the overarching roles hurts the overall model a little bit because of

how important the deans find this singular factor. When conducting future studies, finding a place to fit this communication factor will be important to consider.

In addition, foster gender and ethnic diversity ($M = 6.06$) did not align strongly with any factor. The topic of culture and creating a welcoming climate for everyone in an organization is generally very important. As the representatives of their college the dean needs to be the person who encourages and embraces diversity. They need to be the person who ensures that all voices are represented in their college and that all people are welcome in their college. Fostering diversity is much more complex than a singular item can convey. Entire fields of higher education study are devoted to this topic, and as such those fields should be considered when trying to develop the deans' role on this issue.

Plan and conduct college leadership team meetings rates as fairly important ($M = 5.87$). It cross loaded poorly with organizational leadership and the department administration factors and was ultimately removed from the model. Deans must conduct leadership team meetings, but because such a task is probably quite ubiquitous among all deans it is hard to distinguish responses to it among other items. The role of administrative function may need to be considered for future studies to include the various tasks that may or may not be important but are common among all deans such as team meetings, answering correspondence, and filing/reading paperwork.

Another item that was removed from the final EFA, but which could be important for future studies is comply with state, federal, and certification agency guidelines ($M = 5.96$). This item was originally predicted to be a part of the monitor role of managers. Conceptually this still makes sense but additional tasks that represent the monitor role did not coalesce during the reduction process. Finding out how this process fits with other monitor ideas is useful for future

research. It may be, such roles are important because they must happen in order to keep the college operating. Knowing how this connects with other roles would be useful for deans.

Two items were removed because of general lack of importance, “Foster relationships with athletics” and “Union and contract negotiations”. Regarding athletics, this is not at all surprising given that these deans are sometimes fighting for resources with those same athletic departments they would be building a relationship with. It is not uncommon for academics and athletics to butt heads in terms of priorities and needs. In hindsight, the question is also one of the only questions that calls out a specific subset of departments within the university. Though deans were asked about relationships with development and fundraising and were asked about the larger administration, they were not asked about forming relationships with the various other department types in their institutions. We do not know how important it is to build relationships with student life, or facility services, or information technology. It could be if a more granular group of questions related to different departments in a university were asked, we may find other areas that are only moderately important to the dean. Generally building the bridge between academics and athletics is of low importance from the academic side.

The last task, “Union and contract negotiations” is an addition from the older works of Anderson, Murray and Olivarez Jr (2002) who examined the managerial roles of chief academic officers. Ultimately, the item may have been worded poorly and not able to represent all deans as a group. Many colleges may not have collective bargaining and unions to work with. Thus, respondents may choose “not important” because it is not something for the dean to worry about. Second, it unintentionally created a double barreled question in which a dean may not be sure how to respond (Bradburn et al., 2004). They may spend time negotiating contracts with government agencies or with distinctive hires for department heads or other administrators but

may not have to worry about union work. This led to removing the question from the overall predicted models.

Because the inventory is focused on important items, it does not necessarily represent the most time-consuming parts of the deans' position. A quick review of the open-response items indicated that while many of the themes presented here are the most important, one of the most time-consuming themes for the college dean is administrative work: answering emails, filing paperwork, collecting information, reading reports, and meetings, meetings, meetings. While meetings are inherent in a few items already in the inventory, attending to email and administrative paperwork may be distinct concepts that need further investigation. Additionally, it would be interesting in a larger sample to explore the relative importance of a task versus the relative amount of time spent on such a task.

Deans Frames and Managerial Roles Relationships

Ultimately, because the predicted role structure was not supported, the hypotheses related to examining the relationship between leadership frames and the deans' roles were not able to be tested at this time. A closer look at the correlations in Table 10 demonstrates there is a significant correlation between the leadership frames and all of the deans' roles. However, many of the relationships are fairly weak ($r < 0.3$). The strongest correlations exist between organizational leadership and all of the leadership frames. Conceptually, it is not surprising that items about leadership have the strongest correlations with leadership frameworks. Further study should refine and repeat the measures used in the deans' roles and test the structural connections between the frames and the roles. This study demonstrates that the relationship exists, but the cause of the relationship is still unknown.

Limitations

No study is without its limits. The first is the inability in the sample to properly represent the baccalaureate colleges. Though their individual responses were retained for the purposes of analysis, future studies should spend some time exploring this particular subcategory of schools and the administrative structure of these institutions. It may be their general size and purpose doesn't require the role of an academic dean, but if these positions become more prominent in that sector of education, more study on the nature of those roles will be useful for the future. In addition, the overall response rate of 16% is quite low for an electronic survey. Continued study of the dean population would hopefully increase the overall response and allow for the data to be more generalizable to the entire population of deans.

Many deans characterized their school as being part of a larger multi-campus system. What is unclear is how closely coupled the schools are within those systems. For instance, the majority of public schools in Wisconsin are tied to the University of Wisconsin system, but that does not mean UW-Madison, the state flagship school, administrators give any thought to deans on the other campuses in the system. Whereas, the University of Louisville also has a multi-campus system, those campuses are located across town from each other, and administratively all the deans report under the same provost. The question was stated "Is your institution part of a larger multi-campus system?" The wording of this question needs to be fine-tuned to address these concerns.

The academic discipline categories are quite subjective in this study. Because the structure of institutions varies widely from school to school, these categories are very loosely defined. For instance, some deans are from a college of arts and sciences, which was categorized under liberal arts, while others may be from a college of natural sciences, which was categorized

as science. The health category includes medical schools, allied health, nursing and dental. Lastly engineering and science are independent, but they could be further folded together in future analyses. These categories could be separated further or more closely defined. The results based on the differences in the category definitions while demonstrating statistical significance they were not practically significant.

Additionally, this study is limited in its effects and some of the modeling likely may not have succeeded in the goodness of fit tests because of its overall sample size and the complexity of the factor solutions. While there are no hard and fast rules on sample size and the ability to conduct confirmatory factor analysis or structural equation modeling, the more factors involved in the model the larger the sample sizes need to be (MacCallum et al., 1996). Further studies need to be conducted to properly examine the relationship between deans' leadership frames and their managerial roles. The deans' task inventory underwent a large amount of modification to incorporate the literature on managerial roles and ended up suggesting a new model. Because of the nature of developing a new model, continued confirmation of the factor structure was not within the scope of this study.

Leadership is a reciprocal relationship between the leader and the followers (Kouzes & Posner, 2017). This survey only asked the deans about their perceptions of important roles and how they perceived their own personal leadership frames. This leads to responses that could indicate more favorable results on socially desirable qualities rather than a close introspection of directly observed traits (Bradburn et al., 2004). Future studies should examine the perspective of each of the constituents which interact with the academic dean. Learning about how other administrators view the role of the dean, as well as how subordinates view the role of the dean is an important addition to gathering a complete picture of what the role is in higher education.

