FROM COMMUNITY TO STATE COLLEGES: THE PERCEPTIONS OF FACULTY AND THEIR CHANGING ROLES IN NORTHWEST FLORIDA

By

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UNIVERSITY OF FLORIDA
To my Mom
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FROM COMMUNITY TO STATE COLLEGES: THE PERCEPTIONS OF FACULTY AND THEIR CHANGING ROLES IN NORTHWEST FLORIDA

By

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This study utilized consensual qualitative research methodology to explore the perceptions of faculty who lived through the introduction of bachelor of applied science degrees in the four Northwest Florida state colleges. The colleges were Chipola State College, Gulf Coast State College, Northwest Florida State College, and Pensacola State College. These colleges were selected for their regional compatibility, shared political representation, shared athletic conferences, and similar student demographics. The process of state-wide adoption of these degrees in Florida has been well documented. While research has demonstrated that adding baccalaureate degrees “begins to reshape the institution’s identity at the local, state, and national levels” no one has yet investigated the perceptions of the faculty working in colleges where baccalaureate degrees have been added.

The findings of the research show that faculty perceived they had little or no participation in the decisions and adaptation of new bachelor degrees within their respective colleges. Moreover, the new degree programs marked a change in mission for the colleges and left many participants confused and frustrated about their role as professional educators within the context of higher education in Northwest Florida. Northwest Florida colleges live in socially constructed postmodern cultures. This research indicates that Presidents and academic offices at these
colleges might tailor their communication to reflect this reality. Further research should examine the role communication plays in postmodern cultures.
CHAPTER 1
INTRODUCTION

Purpose of the Study

This study explored the perceptions of faculty who lived through the introduction of bachelor of applied science degrees in the four Northwest Florida state colleges. The colleges were Chipola State College, Gulf Coast State College, Northwest Florida State College, and Pensacola State College. These colleges were selected for their regional compatibility, shared political representation, shared athletic conferences, and similar student demographics (The Fact Book, 2014). The process of state-wide adoption of these degrees in Florida has been well documented (Bachelor of Applied Science Degrees Task force, 2006; Bilsky, Neuhard, and Locke, 2012; Jurgens, 2010; Gonzales, J., 2012). While research has demonstrated that adding baccalaureate degrees “begins to reshape the institution’s identity at the local, state, and national levels” no one has yet investigated the perceptions of the faculty working in colleges where baccalaureate degrees have been added (McKinney and Morris, 2010, p. 206). Capturing and analyzing the stories of this faculty enhanced the growing body of knowledge concerning faculty and leadership at institutions of higher education.

This chapter introduces readers to the problem. A background summary is provided which highlights the leadership of Dr. James L. Wattenbarger. As the leading proponent of Florida’s community college system in 1957, Wattenbarger’s negative view of the community college bachelor degree merits notice. So too, does the now prevailing view that bachelor’s degrees are a worthy, albeit conditional, addition to Florida’s community college curriculum. Chapter 1 concludes with an overview of the study’s methodology, assumptions, limitations, and definition of terms.
**Background Information**

While discussing the historical ambiguity of the community college mission, Beach (2011) appropriately stresses the apprehension and fear that many observers share of adding baccalaureate degrees to the community college curriculum. Beach describes this segment of the population as traditionalist. A major figure among the traditionalists is Dr. James L. Wattenbarger, a graduate in 1941 of Palm Beach Junior College who transferred then the University of Florida where he eventually earned a doctoral degree.

Although he passed away in 2006, the legacy of Dr. James L. Wattenbarger rightfully influences the landscape of Florida’s community college system, now Florida’s state college system. He was widely recognized as the father of the state’s community college system. His doctoral dissertation at the University of Florida became the outline for the community college system adopted by the state in 1957. Under his guidance, enrollment in Florida’s community colleges rose from less than 3,000 in 1957 to over 75,000 a decade later (New York Times, August 17, 2006). His son explained that his father maintained a life-long devotion to the Florida community college system “because he was a personal beneficiary of it” (2006). Writing after retirement, Wattenbarger epitomized the traditionalist view that community colleges had no business offering bachelor degrees. “The authorization of community colleges to offer baccalaureate degrees is not a new idea—just a bad one” (Wattenbarger, 2000, p. 4). Wattenbarger then outlined several persuasive arguments to deny community colleges authority to grant baccalaureate degrees.

First, Wattenbarger pointed out that from his experience, community colleges that begin to offer baccalaureate degrees misunderstand their critical role in higher education. “Operating without much consideration for the effect upon the other institutions in the state” was selfish and reflected a level of insecurity Wattenbarger found disconcerting (2000, p.4). In their study
reviewing organizational changes that take place within a community college that begins offering
baccalaureate degrees, researchers McKinney and Morris (2010) interviewed several
administrators professionally involved in adding baccalaureate degrees to their respective state
college curriculum. Collectively, they acknowledged the charge Wattenbarger raised earlier.
“The interviewees vehemently opposed the idea of community colleges launching bachelor’s
degree programs simply because it was viewed as a popular trend” (2010, p. 195).

McKinney and Morris (2010) couch this anxiety within a wider framework of behavior
called neo-institutional theory. Neo-institutional theory is one way that institutions such as
Florida’s community colleges initiate change and evolve. It is a theory that contends institutions
change from within, change by internal initiative and not as a reaction to outside stimuli. This
type of internal change is led by local factors such as personalities and culture rather than from
external or global forces. Although Dr. Wattenbarger did not use the term per se, he contended
the morphing of two-year into four-year colleges was internal and misguided.

It is interesting to note that in most cases, when a junior college began to offer a
bachelor’s degree, it did not take many years before an institution became a four-year college, abandoning its junior and community college functions completely
(2000, p. 5).

When Wattenbarger wrote about misunderstanding the role and the mission of the
community colleges, he meant that community colleges provided critical services as they were
and did not need to become four year colleges to satisfy an individual or institutional insecurity.

In short order, Wattenbarger identified two serious reservations about community
colleges offering bachelor’s degrees: first, it seemed an effort driven by presidents, trustees,
faculty, or any individuals preoccupied with attaining the prestige that they thought was
associated with working at a four-year college rather than a two-year college. Second, adding
these degree programs rids a district of a community college, but does not rid a district of the
population or problems that merited a community college to begin with; therefore, the need still remains but the community college does not. “In several instances the district came back and established a new community college where the converted one had been. The need was that great” (2000, p.5).

One specific reason Wattenbarger used to explain his pessimism was the philosophical and financial incompatibility of open admissions community college and bachelor degrees.

Imagine the dilemma that community college presidents would face when having to allocate funds from a limited budget to the programs that serve the students mentioned above or the new bachelor’s degree programs. The president’s philosophical commitments would surely be tested, and traditional students of community colleges would be shortchanged by the only institution that was established to serve them in particular (2000, p.6).

Traditionalists contend it is too difficult to provide the necessary academic and student services for two different populations of students-one concluding four years of course work and another trying to get started on their first. It is a process that alters the perception of an associate’s degree as a stand-alone achievement. Moreover, bachelor degrees are already available at most community colleges through brokered partnerships with the local universities and other, larger colleges. With these configurations already in place, the addition of bachelor degrees was only that much more suspicious to the University of Florida professor. “There have been” he concluded, “a number of community colleges over the years that have added the bachelor’s degree. They no longer exist as community colleges” (2000, p. 5).

When Dr. Wattenbarger wrote these words in 2000, a few community colleges had already begun offering a small number of bachelor degrees in Texas, Utah, and Arkansas. A national organization, the Community College Baccalaureate Association held its first inaugural meeting in 2001(Cohen and Brawer, 2008). By 2007 the number of community colleges offering baccalaureate degrees was rapidly growing. In Florida, Hawaii, Indiana, Nevada, New Mexico,
New York, Texas, Vermont, Arkansas, Georgia, Louisiana, Utah, North Dakota, and Oklahoma students attending community colleges had a choice to pursue a bachelor’s degree at their local community college (2008). In spite of Dr. Wattenbarger’s published concerns, the development of community college baccalaureate degrees continued and Florida was quickly becoming a leader. A year following his unexpected death in 2006, the number of degree programs in Florida’s community colleges doubled (2008).

And as Dr. Wattenbarger had foreshadowed, the community colleges did, in fact, disappear; at least in name. St. Petersburg Junior College was first to change its name and became St. Petersburg College following the addition of baccalaureate programs in 2001. Soon Palm Beach and other colleges followed suit. In Northwest Florida, Chipola was the first to offer a bachelor’s degree program and was the first to drop Junior from the institutional name in 2003. Seven years later, Pensacola became the fourth and final college in the panhandle to do the same.

According to neo-institutional theory this process reflected the internal priorities of each institution and their desire to keep pace with popular trends in higher education. Neo-institutional theory is underscored in light of the decision of four Florida colleges: Florida Keys Community College, Hillsborough Community College, North Florida Community College, and Tallahassee Community College to retain their names and drop the word community. Bachelor degrees and the attendant name changes were not universally applied or demanded across the state.

Here is what the question concerning bachelor degrees boils down to: are community colleges still serving their mission with new degrees and new names? Changes within the state of Florida, the United States and the globe have expanded the mission and scope of the community college system. Arguably, adding baccalaureate degrees is not a compromise or shift
away from the transferal mission Dr. Wattenbarger articulated years ago. This research is concerned with the faculty perception of this change, was it consistent with community college goals or did it reflect a change away from traditional community values towards something else?

One influential theory of change in the community colleges in Florida is called globalization. McKinney and Morris (2010) describe globalization as a way to understand outside market pressures have put new demands on employers and students to seek higher levels of education than ever before. Within this context working adults are discovering that new technology, new industries, and rapidly shifting markets require they take time to gain an education or secure a new degree to compete in the market place or apply for a new promotion.

At the same time, universities are raising costs and turning students away.

More low-income and place-bound students are pursuing higher education today than ever before. As tuition and undergraduate admission standards continue to increase at many 4-year institutions, low-income and place-bound students are threatened to be locked out of earning a bachelor’s degree (2010, p. 191).