Implications and Contributions

Though leadership should be studied from all sides, and identity development around leadership is an interest of future study, this study validates the factor structure of Bolman and Deal (1991) and item components of the leadership frames among the sample of college deans. This leadership framework is normally used for executive level administration in universities, but it can be seen here holding together with the college deans as well. The deanship is a position wondering whether they are leaders of institutions or managers of their college. Stuck in the middle of a hierarchical chain where they are both the boss in charge of all decisions and responsible to other administrators above them. Despite this, the deans identify with the leadership frames. Further study should continue to examine the extent which this leadership identity develops over time. It also suggests deans who do not feel they are a leader may want to consider this viewpoint and seek out why they believe this. The ultimate question for future study, is the dean a leader or a manager? One study of the deanship cannot yet provide an answer.

The managerial nature of the deanship should not be discounted. Managers can exhibit leadership while also holding positional power over their colleges. Researchers focused on academic management should pay attention to the relational nature with leadership when examining the roles and functions of the manager. The combination of both management and leadership should also be a focus of study for people seeking the deanship or holding the position.

This study provides a detailed and expanded inventory of deans' tasks as well as how these tasks can be combined into role factors. This expanded inventory showcases the relative high importance of various tasks and roles, which have previously been excluded from the

interest of researchers focused on the deanship. In particular, the increased focus on student support and external relations in this study showcases how the deans' role has expanded beyond its previous observations (Wolverton & Gmelch, 2002). Those who currently hold the position of dean can utilize this information to look at their own performance as dean and consider where they have strengths or weaknesses. If their peers are prioritizing tasks which they are not, they should consider why this may be happening. They can also utilize this information to argue for additional support in the various administrative areas. If one of the higher priorities is taking up a lot of the dean's time, they could ask for additional staffing to allow them to focus on other administrative priorities.

The results presented here for the managerial roles and their relative importance amongst the deans is also a useful resource for the various constituents who interact with or choose the next dean. Hiring committees trying to find their next dean may want to consider the roles presented here and their relative importance to their own college when picking the next dean. Provosts should consider these roles when evaluating the performance of their deans.

Conclusion

Despite the limitations, the information gathered from the deans' task inventory provide us a glimpse into the role and lives of the deanship. This administrative position is expanding in its capacity and scope and as those expansions continue, training and support for people in those roles needs to develop around the expectations of what is important to the role. This study provides a brief picture into the role that framing leadership plays on different roles associated with being a dean. Finally, because limited differences were found between deans in different categories, many of these tasks and leadership frames could be applicable to anyone wishing to pursue this administrative capacity at many levels of higher education. Further study of the

dean's role in the higher education system is going to be necessary to ensure that people who will be taking on the role of the dean know what is expected of them when they reach these positions. The dean is more than just the top member of the college organizational chart. The importance of the role of the need for understanding management and leadership has been highlighted throughout this study. Hopefully this study can act as a useful tool for understanding this role and provide a roadmap for future study.

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Appendices

Appendix A

Complete Survey

The Role of the Dean in Higher Education

Consent for Research Participation

Research Study Title: The Role of the Dean in Higher Education

Researcher(s): Jason Smethers, University of Tennessee

Sally McMillan, Faculty Advisor, University of Tennessee, Knoxville

We are asking you to be in this research study because you are listed as a dean at your university. You must be age 18 or older to participate in the study. The information in this consent form is to help you decide if you want to be in this research study. Please take your time reading this form and contact the researcher(s) to ask questions if there is anything you do not understand.

Why is the research being done?

This research is being conducted as part of a dissertation. The purpose of the research study is to understand the roles and tasks of academic deans in higher education. The goal of this study is to be able to further the understanding of the role of the dean within the wide variety of institutions of higher education in the United States.

What will I do in this study?

If you agree to be in this study, you will complete an online survey. The survey includes questions about tasks and the role of the dean as well as some leadership questions and basic demographic questions. The survey should take you about 10 minutes and should take no longer than 20 minutes to complete. You can skip questions that you do not want to answer.

Can I say “No”?

Being in this study is up to you. You can stop up until you submit the survey. After you submit the survey, we cannot remove your responses because we will not know which responses came from you.

Are there any risks to me?

We don't know of any risks to you from being in the study.

Are there any benefits to me?

We do not expect you to benefit from being in this study. Your participation may help us to

learn more about the role of the academic dean in higher education. We hope the knowledge gained from this study will benefit others in the future.

What will happen with the information collected for this study?

The survey is anonymous, and no one will be able to link your responses back to you. Your responses to the survey will not be linked to your computer, email address or other electronic identifiers. Please do not include your name or other information that could be used to identify you in your survey responses. Information provided in this survey can only be kept as secure as any other online communication.

Information collected for this study will be published and possibly presented at scientific meetings.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers: Jason Smethers, (researcher contact), or Sally McMillan, (researcher contact).

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue
Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: (IRB Phone)
Email: (IRB Email)

C2 Statement of Consent

I have read this form, been given the chance to ask questions and have my questions answered. If I have more questions, I have been told who to contact. I can print or save a copy of this consent information for future reference.

Select "Yes" below to agree to be in this study. Then click the "Next" button to continue.

If I do not want to be in this study, I can select "No" to indicate I do not want to be in this study. Then click the "Next" button to close the survey and be removed from all future reminders.

Yes (4)

No (5)

Skip To: End of Survey If Statement of Consent I have read this form, been given the chance to ask questions and have my qu... = No

End of Block: Consent

Start of Block: Block 1

H1 The following are some basic questions to help understand the kind of college you lead.

Q1 What is the academic discipline of your college/department?
(ex. Arts and Sciences, Business, Education, Law, etc.)

Q2 What is your Institution's Carnegie Classification?

Definitions can be found at [Carnegie Classification Definitions](#)

Doctoral University: Very High Research Activity (R1) (1)

Doctoral University: High Research Activity (R2) (2)

Doctoral/Professional University (D/PU) (3)

Master's Colleges and Universities: Larger Programs (M1) (4)

Master's Colleges and Universities: Medium Programs (M2) (5)

Master's Colleges and Universities: Small Programs (M3) (6)

Baccalaureate Colleges: Arts and Sciences Focus (7)

Baccalaureate Colleges: Diverse Fields (8)

Prefer not to answer. (9)

Q3 What type of university do you belong to?

Public (1)

Private (2)

Q4 Is your institution part of a larger multi-campus system?

Yes (1)

No (2)

Don't Know (3)

Q5 Approximately how many students are in your college/division?

Q6 Approximately how many students attend your university campus?

Q7 Approximately how many faculty and staff are in your college/division?

Q8 Approximately how many people work at your university's campus?

End of Block: Block 1

Start of Block: Block 2

H2 Take a minute to think about your role as dean. When thinking about the tasks and roles you are asked to do as dean answer the following.

L1 List the 5 most important tasks or responsibilities you have as dean.

L2 List the 5 most time-consuming tasks or responsibilities you have as dean.

End of Block: Block 2

H3 Now that you have provided your own list of the important tasks, the next section will have you consider some tasks that a dean might do. Rate each task based on how important you think it is for you in your role as dean.

DQ1 Thinking about your role as the dean.

On a scale from 1 to 7, 1 being not at all important and 7 being very important, rate the following activities.

	1	2	3	4	5	6	7
Represent the college at professional meetings (1)							
Performing or attending obligatory routine duties of a legal or social nature (such as entertaining institutional guests) (3)							
Recruit and select department chairs/heads and faculty (4)							
Foster good teaching (5)							
Encourage faculty, chairs/heads, and staff professional development activities (6)							
Assign duties to chairs/heads and directors (7)							
Develop and initiate long range college goals (8)							
Maintain effective communication across departments (9)							
Coordinate college activities with constituents (10)							

Page Break

DQ2 Thinking about your role as the dean.

On a scale from 1 to 7, 1 being not at all important and 7 being very important, rate the following activities.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Build relationships with external community/stakeholders (1)							
Foster alumni relations (2)							
Interact regularly with students (3)							
Foster relationships with athletics (4)							
Foster relationships with the foundation/development/advancement office. (5)							
Assure maintenance of accurate college records. (6)							
Manage non-academic staff. (7)							
Supervise department chairs and directors (8)							
Evaluate chair and faculty performance (9)							
Plan and conduct college leadership team meetings (10)							

DQ3 Thinking about your role as the dean.

On a scale from 1 to 7, 1 being not at all important and 7 being very important, rate the following activities.

	1	2	3	4	5	6	7
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Develop and Evaluate Curriculum (1)							
Comply with state, federal, and certification agency guidelines (2)							
Inform college employees of university and community concerns (3)							
Communicate goals/mission to college employees/constituents (4)							
Participate in college/university committee work (5)							
Represent college to the administration (6)							
Update external members on college goals and needs (7)							
Advocating for college needs with external parties including government officials, alumni, and other university administrators (8)							
Keep current with technological changes (9)							
Solicit ideas to improve the college (10)							

Page Break

DQ4 Thinking about your role as the dean.

On a scale from 1 to 7, 1 being not at all important and 7 being very important, rate the following activities.

	1	2	3	4	5	6	7
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Obtain and manage external funds (grants, contracts, donations) (1)							
Follow emerging trends in higher education (2)							
Maintain conducive work climate (3)							
Foster gender and ethnic diversity in the college (4)							
Respond to issues and needs of students (5)							
Manage college resources (grants, facilities, and equipment) (6)							
Financial planning, budget preparation and decision making (7)							
Union and contract negotiations (8)							
Acting as mediator between interdepartmental disputes (9)							
Maintain my own scholarship program and associated professional activities (10)							
Remain current with my own academic discipline (11)							
Demonstrate/model scholarship by publishing/presenting papers regularly (12)							
Maintain and foster my own professional growth (13)							
Maintain a regular teaching schedule (14)							
Negotiate with other administrators for support of college priorities. (15)							

End of Block: Block 3

Start of Block: Block 4

H4 Up till now you have thought about the role you play as the dean. For this section, think about yourself and your own leadership and management beliefs.

BD1 Thinking about yourself.

On a scale from 1-7, 1 being strongly disagree and 7 being strongly agree.

To what extent do you agree with the following statements:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I strongly emphasize careful planning and clear timelines (1)							
I have extraordinary attention to detail (2)							
I develop and implement clear, logical policies (3)							
I approach problems with facts and logic (4)							
I use logical analysis and careful thinking (5)							
I believe in a clear chain of command (6)							
I show high sensitivity and concern for others needs (7)							
I show high support and concern for others (8)							
I am consistently helpful and responsive to others (9)							
I build trust through open, collaborative relationships (10)							
I listen well and am unusually receptive to others input (11)							
I give personal recognition for work well done (12)							

BD2 Thinking about yourself.

On a scale from 1-7, 1 being strongly disagree and 7 being strongly agree.

To what extent do you agree with the following statements:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I am politically very sensitive and skillful (1)							
I get support from people with influence and power (2)							
I am a very skillful and shrewd negotiator (3)							
I am usually persuasive and influential (4)							
I succeed in the face of conflict and opposition (5)							
I anticipate and deal adroitly with organizational conflict (6)							
I am highly charismatic (7)							
I see beyond current realities to create exciting opportunities (8)							
I communicate a strong and challenging sense of mission (9)							
I am highly imaginative and creative (10)							
I model organizational aspirations and values (11)							

End of Block: Block 4

Start of Block: Block 5

S1 How satisfied are you with your current position?

- Extremely satisfied (1)
- Moderately satisfied (2)
- Slightly satisfied (3)
- Neither satisfied nor dissatisfied (4)
- Slightly dissatisfied (5)
- Moderately dissatisfied (6)
- Extremely dissatisfied (7)

S2 How satisfied are you with the administration of your university?

- Extremely satisfied (1)
- Moderately satisfied (2)
- Slightly satisfied (3)
- Neither satisfied nor dissatisfied (4)
- Slightly dissatisfied (5)
- Moderately dissatisfied (6)
- Extremely dissatisfied (7)

S3 How would you rate the overall perception of your university?

- Excellent (1)
- Good (2)
- Average (3)
- Below average (4)
- Poor (5)

LM Would you consider yourself a leader or a manager?

- Leader (1)
- Manager (2)
- Both (3)
- Neither (4)

End of Block: Block 5

Start of Block: Block 6

H5 Demographics

RACE Race

- Hispanic or Latino (1)
- American Indian or Alaska Native (2)
- Asian (3)
- Black or African American (4)
- Native Hawaiian or Other Pacific Islander (5)
- Caucasian or White (6)
- Multiracial (7)
- Other (8)
- Prefer not to say (9)

AGE Age

GENDER To which gender do you most identify?

- Female (1)
- Male (2)
- Non-binary/third gender (3)
- Prefer not to say. (4)
- Prefer to self-describe: (5) _____

YEARS1 Number of years in current position.

YEARS2 Number of years working in higher/post-secondary education.

DISC What would you consider to be your primary discipline?

PREV What did you do before becoming dean?

End of Block: Block 6

Appendix B

Recruitment Letter

Subject Line: Invitation to participate in a short survey on the deanship

Dear Dean (Name),

I am reaching out to you today to ask for your feedback in an online survey about the tasks and roles that are important to academic deans.

You can complete the survey by following this link: (anonymous survey link)

Responses to this survey will remain confidential and secure. Data collected from this survey will be used towards the completion of my dissertation.

You may choose to exit the survey at any time.

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers: Jason Smethers, (researcher contact info), or Sally McMillan, (researcher contact info).

Thank you kindly,

Jason Smethers

Doctoral Candidate

University of Tennessee

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board

The University of Tennessee, Knoxville

1534 White Avenue

Blount Hall, Room 408

Knoxville, TN 37996-1529

Phone: (phone #)

Email: (IRB Email)

Reminder Email (1 week later)

Subject Line: Short Survey on the Deanship

Dear Dean (Name);

Last week you received a request to participate in a survey on the tasks and roles that are important to academic deans.

I hope you will take a few minutes to complete the survey. This research is being used to complete my doctoral dissertation. It is focused on the roles and priorities that academic deans from across the country value and find important. It is my hope the information gained in this study will help other deans, like yourself, and those who wish to become a dean, better understand the role and function of the position.