In this case, globalization is another way to consider the bachelor degree not as a betrayal of the traditional community college mission, but rather an enhancement. For instance, recent national longitudinal postsecondary studies have indicated that only 37% of students who graduated from high school in 1992 and began coursework at a community college ever transferred to a 4-year college (Long and Kurlaender, 2009). Such figures describe a distressing gap in education. Research such as Titus’ (2009) *The Production of Bachelor’s Degrees and Financial Aspects of State Higher Education Policy: A Dynamic an Analysis* persuasively argues that bachelor degrees can fill that gap.

Consistent with research that demonstrates human capital accumulation positively influences economic growth across countries, the results of recent studies suggest that within a state, the proportion of the population with a college degree positively influences personal income growth (Titus, 2009, p. 440).
Connecting education to personal income, the need to provide education is urgent. Traditionalists view the addition of bachelor degrees as mission creep or worse, an utter forfeiture of the community college ideals articulated by Dr. James L Wattenbarger in (1957) *The Community Junior College in Florida’s Future: The Report to the State Board of Education by the Community College Council*. Other professional educators such as (2012) Dr. Judith Bilsky view globalization as an unstoppable outside force that will broaden the income gap in Florida. Only by offering carefully tailored bachelor degrees in Florida College System can Dr. Wattenbarger’s vision of accessible, affordable higher education be kept relevant to the residents of the Sunshine State.

Rather than argue the merits of adding baccalaureate degrees *per se*, this research aimed to discover and analyze faculty perceptions of this transformation of their colleges. The research wanted to ask: Will faculty describe the morphing of their colleges as complimentary to the mission of their schools, another creative way to meet the needs of their students and community? Or do they perceive the change as unwelcome, an intrusion into their professional identity? Responses did not fall into a simple dichotomy, but the perceptions of the faculty nonetheless shed light on strategies and struggles that current and future administrators will benefit from studying.

**Research Problem**

This research was concerned with collecting and analyzing the perceptions of faculty who teach in colleges where a baccalaureate degree has been added to the curriculum for the first time. This project was designed to learn about people’s views and collect detailed information about a phenomenon, or an event. In this case, the singular event was the introduction of baccalaureate degrees. Interviews with participants were exploratory and open ended. The
interviews provided data that, in turn, was analyzed to create understanding and knowledge about the faculty perception of this change in the college curriculum.

The literature concerning community college faculty and shared governance is scarce. Studies such as (Umbach & Wawrznski, 2005) *Faculty Do Matter*; (Sigerstad, t., Kuffel, T., and Keaton, P., 2006) *Faculty Role Categories: A Dean’s Management Challenge*; (Alshare, Wenger, and Miller, 2007) *The Role of Teaching, Scholarly Activities, and Service on Tenure, Promotion, and Merit Pay Decision: Dean’s Perspectives*; and (Amet, Jessup-Anger, and Jessup-Anger, 2008) *Community College Governance: What Matters and Why?* All address the centrality of faculty in campus governance, but only one researcher has devoted attention specifically to community college organization and faculty participation in governance. For such an important topic and sweeping transformation of higher education in Florida, the gap in literature is noteworthy. What literature is available is produced primarily for administrators and external stakeholders. This literature is primarily quantitative and measures costs, enrollments, and creates an understanding of sustainability but a quantifiable framework is not suitable for collecting and thinking about people’s views (Creswell, 2012).

One article of particular interest to this research was *Examining an Evolution: A Case Study of Organizational Change Accompanying the Community College Baccalaureate* (McKinney and Morris, 2010). Like this dissertation, their project was also a qualitative undertaking but different because they focused only on administrators and their reflections of the process bachelor degree implementation entailed. This research recognizes the dearth of literature concerning faculty perceptions about college mission and college changes.

Another significant related study is (Kater, 2017) *Community College Faculty Conceptualizations of shared Governance: Shared Understandings of a Sociopolitical Reality.*
Kater’s work observes that research of shared governance is changing from a focus on hard structures and organizational functionality to soft structures and social networks of voice, trust, and apathy (248). Kater is similarly interested in how the faculty perceive and feel about shared governance, not just the structures in place that describe shared governance. This study operated on the assumption that collecting and analyzing faculty perceptions concerning bachelor degrees would indirectly contribute to a deeper understanding of shared governance.

**Research Questions**

The purpose of this study was to collect perceptions of faculty members about a specific issue, the addition of baccalaureate degrees to their community college. Gathering impressions and recollections of faculty who experienced this phenomenon will provide college faculty and administrative leadership insights and knowledge that were only available in a series of structured, anonymous interviews collected from among an intentionally selected population of several campuses. Each participant was asked the same initial, open-ended question:

- How does the faculty perceive their role in the college now that baccalaureate degrees are offered?

Follow up questions may be used during interviews to clarify, elaborate, or explore topics.