Responses to this survey will remain confidential and secure. You may choose to exit the survey at any time.

You can complete the survey by following this link: (survey link)

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers: Jason Smethers, (researcher contact info), or Sally McMillan, (researcher contact info).

Thank you kindly,
Jason Smethers
Doctoral Candidate
University of Tennessee

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board
The University of Tennessee, Knoxville
1534 White Avenue
Blount Hall, Room 408
Knoxville, TN 37996-1529
Phone: (IRB phone)
Email: (IRB email)

You may opt out of these messages by clicking here: (opt out link)

Appendix C

Complete List of Schools

NAME	CITY	ST
Alabama State University	Montgomery	AL
Alaska Pacific University	Anchorage	AK
Albany State University	Albany	GA
Albion College	Albion	MI
Alderson Broaddus University	Philippi	WV
Alma College	Alma	MI
American Jewish University	Los Angeles	CA
American University	Washington	DC
American University of Puerto Rico	Manati	PR
Amherst College	Amherst	MA
Antioch University-Midwest	Yellow Springs	OH
Appalachian State University	Boone	NC
Arizona State University-West	Glendale	AZ
Auburn University at Montgomery	Montgomery	AL
Augsburg University	Minneapolis	MN
Augusta University	Augusta	GA
Azusa Pacific University College	San Dimas	CA
Ball State University	Muncie	IN
Barton College	Wilson	NC
Bay Path University	Longmeadow	MA
Baylor University	Waco	TX
Bemidji State University	Bemidji	MN
Bennett College	Greensboro	NC
Berea College	Berea	KY
Bethany College	Bethany	WV
Bethel College-North Newton	North Newton	KS
Bethel University	McKenzie	TN
Binghamton University	Vestal	NY
Bluffton University	Bluffton	OH
Boston College	Chestnut Hill	MA
Boston University	Boston	MA
Bowling Green State University-Main Campus	Bowling Green	OH

Brandeis University	Waltham	MA
Brandman University	Irvine	CA
Brenau University	Gainesville	GA
Brewton-Parker College	Mount Vernon	GA
Briar Cliff University	Sioux City	IA
Bridgewater College	Bridgewater	VA
Bryn Athyn College of the New Church	Bryn Athyn	PA
Buena Vista University	Storm Lake	IA
Butler University	Indianapolis	IN
California Baptist University	Riverside	CA
California Institute of Technology	Pasadena	CA
California State University Maritime Academy	Vallejo	CA
California State University-East Bay	Hayward	CA
California State University-Fresno	Fresno	CA
California State University-Fullerton	Fullerton	CA
California State University-Sacramento	Sacramento	CA
California State University-Stanislaus	Turlock	CA
Cameron University	Lawton	OK
Campbell University	Buies Creek	NC
Cardinal Stritch University	Milwaukee	WI
Caribbean University-Ponce	Ponce	PR
Carlow University	Pittsburgh	PA
Carnegie Mellon University	Pittsburgh	PA
Case Western Reserve University	Cleveland	OH
Catawba College	Salisbury	NC
Central Baptist College	Conway	AR
Central Methodist University-College of Graduate and Extended Studies	Fayette	MO
Central State University	Wilberforce	OH
Chapman University	Orange	CA
Charter Oak State College	New Britain	CT

Cheyney University of Pennsylvania	Cheyney	PA
Christopher Newport University	Newport News	VA
Clark Atlanta University	Atlanta	GA
Clark University	Worcester	MA
Clayton State University	Morrow	GA
Clemson University	Clemson	SC
Coe College	Cedar Rapids	IA
Colby College	Waterville	ME
Colegio Universitario de San Juan	San Juan	PR
College of Mount Saint Vincent	Bronx	NY
Colorado Mesa University	Grand Junction	CO
Colorado State University-Pueblo	Pueblo	CO
Columbia College	Columbia	MO
Columbia College	Columbia	SC
Columbia College Chicago	Chicago	IL
Columbia University in the City of New York	New York	NY
Concordia University-Nebraska	Seward	NE
Coppin State University	Baltimore	MD
Cornell University	Ithaca	NY
Crowley's Ridge College	Paragould	AR
Crown College	Saint Bonifacius	MN
CUNY City College	New York	NY
CUNY York College	Jamaica	NY
Dakota State University	Madison	SD
Dartmouth College	Hanover	NH
Davidson College	Davidson	NC
Defiance College	Defiance	OH
Delaware Valley University	Doylestown	PA
DePaul University	Chicago	IL
Dominican University	River Forest	IL
Dominican University of California	San Rafael	CA
Drexel University	Philadelphia	PA
Duke University	Durham	NC
Duquesne University	Pittsburgh	PA
East Tennessee State University	Johnson City	TN

Eastern Kentucky University	Richmond	KY
Eastern Mennonite University	Harrisonburg	VA
Eastern Nazarene College	Quincy	MA
East-West University	Chicago	IL
Eckerd College	Saint Petersburg	FL
Edgewood College	Madison	WI
EDP University of Puerto Rico Inc-San Juan	San Juan	PR
Elizabethtown College	Elizabethtown	PA
Embry-Riddle Aeronautical University-Prescott	Prescott	AZ
Emory University	Atlanta	GA
Fairmont State University	Fairmont	WV
Farmingdale State College	Farmingdale	NY
Fashion Institute of Technology	New York	NY
Fayetteville State University	Fayetteville	NC
Felician University	Lodi	NJ
Ferris State University	Big Rapids	MI
Ferrum College	Ferrum	VA
Fielding Graduate University	Santa Barbara	CA
Finlandia University	Hancock	MI
Florida Atlantic University	Boca Raton	FL
Florida Institute of Technology	Melbourne	FL
Florida Memorial University	Miami Gardens	FL
Florida State University	Tallahassee	FL
Fordham University	Bronx	NY
Fort Hays State University	Hays	KS
Fort Lewis College	Durango	CO
Francis Marion University	Florence	SC
Franklin Pierce University	Rindge	NH
Frostburg State University	Frostburg	MD
Gallaudet University	Washington	DC
Gannon University	Erie	PA
George Fox University	Newberg	OR
George Mason University	Fairfax	VA
George Washington University	Washington	DC
Georgetown University	Washington	DC