**Methodology**

Considering the multiple viewpoints participants brought to this study, consensual qualitative research was the best framework within which to analyze and understand multiple perspectives. Consensual qualitative research is a research strategy similar to grounded theory (Hill, 1997; Corbin and Strauss, 2007, Creswell, 2013). Both consensual qualitative and grounded theory research aims to move beyond description and generates or discovers a `unified
theoretical explanation’ (Corbin and Strauss, 2007, p. 107). In this sense, an explanatory theory of shared experience is located within the interviews of the participants.

The event under consideration by the participants was the addition of bachelor degrees to their institution’s curriculum. This was a process that involved several steps all of which describe the same outcome. In some institutions, the process is continual; colleges continue to study the viability of new programs. This research was a phenomenological study of the addition of baccalaureate degrees to community college curriculum. Further, this research utilized grounded theory and extrapolated valuable data from the interviews of individuals who experienced the phenomena first-hand (Creswell, 2012, 442).

The project involved collecting several open-ended interviews. During the recording or the interviews, the researcher took notes and asked follow up questions for clarification and elaboration. Importantly, within the context of this project each participant had a unique interpretation of the addition of baccalaureate degrees. To render the data and make it as objective as possible it was then shared among a core research team. The team then analyzed and categorized the data into segmented units in a series of steps overseen by a third party auditor, someone who was not a participant or a member of the core research team.

Significance of the Study

In her thoughtful essay (Amey, 2004) Learning and Leadership in Today’s community Colleges, Professor Marilyn Amey persuasively argues that successful community college leaders in the future will be cultivated and educated to assume leadership from within their respective institutions. Community colleges are so unique, so flexible, and complex; outside management programs such as those found for business leaders in the private sector are incompatible.
Yet, unlike business and industry, the academy does not provide systematic processes to help aspiring administrators acquire the capacities necessary for success at the highest levels of responsibility; everyone has to figure out the learning process and lessons independently (2004, p. 7).

Not that such concerns have slowed the efforts of administrators and outsiders to institute new, trendy management fads on the college campus. It is a well-documented process found inside the witty and insightful analysis of academic leadership, *Management Fads in Higher Education*. In this account, Birnbaum explains fads are not welcome among stakeholders in the academic community. “The culture of higher education is not kind to managers. Presidents, deans, department chairs, faculty committee heads, and others quickly learn the limits of their authority and realize that their influence depends on the grudging acceptance of others” (2000, p.202). This research demonstrates the inability of the administrations in Northwest Florida to create a meaningful narrative and successfully recruit faculty support for a new academic degree. With a few exceptions, the faculty in northwest Florida did not perceive the addition of baccalaureate degrees on their campuses was an inclusive process.

In (Bess and Dee, 2008) *Understanding College and University Organization* scholars of college organization point out that community college leadership is not like larger universities, the faculty not as autonomous.

Community college leadership, for example, has traditionally been viewed as more authoritarian and ‘top down’ than has leadership in other sectors, and faculty participation in governing and changing these institutions may be limited (p. 28).

Assessing the perceptions of the faculty involved in this process was one way to consider these limitations. Were the faculty included in the process or were they ignored? In (Hendrickson, Lane, Harris, and Dorman, 2013) *Academic Leadership and Governance of Higher Education*, the authors purport “The importance of faculty consensus and cooperation in devising an appropriate academic plan for a learning environment cannot be overstated” (2013,
Moreover, Professor Amey (2004) contends that the development and cultivation of tomorrow’s leaders in community colleges is detrimentally ignored when today’s faculty are left out of the deliberative process.

Taking a learning approach to leadership, instead, means that an important aspect of a leader’s role is facilitating learning in others so that they can develop as professionals and peers, assume more collective responsibility for work, group decision making, norms, and dialogue. To do this, the leader needs to move away from the traditional top-down approach, becoming more facilitative than administrative (2004, p. 9).

This study concluded that the faculty felt largely excluded from the process of adding bachelor degrees at their colleges.

No literature exists measuring the perceptions of faculty on important changes in administrative or organizational changes within their institutions. Another reason this study is significant was to determine the potential such knowledge may provide to future community college administrators and faculty in Northwest Florida.

Definition of Terms

Bachelor degree: The Florida Legislature authorized “access to baccalaureate degree programs through the use of Florida College System” (Florida Statutes, §1007.33, 2010). Under the guidance of Dr. Judith Bilsky, a task force drew up a plan for Bachelor of Applied Science degrees. In the literature there are bachelor degrees, community college degrees, workforce baccalaureates, and bachelor applied science degrees. For this research any and all of these terms are the same and interchangeable.

Faculty means full time instructor, preferably with tenure or continuing contract, who has worked at the college longer than baccalaureate degrees have been offered. With one exception, Carol, this research did not interview faculty hired to help the college meet the accreditation requirements of the bachelor degree programs. Carol was offered tuition reimbursement for
graduate school (to earn her Master’s degree) in return for designing and starting a baccalaureate degree program.