Georgia Gwinnett College	Lawrenceville	GA
Georgia Southern University	Statesboro	GA
Georgia Southwestern State University	Americus	GA
Goddard College	Plainfield	VT
Governors State University	University Park	IL
Graceland University-Lamoni	Lamoni	IA
Granite State College	Concord	NH
Green Mountain College	Poultney	VT
Guilford College	Greensboro	NC
Hampden-Sydney College	Hampden-Sydney	VA
Hampton University	Hampton	VA
Harrisburg University of Science and Technology	Harrisburg	PA
Harvey Mudd College	Claremont	CA
Henderson State University	Arkadelphia	AR
Hope International University	Fullerton	CA
Houston Baptist University	Houston	TX
Howard University	Washington	DC
Humboldt State University	Arcata	CA
Husson University	Bangor	ME
Idaho State University	Pocatello	ID
Indiana Institute of Technology	Fort Wayne	IN
Indiana State University	Terre Haute	IN
Indiana University of Pennsylvania-Main Campus	Indiana	PA
Indiana University-Bloomington	Bloomington	IN
Indiana University-Northwest	Gary	IN
Inter American University of Puerto Rico-Aguadilla	Aguadilla	PR
Inter American University of Puerto Rico-Arecibo	Arecibo	PR
International Technological University	San Jose	CA
Iona College	New Rochelle	NY
Ithaca College	Ithaca	NY
James Madison University	Harrisonburg	VA
Jefferson (Philadelphia University + Thomas Jefferson University)	Philadelphia	PA

John Carroll University	University Heights	OH
John F. Kennedy University	Pleasant Hill	CA
Judson College	Marion	AL
Kansas Wesleyan University	Salina	KS
Keene State College	Keene	NH
King's College	Wilkes-Barre	PA
La Roche College	Pittsburgh	PA
La Salle University	Philadelphia	PA
Lamar University	Beaumont	TX
Lasell College	Newton	MA
Lebanon Valley College	Annaville	PA
Lesley University	Cambridge	MA
LeTourneau University	Longview	TX
Lewis-Clark State College	Lewiston	ID
Lincoln Memorial University	Harrogate	TN
Lock Haven University	Lock Haven	PA
Longwood University	Farmville	VA
Louisiana College	Pineville	LA
Louisiana State University-Alexandria	Alexandria	LA
Loyola University New Orleans	New Orleans	LA
Lubbock Christian University	Lubbock	TX
Mansfield University of Pennsylvania	Mansfield	PA
Marietta College	Marietta	OH
Marquette University	Milwaukee	WI
Mars Hill University	Mars Hill	NC
Marylhurst University	Marylhurst	OR
Marymount Manhattan College	New York	NY
Massachusetts College of Liberal Arts	North Adams	MA
Massachusetts Institute of Technology	Cambridge	MA
Mayville State University	Mayville	ND
McKendree University	Lebanon	IL
Mercer University	Macon	GA
Mercy College	Dobbs Ferry	NY
Mercyhurst University	Erie	PA
Metropolitan College of New York	New York	NY

Metropolitan State University	Saint Paul	MN
Miami University-Hamilton	Hamilton	OH
Michigan Technological University	Houghton	MI
Middle Georgia State University	Macon	GA
Middle Tennessee State University	Murfreesboro	TN
Midland University	Fremont	NE
Midway University	Midway	KY
Milligan College	Milligan College	TN
Minnesota State University Moorhead	Moorhead	MN
Mississippi State University	Mississippi State	MS
Mississippi Valley State University	Itta Bena	MS
Missouri Southern State University	Joplin	MO
Missouri State University-Springfield	Springfield	MO
Missouri University of Science and Technology	Rolla	MO
Montana State University	Bozeman	MT
Montana Technological University	Butte	MT
Montclair State University	Montclair	NJ
Mount Holyoke College	South Hadley	MA
Mount St. Mary's University	Emmitsburg	MD
Naval Postgraduate School	Monterey	CA
New College of Florida	Sarasota	FL
New Jersey City University	Jersey City	NJ
New Mexico Institute of Mining and Technology	Socorro	NM
New York University	New York	NY
Newman University	Wichita	KS
Nicholls State University	Thibodaux	LA
Norfolk State University	Norfolk	VA
North Central College	Naperville	IL
North Greenville University	Tigerville	SC
Northeastern State University	Tahlequah	OK
Northeastern University	Boston	MA

Northern Arizona University	Flagstaff	AZ
Northern Kentucky University	Highland Heights	KY
Northern Michigan University	Marquette	MI
Northern State University	Aberdeen	SD
Northern Vermont University	Johnson	VT
Northwest Missouri State University	Maryville	MO
Northwest University	Kirkland	WA
Northwestern Oklahoma State University	Alva	OK
Northwestern University	Evanston	IL
Notre Dame College	Cleveland	OH
Nova Southeastern University	Fort Lauderdale	FL
Oakwood University	Huntsville	AL
Ohio University-Main Campus	Athens	OH
Oklahoma Christian University	Edmond	OK
Oklahoma City University	Oklahoma City	OK
Oklahoma Panhandle State University	Goodwell	OK
Oklahoma Wesleyan University	Bartlesville	OK
Ottawa University-Jeffersonville	Jeffersonville	IN
Ottawa University-Phoenix	Phoenix	AZ
Ouachita Baptist University	Arkadelphia	AR
Pennsylvania State University-Penn State Beaver	Monaca	PA
Pennsylvania State University-Penn State Brandywine	Media	PA
Pennsylvania State University-Penn State Erie-Behrend College	Erie	PA
Pennsylvania State University-Penn State Fayette- Eberly	Lemont Furnace	PA
Pennsylvania State University-Penn State Hazleton	Hazleton	PA
Pennsylvania State University-Penn State Worthington Scranton	Dunmore	PA

Pontifical Catholic University of Puerto Rico-Arecibo	Arecibo	PR
Pontifical Catholic University of Puerto Rico-Ponce	Ponce	PR
Presbyterian College	Clinton	SC
Purdue University-Main Campus	West Lafayette	IN
Quinnipiac University	Hamden	CT
Regent University	Virginia Beach	VA
Regis University	Denver	CO
Rensselaer Polytechnic Institute	Troy	NY
Rhode Island College	Providence	RI
Rhodes College	Memphis	TN
Rochester Institute of Technology	Rochester	NY
Rockford University	Rockford	IL
Rocky Mountain College	Billings	MT
Rowan University	Glassboro	NJ
Saint Joseph's University	Philadelphia	PA
Saint Louis University	Saint Louis	MO
Saint Martin's University	Lacey	WA
Salisbury University	Salisbury	MD
Sam Houston State University	Huntsville	TX
Santa Clara University	Santa Clara	CA
Savannah State University	Savannah	GA
Seton Hall University	South Orange	NJ
Shaw University	Raleigh	NC
Shawnee State University	Portsmouth	OH
Shepherd University	Shepherdstown	WV
Siena College	Loudonville	NY
Siena Heights University	Adrian	MI
Simpson University	Redding	CA
SIT Graduate Institute	Brattleboro	VT
Soka University of America	Aliso Viejo	CA
Southern Illinois University-Edwardsville	Edwardsville	IL
Southern Methodist University	Dallas	TX
Southern New Hampshire University	Manchester	NH
Southern University at New Orleans	New Orleans	LA

Southwestern Assemblies of God University	Waxahachie	TX
Southwestern Oklahoma State University	Weatherford	OK
Southwestern University	Georgetown	TX
Spalding University	Louisville	KY
Springfield College	Springfield	MA
St John's University-New York	Queens	NY
St Mary's College of Maryland	St. Mary's City	MD
St. Joseph's College-New York	Brooklyn	NY
St. Thomas Aquinas College	Sparkill	NY
Stanford University	Stanford	CA
Stephen F Austin State University	Nacogdoches	TX
Stevens Institute of Technology	Hoboken	NJ
Suffolk University	Boston	MA
Sul Ross State University	Alpine	TX
SUNY at Purchase College	Purchase	NY
SUNY College at Geneseo	Geneseo	NY
SUNY College at Old Westbury	Old Westbury	NY
SUNY College at Plattsburgh	Plattsburgh	NY
SUNY College at Potsdam	Potsdam	NY
SUNY College of Agriculture and Technology at Cobleskill	Cobleskill	NY
SUNY College of Technology at Canton	Canton	NY
SUNY Oneonta	Oneonta	NY
Syracuse University	Syracuse	NY
Talladega College	Talladega	AL
Texas A & M University-Central Texas	Killeen	TX
Texas A & M University-Commerce	Commerce	TX
Texas A & M University-Corpus Christi	Corpus Christi	TX
Texas A&M University-Texarkana	Texarkana	TX
Texas Christian University	Fort Worth	TX
Texas Southern University	Houston	TX
Texas Wesleyan University	Fort Worth	TX
Texas Woman's University	Denton	TX

The College of Wooster	Wooster	OH
The Evergreen State College	Olympia	WA
The New School	New York	NY
The Sage Colleges	Troy	NY
The University of Alabama	Tuscaloosa	AL
The University of Findlay	Findlay	OH
The University of Montana	Missoula	MT
The University of Tampa	Tampa	FL
The University of Tennessee-Chattanooga	Chattanooga	TN
The University of Tennessee-Martin	Martin	TN
The University of Texas at Dallas	Richardson	TX
The University of Texas at Tyler	Tyler	TX
The University of Virginia's College at Wise	Wise	VA
The University of West Florida	Pensacola	FL
Thomas Aquinas College	Santa Paula	CA
Toccoa Falls College	Toccoa Falls	GA
Touro College	New York	NY
Towson University	Towson	MD
Trine University	Angola	IN
Trinity International University-Florida	Miramar	FL
Truman State University	Kirksville	MO
Tulane University of Louisiana	New Orleans	LA
Union University	Jackson	TN
United States Air Force Academy	USAF Academy	CO
United States Merchant Marine Academy	Kings Point	NY
United States Military Academy	West Point	NY
United States Naval Academy	Annapolis	MD
Universidad Ana G. Mendez-Gurabo Campus	Gurabo	PR
University of Akron Main Campus	Akron	OH
University of Alaska Anchorage	Anchorage	AK
University of Arizona-South	Sierra Vista	AZ
University of Arkansas	Fayetteville	AR

University of Arkansas at Little Rock	Little Rock	AR
University of Bridgeport	Bridgeport	CT
University of California-San Diego	La Jolla	CA
University of Central Arkansas	Conway	AR
University of Central Florida	Orlando	FL
University of Chicago	Chicago	IL
University of Colorado Denver/Anschutz Medical Campus	Denver	CO
University of Connecticut	Storrs	CT
University of Dallas	Irving	TX
University of Dayton	Dayton	OH
University of Detroit Mercy	Detroit	MI
University of Florida	Gainesville	FL
University of Guam	Mangilao	GU
University of Hawaii at Hilo	Hilo	HI
University of Hawaii at Manoa	Honolulu	HI
University of Illinois at Urbana-Champaign	Champaign	IL
University of Kansas	Lawrence	KS
University of Louisiana at Monroe	Monroe	LA
University of Louisville	Louisville	KY
University of Maine	Orono	ME
University of Maine at Augusta	Augusta	ME
University of Maine at Fort Kent	Fort Kent	ME
University of Maine at Machias	Machias	ME
University of Maine at Presque Isle	Presque Isle	ME
University of Maryland-University College	Adelphi	MD
University of Massachusetts-Dartmouth	North Dartmouth	MA
University of Memphis	Memphis	TN
University of Miami	Coral Gables	FL
University of Michigan-Flint	Flint	MI
University of Minnesota-Crookston	Crookston	MN
University of Minnesota-Duluth	Duluth	MN

University of Minnesota-Morris	Morris	MN
University of Mississippi	University	MS
University of Missouri-Columbia	Columbia	MO
University of Missouri-Kansas City	Kansas City	MO
University of Missouri-St Louis	Saint Louis	MO
University of Mount Union	Alliance	OH
University of Nebraska at Kearney	Kearney	NE
University of Nebraska-Lincoln	Lincoln	NE
University of New England	Biddeford	ME
University of New Hampshire at Manchester	Manchester	NH
University of New Haven	West Haven	CT
University of New Mexico-Main Campus	Albuquerque	NM
University of New Orleans	New Orleans	LA
University of North Carolina at Asheville	Asheville	NC
University of North Carolina at Charlotte	Charlotte	NC
University of North Carolina at Greensboro	Greensboro	NC
University of North Carolina at Pembroke	Pembroke	NC
University of North Florida	Jacksonville	FL
University of North Georgia	Dahlonega	GA
University of North Texas	Denton	TX
University of North Texas at Dallas	Dallas	TX
University of Northern Colorado	Greeley	CO
University of Northern Iowa	Cedar Falls	IA
University of Notre Dame	Notre Dame	IN
University of Oklahoma-Norman Campus	Norman	OK
University of Oregon	Eugene	OR
University of Pennsylvania	Philadelphia	PA
University of Pittsburgh-Greensburg	Greensburg	PA
University of Pittsburgh-Johnstown	Johnstown	PA
University of Portland	Portland	OR
University of Puerto Rico-Aguadilla	Aguadilla	PR

University of Puerto Rico-Cayey	Cayey	PR
University of Puerto Rico-Ponce	Ponce	PR
University of Rochester	Rochester	NY
University of Saint Mary	Leavenworth	KS
University of San Diego	San Diego	CA
University of Science and Arts of Oklahoma	Chickasha	OK
University of South Alabama	Mobile	AL
University of South Carolina-Beaufort	Bluffton	SC
University of South Florida-Sarasota-Manatee	Sarasota	FL
University of Southern California	Los Angeles	CA
University of Southern Mississippi	Hattiesburg	MS
University of the District of Columbia	Washington	DC
University of the Pacific	Stockton	CA
University of the Virgin Islands	Charlotte Amalie	VI
University of Toledo	Toledo	OH
University of Tulsa	Tulsa	OK
University of Washington-Bothell Campus	Bothell	WA
University of West Georgia	Carrollton	GA
University of Wisconsin-Eau Claire	Eau Claire	WI
University of Wisconsin-Green Bay	Green Bay	WI
University of Wisconsin-Madison	Madison	WI
University of Wisconsin-Milwaukee	Milwaukee	WI
University of Wisconsin-Milwaukee Flex	Milwaukee	WI
University of Wisconsin-Parkside	Kenosha	WI
University of Wisconsin-Platteville	Platteville	WI
University of Wisconsin-River Falls	River Falls	WI
University of Wisconsin-Stevens Point	Stevens Point	WI
University of Wisconsin-Superior	Superior	WI
University of Wisconsin-Whitewater	Whitewater	WI