**Limitations**

This study is comprised of several personal accounts of the same or a similar event. “(Hill, 2005) It is especially good” (consensual qualitative research), “for studying events that are hidden from view, are infrequent, occur at varying time periods, have not been studied previously, or for which no measures have been taken.” But this also means that the study is limited because it has no previous data or analysis researchers might compare their findings against. It is explicitly comprised of opinions, not empirical sets of data. Therefore, researchers took into account the possibility that any participant’s perception was shaped by a factor of which they were not aware or did not want to disclose. Another limitation may be that an individual participant was eager to volunteer for the study by an ulterior motive to degrade, vilify, or discredit their institution’s administration. This study could not effectively delineate personal vendettas from professional concerns.

To ensure anonymity and increase reliability, sample participants were recruited from among the four colleges of Northwest Florida. This diminished the bias of a single participant’s response to their institution. Further, the sample population was large enough to minimize the harmful impact of a potentially biased answer.

**Delimitations**

This research was only concerned with the perceptions of faculty teaching at community-state colleges in Northwest Florida (these are technically classified Baccalaureate/Associate’s Colleges by The Carnegie Classification of Institutions of Higher Education. Also, this research was not concerned with evaluating these programs. It was not an inquiry about career choice,
salary, race relations or contemporary politics. It was only concerned with the perceptions of the changing roles of faculty on college campuses where bachelor degrees have been offered for the first time. All participants were asked the same open ended question: How did you, as a faculty person, perceive your participation in the addition of baccalaureate degrees at their institutions? Follow-up question: Did this process impact your professional identity?

Follow up questions were then used during the interviews to clarify, elaborate, or explore topics. Participants were selected according to the criteria set forth. That criterion was to collect the perceptions of faculty, full time instructors with continuing contract who have been teaching in Northwest Florida since before the introduction of bachelor’s degrees began in the region in 2003 and are still teaching today. Even Carol fit this criterion since she was teaching full-time when she was approached to develop a baccalaureate degree program. All participants had to be available by phone or in person for interviews and (thankfully) no recordings or prepared statement were offered.

Assumptions

One assumption of this study was that faculty would be willing to share their perceptions and think that their participation was important for the future of the college system in this region. Every possible step was taken to protect the identity of the participants and make all data collected in this research completely anonymous. Names and profiles of the participants were kept locked within the primary investigator’s office. No recording began until after both the participant and researcher acknowledged the protocols to protect the participant’s privacy were being observed. Further, participants were allowed to withdraw from the research project at any time without any penalties.

Another assumption of the study was that only highly motivated faculty would volunteer for this research considering the time required and the topic. For this reason, consensual
qualitative research was selected to ensure an objective review of the data by several parties rather than risk contamination of bias if the primary investigator were influenced by a particular participant or more than one participant to view the remaining case studies in a particular way.

Chapter Summary

This chapter introduced and explained the background of the study. It provided a review of Wattenbarger’s leadership and vision that culminated in the creation of the Florida community college system. Moreover, chapter 1 also presented a dichotomy. Proponents argue that bachelor’s degrees are an externally mandated necessity for twenty-first century students. Critics, such as Wattenbarger, warned that introducing bachelor’s degrees to community colleges essentially undid community colleges. Critics of community college baccalaureate degrees argue that the changes come from within the colleges themselves, that they are neo-institutionalist with little or no regard for the traditional mission of the community college (McKinney and Morris, 2010). Proponents of the same degrees argue that outside forces, globalization, have forced Florida’s community college system to change, to adapt. These proponents argue the new degrees are innovative and affordable, a tradition of Florida’s community colleges, they argue, worth keeping (Bilsky, 2012).

The following chapter reviews the literature and provides a more comprehensive view of the strategies and steps that brought baccalaureate degrees to Northwest Florida. Chapter 3 is a detailed explanation of the qualitative methodological approach this research will employ to make discoveries and analyze data. Chapter 4 provides the results of the analysis and findings that emerged from the study. Finally, Chapter 5 contains a summary of the study and findings, conclusions based on analysis, a discussion of the findings, and recommendations for further research.
Origins of Community Colleges-A National Movement in Higher Education

Community colleges were originally known as junior colleges. Initially conceived, these new institutions of higher education were planned to reduce the teaching and overhead costs of larger, busy universities. Moreover, they were designed to work as metaphorical causeways bridging the costs and distances that prevented so many aspiring students from acquiring a higher education. One of the first proponents of the idea was Henry P. Tappan president of the University of Michigan in 1852 (Beach, 2011). More often, however, it is William Rainey Harper of the University of Chicago who is recognized as the “Father of the Junior College” since his was the first university to develop a separate “junior college” program of study for freshman and sophomores and the first to award an Associate Degree (Erdman & Ogden, 2000).

Several different historical forces were at work during this period to influence the priorities of America’s established universities. First, the Civil War ended the Southern states' confident reliance on cotton and slave labor to financially prop up a minority of white elites. Soon, the residents of the South, white and black, rich and poor, were going to need new agricultural technologies and science to stimulate production and slowly see the Southern states recover from the war (Cohen, Brawer, and Kisker, 2014, Mellow and Heelan, 2008).

Northern states also, were now increasingly inundated with waves of immigrants desperate to find work and driving wages to new lows. Entrepreneurs experimented with mechanization and social engineering to design new products and innovative ways to manage a work force. Soon modern factories and human resources departments migrated across the New England and Great Lakes regions into the Midwest. The landscape and the labor of America were changing (Cohen, Brawer, and Kisker, 2014, Mellow and Heelan, 2008).
Developing industries and technologies were in great demand as people continued to march across the continent. Whether homesteading, mining, or building railroads; Americans needed new profitable strategies to exploit the natural resources of the recently reunited states. The nation’s universities needed to respond to this new level of energy and inquiry. Tappan and Harper represent the heads of two of the most productive and confident universities of the time. Their faculty was immersed in the urgent research and breakthroughs the country required and demanded to inherit its “Manifest Destiny.”

They also knew that the independent farmers of the American agricultural, rural sector were financially and geographically place bound. To provide more education to a greater population, the university was going to have to leave behind its Ivory Walls. Junior College was an invention to accomplish this. In 1901, Joliet Junior College opened its doors and began offering post-graduate high school programs (Beach, 2011). Six years later, California passed legislation that enabled the founding of public junior colleges in the golden state.

During this time, Florida also underwent a dramatic transformation. The peninsular state first began divided along an East/West axis that reflected the dearth of traffic south of Ocala. In 1845, legislators established their new state’s capital first in St. Joseph on the banks of the Apalachicola River, a reflection of the importance the Northwest panhandle was anticipated to play in the state’s future (Taylor, 2005). No one anticipated that the swamps and interior of the southern regions would ever be developed, much less occupied, by a far greater population than the northern region of the state.

Three years after becoming the 27th state, the Florida legislature authorized the establishment of two seminaries: one east and one west of the Suwanee River. Eventually these would become the University of Florida and the Florida State University, respectively. In 1887,
the state legislature also authorized the creation of two more colleges specifically for the education and training of teachers. Such colleges were called Normal colleges. One of these colleges was for white students and the other college was for black students. The college for black students opened in Tallahassee, the college for white students was built in DeFuniak Springs. These colleges were abandoned in 1905 when the Buckman Act consolidated all of the state’s colleges into a women’s state college in Tallahassee and a men’s university in Gainesville (Hale, 1966). When the Normal colleges were closed, their real estate and buildings became an opportunity for private interests to replace them. In Defuniak Springs, a Presbyterian-supported Palmer college would open in 1907 hoping to provide a baccalaureate degree program. In Tallahassee, Florida Agricultural and Mechanics University replaced the Normal College for black students and continues to operate.

The Buckman Act reflected the new and dynamic ways the state of Florida was changing. When Henry P. Flagler and Henry Plant began developing railroads that connected Jacksonville to West Palm and St. Petersburg, the economic and political clout of the Northwest Panhandle of Florida began to wane (Ziewitz, 2004; Taylor, 2005). Turpentine mills, timber, and agriculture remained the main stays in the region while tourism, citrus, and real estate development characterized the rest of the state (Ziewitz, 2004; Hale, 1966). Expectations must have run high when Palmer College opened for classes in 1907.

Colleges Fail in Northwest Florida

**Palmer College, DeFuniak Springs, 1907-1936.** Palmer College was created by the Presbyterian Synod of Florida to take advantage of the suddenly available property in DeFuniak Springs. Although the college was small and the population of the region was meager (DeFuniak Springs claimed about 2,000 inhabitants-Hale, 1966), the Synod aspired to produce diplomas and Baccalaureate degrees in conjunction with the local Presbyterian Church in DeFuniak Springs.
The realities of the college’s limitations soon became apparent though and by 1910 the college quietly modified its motto from *Thoroughness at any Cost* to the more succinct *Thoroughness* (Hale, 1966). As such, Florida’s first two-year college modified its mission and its motto.

Palmer College opened a decade earlier than St. Petersburg Junior College. But like Jacksonville Junior College, Orlando Junior College, Casements Junior College, and Edison Junior College, it failed as a private two-year institution (Albertson, 2002). The college lasted twenty-nine years and served hundreds of students and still stands in the town center testimony to the city’s educational legacy. Palmer closed for several different reasons but the two central are: first, a static mission, attached as it was to a denominational organization. And second, the college lacked crucial financial resources. When the state’s economy shrank dramatically following the hurricane in Miami in 1926, followed by another catastrophic storm in Palm Beach in 1928, followed then by the Great Crash of 1929 (Taylor, 2005) there was no tuition, no donations, no endowment to keep the college afloat. The college quietly closed in 1936 (Hale, 1966).

**Florida Junior College, Carrabelle, September 7, 1947-September 7, 1947.** Before the community college system in Florida was operational, Florida Junior College was established in Carrabelle. Like DeFuniak Springs, Carrabelle is also found in the Panhandle of Northwest Florida, a small fishing village in Franklin County between the mouths of the Apalachicola and Ochlocknee Rivers. Like Palmer College, Florida Junior College is rarely mentioned in the literature of Florida’s history of higher education (Hale, 1966).