Urbana University	Urbana	OH
Utah State University	Logan	UT
Utah Valley University	Orem	UT
Valdosta State University	Valdosta	GA
Vanderbilt University	Nashville	TN
Villanova University	Villanova	PA
Virginia Military Institute	Lexington	VA
Virginia State University	Petersburg	VA
Virginia Wesleyan University	Virginia Beach	VA
Voorhees College	Denmark	SC
Wake Forest University	Winston-Salem	NC
Walsh University	North Canton	OH
Washburn University	Topeka	KS
Washington Adventist University	Takoma Park	MD
Washington University in St Louis	Saint Louis	MO
Waynesburg University	Waynesburg	PA
Welch College	Gallatin	TN
West Liberty University	West Liberty	WV

West Virginia State University	Institute	WV
West Virginia University Institute of Technology	Beckley	WV
West Virginia Wesleyan College	Buckhannon	WV
Western Governors University	Salt Lake City	UT
Western Illinois University	Macomb	IL
Western Kentucky University	Bowling Green	KY
Western State Colorado University	Gunnison	CO
Westminster College	Fulton	MO
Wichita State University	Wichita	KS
Wilberforce University	Wilberforce	OH
William Carey University	Hattiesburg	MS
Winona State University	Winona	MN
Worcester Polytechnic Institute	Worcester	MA

Appendix D

Survey Items Crosswalk and Coding

Table 14

Leadership Frames – Sourced from Bolman and Deal (1991)

Frame	Items	Code
Structural	Strongly emphasizes careful planning, clear timelines	BD1
	Has extraordinary attention to detail	BD2
	Develops and implements clear, logical policies	BD3
	Approaches problems with facts and logic	BD4
	Uses logical analysis and careful thinking	BD5
	Strongly believes in clear chain of command	BD6
Human Resources	Shows high sensitivity and concern for others needs	BD7
	Shows high support and concern for others	BD8
	Is consistently helpful and responsive to others	BD9
	Builds trust through open, collaborative relationships	BD10
	Listens well and is unusually receptive to others input	BD11
	Gives personal recognition for work well done	BD12

Table 14 continued

Frame	Items	Code
Political	Is politically very sensitive and skillful	BD13
	Gets support from people with influence and power	BD14
	Is a very skillful and shrewd negotiator	BD15
	Is usually persuasive and influential	BD16
	Succeeds in the face of conflict and opposition	BD17
	Anticipates and deals adroitly with organizational conflict	BD18
Symbolic	Is highly charismatic	BD19
	Sees beyond current realities to create exciting opportunities	BD20
	Communicates strong and challenging sense of mission	BD21
	Is highly imaginative and creative	BD22
	Models organizational aspirations and values	BD23

Table 15

Deans' Task Inventory and Managerial Frames Origins and Coding

Roles	Deans Tasks Item	Code	Original Factors Source/Title (Code)
Figurehead (F)	Represent college at professional meetings	DTI1	Wolverton Leadership (Le)
	Represent the college at special events such as commencement, awards dinners, and other events.	DTI2	Judson
	Performing or attending obligatory routine duties of a legal or social nature such as entertaining institutional guests.	DTI3	Judson
Leader (LE)	Recruit and select chairs and faculty	DTI4	Wolverton Personnel (P)
	Foster good teaching	DTI5	Wolverton Internal Productivity (IP)
	Encourage faculty, chair and staff professional development activities	DTI6	Wolverton Internal Productivity (IP)
	Develop and initiate long range college goals	DTI7	Wolverton External and Political Relations (EP)
Liaison (LI)	Maintain effective communication across departments	DTI8	Wolverton Internal Productivity (IP)
	Coordinate college activities with external constituents	DTI9	Wolverton Leadership (Le)
	Build relationships with external community/stakeholders	DTI10	Wolverton External and Political Relations (EP)
	Foster alumni relations	DTI11	Wolverton External and Political Relations (EP)
	Interact regularly with students	DTI12	New
	Foster relationships with athletics	DTI13	New
	Foster relationships with the foundation/development/advancement office.	DTI14	New

Table 15 continued

Roles	Deans Tasks Item	Code	Original Factors Source/Title (Code)
Monitor (M)	Assure maintenance of accurate college records	DTI15	Wolverton Resource Management (RM)
	Manage nonacademic staff	DTI16	Wolverton Resource Management (RM)
	Supervise department chairs and directors	DTI17	Wolverton Personnel (P)
	Evaluate chair and faculty performance	DTI18	Wolverton Personnel (P)
	Plan and conduct college leadership team meetings	DTI19	Wolverton Leadership (Le)
	Develop and Evaluate Curriculum	DTI20	Curriculum
	Comply with state, federal, and certification agency guidelines	DTI21	Wolverton Resource Management (RM)
Disseminator (D)	Inform college employees of university and community concerns	DTI22	Wolverton Leadership (Le)
	Communicate goals/mission to college employees/constituents	DTI23	Wolverton Internal Productivity (IP)
Spokesperson (S)	Participate in college/university committee work	DTI24	Wolverton Internal Productivity (IP)
	Represent college to the administration	DTI25	Wolverton External and Political Relations (EP)
	Update external members on college goals and needs	DTI26	New
	Advocating for college needs with external parties including government officials, alumni, and other university administrators.	DTI27	Judson
Entrepreneur (E)	Keep current with technological changes	DTI28	Wolverton Resource Management (RM)
	Solicit ideas to improve the college	DTI29	Wolverton Leadership (Le)
	Obtain and manage external funds (grants, contracts, donations)	DTI30	Wolverton External and Political Relations (EP)
	Follow emerging trends in higher education	DTI31	Smith and Wolverton

Table 15 continued

Roles	Deans Tasks Item	Code	Original Factors Source/Title (Code)
Disturbance Handler (DH)	Maintain conducive work climate	DTI32	Wolverton Internal Productivity (IP)
	Foster gender and ethnic diversity in the college	DTI33	Wolverton External and Political Relations (EP)
	Respond to issues and needs of students	DTI34	Smith and Wolverton
Resource Allocator (RA)	Manage college resources (grants, facilities, and equipment)	DTI35	Wolverton Resource Management (RM)
	Financial planning, budget preparation and decision making	DTI36	Wolverton External and Political Relations (EP)
	Assign duties to chairs and directors	DTI37	Wolverton Leadership (Le)
Negotiator (N)	Union and contract negotiations	DTI38	New
	Negotiate with other administrators for support of college priorities.	DTI39	Judson
	Acting as mediator between faculty and departmental disputes.	DTI40	Judson
Academic (A)	Maintain my own scholarship program and associated professional activities	DTI41	Wolverton Personal Scholarship (PS)
	Remain current with my own academic discipline	DTI42	Wolverton Personal Scholarship (PS)
	Demonstrate/model scholarship by publishing/presenting papers regularly	DTI43	Wolverton Personal Scholarship (PS)
	Maintain and foster my own professional growth	DTI44	Wolverton Personal Scholarship (PS)
	Maintain a regular teaching schedule	DTI45	New

Appendix E

Demographics Tables

Table 16

Academic Discipline Definitions

	Liberal Arts
A&S	Humanities and Fine Arts
all undergraduate programs	Humanities and Social Sciences
Art and Art History	Humanities, Arts and Sciences
Art and Design	Humanities, Arts, and Social Sciences
Arts	Humanities, Education and Social Sciences
Arts & Humanities	Letters and Science
Arts & Media	libera arts and social sciences
Arts & Sciences	Liberal Arts
Arts and Humanities	Liberal Arts and Sciences
Arts and Letters	Multidisciplinary
Arts and Media	Music
Arts and Sciences	Performing Arts
arts humanities social sciences	Psychology & Counseling
Arts, Education, and Sciences	Public Policy
Arts, Social Sciences, Humanities	School of the Arts
Arts, Social Sciences, Humanities, Education	Science and Math
College of Arts and Sciences	Social and Cultural Studies (Communication, Economics, History, Justice Systems, Military Science, Philosophy and Religion, Political Science and International Relations, Psychology, Sociology and Anthropology,
College of Humanities and Social Sciences	Social Science & Humanities
General Education	Social Sciences
Graduate School	Social Sciences and Public Policy
Graduate Studies	University College
Honors College	Visual and Performing Arts
Humanities	Visual Arts
Humanities and Education	

Table 16 continued.

Health	
Allied Health	Medical Science
Allied Health Professions	Medicine
Applied Sciences (similar to Health & Human Sciences)	Natural and Health Sciences
Dentistry	Nursing
University College Of Medicine	Nursing and Health Professions
Health	Nursing and Health Sciences
Health & Human Performance	Nursing, HCA , future public health
Health & Natural Sciences	optometry
Health and Behavioral Sciences	Pharmacy
Health and Human Sciences	Population Health
Health and Human Services	Public Health
Health and Natural Sciences	School of Public Health
Health Professions	Social science and health
Health Sciences	Veterinary Medicine
Business	
Buiness	School of Business
Business	finance
Business and Economics	Management
Business and Technology	Travel Industry Management
Education	
College of Education & Human Services	Education, Counseling and Human Development
Education	Education, Health and Human Development
Education and Health Sciences	Education, Health, and Human Services
Education and Human Services (Public Health, Nutrition, Food Science, Dietetics, Counseling, Family Science)	Human Service Professions
Education and Professional Studies	

Table 16 continued.

Science	
Chemistry	science
Computing	Science & Engineering
Engineering and Computing, Business, Natural Sciences	Science and Engineering
Life and Physical Science	Science and Mathematics
Marine Science	Science and Technology
Natural & Social Science	Science, Technology, and Mathematics
Natural and Environmental Sciences	Sciences
Natural and Health Sciences	Social Sciences, Math & Education
Natural Sciences	STEM
ONLY Sciences	
Engineering	
Engineering	Engineering and Natural Sciences
Engineering and Applied Science	Engineering Technology
Engineering and Computer Science	Engineering, Technology, Information Tech, Trades, Graphic Multimedia, Game Design
Professional Programs	
Applied Technology/Career & Technical Career and Technical Education	Professional Schools (applied) Professional Studies
Criminal Justice	Professional Studies: Nursing, Health Sciences, Business, Teacher Education, Social Work
Justice and Safety	School of the Professions - Nursing, Public Health, Education, Hospitality Management and Business
Law	Social Sciences and Professional Studies
Professional Programs	
Other	
Agriculture	Graduate Theology
Architecture	journalism
Architecture and Urban Planning	Journalism and Communication
Architecture, Art, & Design	journalism and new media
Communication	Journalism/Communications
Communication and Media	Social Work
Communications	Theology
Forestry and Natural Resources	

Table 17

Demographics on Colleges and Institution Sizes

Category	N	%
College Level Discipline Category		
Business	44	13.96
Education	36	11.43
Engineering	22	6.98
Health	61	19.36
Liberal Arts	86	27.3
Science	24	7.62
Professional Programs	22	6.98
Other	20	6.34

Approximately how many students are in your college/division?

<= 500.00	66	20.9
501.00 – 1000.00	77	24.4
1001.00 – 2500.00	82	25.9
2501.00 – 5000.00	72	22.8
5001.00+	17	5.4
Total	314	99.4
Missing	2	0.6

Approximately how many students attend your university campus?

<= 5000.00	101	32
5001.00 – 10000.00	64	20.3
10001.00 – 25000.00	107	33.9
25001.00+	41	13
Total	313	99.1
Missing	3	0.9

Category	N	%
Approximately how many faculty and staff are in your college/division?		
<= 20.00	26	8.2
21.00 – 50.00	73	23.1
51.00 – 100.00	85	26.9
101.00 – 250.00	84	26.6
251.00+	45	14.2
Total	313	99.1
Missing	3	0.9

Approximately how many people work at your university's campus?

<= 250.00	40	12.7
251.00 – 500.00	46	14.6
501.00 – 1000.00	56	17.7
1001.00 – 2500.00	49	15.5
2501.00 – 5000.00	40	12.7
5001.00+	22	7
Total	253	80.1
Missing	63	19.9

Vita

Jason Smethers studies organizational leadership, structure, and decision making within higher education. His primary interests have been on the full range and complexity of higher education institutions and how the people in those institutions make personal, professional, and organizational choices. A 2007 graduate of Eastern Kentucky University with a Bachelor's in Music, he continued his studies to become a 2009 graduate of the University of Kansas with a Master of Science in Higher Education Administration and entered the university workforce at the height of a deep recession. Working 8 different temporary jobs at the University of Tennessee over the course of a year, including 3 months of moving books in the university library archives, exposed him to a wide variety of university offices and an understanding of each office's importance in the giant structural system that makes up a flagship public university.

In 2011, he began work in the Provost's Office as a special assistant to the Vice Provost for Undergraduate Affairs. It was then he was encouraged to pursue a PhD in Communication and Information and to explore a new framework for examining higher education leadership. In the Summer of 2014, he transferred to the Dean of the College of Arts and Sciences to work as a college data analyst. Serving in this position inspired the work which has been reported in this dissertation. He has extensive experience in institutional research and also explores gaming, simulation, and role-playing within various communities including education. His teaching experience is in first year education courses and his university honors seminar "It's Just a Game, or Is It?" which explores careers in the games industry.

In addition to studying leadership and decision making, Smethers has an active research and community interest in video games and pop culture. He spends much of his time helping students develop events and programs in esports, video game communities, and the video game

industry. He has an extensive background in community management and community moderation through his work with the Minecraft community Dwarves vs. Zombies. He has been the host in a large collection of gaming and esports series on YouTube and Twitch, as well as serving as advisor to the Esports Club at the University of Tennessee (UTK Esports) where he supports all efforts for developing the video game community, esports events, and competition. He has hosted podcasts, live streams, produced large scale LANS, and writes a running column, "Wide World of Esports," for the Daily Beacon. He is also active in philanthropy raising money through the program Extra Life, for East Tennessee Children's Hospital.