Although not associated with any particular denomination of church, Florida Junior college also aspired to proselytize. The college’s charter reads:

> It is the hope of the founders that the college shall strongly promote the doctrine of full salvation as taught by John Wesley and other commonly spoken of as
Scriptural holiness. It is the belief of the founders that Salvation involves not merely the spiritual, but that it pertains to the whole life of the man. No man can hold his proper place in the universe without a life completely surrendered unto God—spiritual, mental, physical. It is for this purpose that Florida Junior College is founded (Hale, 1966, p. 296).

Other Christian colleges have been founded in Northwest Florida. Perhaps the most famous and most successful is Bob Jones University which first opened in Panama City. A college with a carefully defined, spiritual, social, or political mission is not an impossible dream. Even running a university without accreditation can be done successfully; but adhering to a static mission requires unwavering support from the community at the best of times.

In Carrabelle, Florida Junior College had no real capital outlay. College leaders aimed to use the recently decommissioned Camp Gordon Johnston and planned to require students work at least one hour each day in the school’s fishery, dairy, farming, or maintenance enterprises. It is not clear if this plan was designed to alleviate the tuition and fees for students, or populate the institution’s workforce with cheap labor. The day the college opened, in 1947, the school had 10 enrollments and closed without classes ever meeting (Hale, 1966). Years later, CH Bourke-Floyd, an original charter member, characterized the entire enterprise as “A promotional scheme, not an educational institution” (Hale, 1966, p. 301).

The failures of the two colleges described above provide a cautionary tale for communities, students, faculty, and administrators working in the state colleges of Northwest Florida today. Both instances demonstrated a focused and deep commitment to mission, but did not have the financial support to survive. The four community colleges founded in Northwest Florida over the next three decades had the financial support of the state. That support came with strings attached, however. Changes to the culture, the character, and the curriculum of the colleges could be orchestrated from Federal or state government. With external funding came external mandates.
State Colleges in Northwest Florida

The four state colleges in Northwest Florida were established after 1947 in two distinct stages. The first stage immediately followed the conclusion of the Second World War and was established by the Minimum Foundation Program Law supported by future Governor Leroy Collins in 1947 (Hale, 1966; Smith, 1994). This law organized the junior colleges to fall under the jurisdiction and governance of County Boards of Public Instruction when they applied for and received approval from the State Board of Education to open a junior college (Hale, 1966, Smith, 1994).

Chipola opened first in 1947, as a private college. Pensacola opened in 1948 soon after the Minimum Foundation Act was passed. A decade later, Gulf Coast Junior Community College opened followed later by Okaloosa-Walton Junior College. During this time, two additional state colleges, Booker T. Washington Junior College and Rosenwald Junior College also opened (Hale, 1966; Smith, 1994). This secondary wave of colleges was established as part of a state plan promulgated in the report (1957) *The Community Junior College in Florida’s Future*. The report came out of a special committee created by the legislature in Tallahassee, the Community College Council, directed by the University of Florida’s Dr. James L. Wattenbarger.

**Chipola Junior College, Marianna, 1947-present.** Reverend and Mrs. Samuel G. Renfroe worked to establish a junior college in Marianna, Florida, as early as 1945. Several prominent members in good standing of the Missionary Baptist church added their signatures to the charter which stated that this college would:

“…offer educational opportunities for basic training and advanced education to those of the masses of our young people who would not otherwise have the opportunity to avail themselves of college work; to furnish standard courses of Junior College work and Senior High School work under an accredited system; to offer Christian and patriotic training to young people; to sponsor boys and girls summer camps for recreational and Christian training purposes; to offer special training for our ministers…to do and perform
all such things and acts as are customarily done and performed by schools and junior colleges of a similar nature” (Hale, 1966, p. 529).

The following year at the Florida Baptist Convention in Tampa, charter members stated their expectation that Chipola Junior College would be denominational and serve as a feeder college for the Baptist Stetson University. Representatives of Stetson University did not reciprocate Reverend Renfroe’s optimism. When they did not lend their support to Reverend Renfroe or his colleagues planning for the college stalled (Hale, 1966).

It was not until the mission of the college became more ecumenical, in 1946 that interest and support for the college picked up again. On the nearby recently deactivated Marianna Army Air Base, barracks and administrative buildings were repurposed to house classrooms, laboratories, and residences (Hale, 1966). Opening with Chapel Services, the college offered a modest range of general education course work, a dozen vocational programs, and high school courses also to prepare students for college entrance exams. Veterans were pleased the 33 buildings located on 175 acres had room enough to provide housing to them and their young families.

Like Palmer College and Florida Junior College, Chipola Junior College soon discovered it was financially strenuous to operate as a stand-alone facility and was relieved to join the public school system in August of 1948 (Hale, 1966; Albertson, 2002). Without this organizational transformation, Chipola would have disappeared like Palmer and Florida Junior college. Again the challenges of opening a college in a rural region with a relatively small population were narrowness of mission and dearth of financial support. Becoming part of the public system expanded the mission beyond a religious purpose and insured financial security. One administrator said simply the change was amicably made “to finance the college and help more kids” (Hale, p. 541).
That same year, Pensacola Junior College opened in more modest environs at the western end of the Panhandle. Located in a former boarding house on the corner of Palafox and Cervantes streets just a block north of Pensacola High School, the college served approximately 1,200 students in its first few years of operation (Hale, 1966). Five years after opening its doors, the college migrated into the recently abandoned Pensacola High School, before migrating a final time onto the grounds of the former Camp Franklin at Ninth Avenue and Airport Road. By 1957 both Chipola and Pensacola Junior Colleges were accredited (Hale, 1966; Albertson, 2002; http://chipola.edu/catalog/2015-2016/catalog/about.pdf; http://www.pensacolastate.edu/college-history/).

By 1957 Dr. Wattenbarger directed the state’s Community College Council and oversaw the production of that committee’s report: *The Community Junior College in Florida’s Future* (Community College Council, 1957). Among the many recommendations was the establishment of 28 junior colleges across the state. Dr. Wattenbarger and his team explained that this number of colleges would provide 90% of the state’s population a local institution no more than 30-35 miles distance. This plan honored the original tradition and objectives of the junior college movement. To this end, the report divided Florida into four regions of ranking priority: First Priority was regions with large enough populations to merit opening and support a newly established college in the region. Fourth Priority was regions with small populations and little or no support in 1957 for opening a college (Community College Council, 1957, p. 29).

Other significant components of the report and adopted strategy included the *General Education Agreement* (widely known as the 2+2 system) that guaranteed the transfer of all general education credits from the public community colleges to the state universities (Community College Council, 1957, p. 59; Albertson, 2002). In time the 2+2 system became an
outstanding feature and nationally lauded component of Florida’s community college system. The state also promised to provide capital outlay for the cost and construction of buildings and campus improvement projects associated with the opening of new campuses (Community College Council, 1957, p.60). The junior colleges would answer to the local board but remain outside of the K-12 system.

Ten years after Chipola, Pensacola, and Washington Junior Colleges began offering classes, community leaders in Panama City hurried to take advantage of this movement and quickly organized a show of support. A year before any other community was prepared to follow suit, the residents of Panama City had a President, a catalog and a location. There was some question, however, about what to call the new college. On the cover of official catalog, it was Gulf Coast Community Junior College. Inside the catalogs it was Gulf Coast Community College. And in the student newspaper it was Gulf Coast College (Hale, 1966, p. 580). One of the first to chronicle the history of Florida’s community colleges, Morris Hale indicated in his work that the variety of names was confusing but innocent, perhaps even naive. By 1960, he seemed relieved to report; the college was officially christened Gulf Coast Junior College. To many locals and alumni however, it was “Sand Spur College” or “Harvard by the Bay.” Today, Panama City’s open admission campus is called Gulf Coast State College. In the adjacent western counties, Okaloosa-Walton Junior College was established four years later.

**Black Colleges.** When the Community College Council recommended bold initiatives to promote local communities and higher education, members of the committee also recommended establishing separate facilities for the higher educational needs of Florida’s black citizens.

We knew that a segment of the black community would be opposed to the development of segregated institutions in 1957. At the same time, we knew just as well that an even larger segment of the white community was not ready to accept integrated colleges (Fmr. Gov. Leroy Collins ‘Prologue’, p. xvi., in Smith, 1994).
The governor was not alone. Across the Deep South, state governments were loath to enforce integration. One result was the explosive burst of civil unrest and political mobilization that has shaped the middle decades of the century in America. An excellent review of Nixon’s “southern strategy” and the unwillingness of the lower Federal courts to order integration in Florida’s school is concisely presented in Jensen (2017) *Florida Public Schools’ and Busing*.

Writing about this policy of integration issue years after his retirement, Dr. James L. Wattenbarger reflected “as one reviews history, one tries to evaluate past events in terms of present values. That may not be as clearly or successfully done as one might wish” (Smith, 1994, p. 277). Difficult as it is for today’s generation to accept segregation as a policy, it was considered politically impossible to do otherwise at the time. Wattenbarger concluded that opening the colleges when and where the state did was the best that they could do at the time and the colleges, segregated as they were, had positive and significant impact of the lives of their students and communities (Smith, 1994, p. 277).

Nonetheless, damage was done. Reflecting on the contemporary academic gap between America’s population of white and black students, Professor Helen Stiff-Williams takes a square look the history of segregated education and summarizes “Beyond the inherent institutional factors, such a less than supportive culture, inadequate advising and mentoring; a lack of financial resources, and mismatched pedagogical practices have been identified as contributors to the achievement gap in higher education” (Rovai, Gallien, Jr., and Still-Williams., Eds., 2007, p.49).

In Pensacola, Booker T. Washington Junior college was opened in 1948 on the grounds of the high school that was the institution’s namesake. The college offered general education
course work to prepare graduates for transfer, but the real emphasis was always on terminal, vocational programs. After all, until 1962, black Floridians only had one choice of university to pursue a Bachelor’s degree, the Florida Agriculture and Mechanical College (now University) (Smith, 1994). By 1966, Florida’s Black junior colleges had merged with the white colleges in their respective communities.

Sadly, this meant an end to any record of the black colleges and their existence. The degrees, the experiences and achievements of the students were essentially negated. Adding insult to injury, the faculty and administration of the black colleges were never invited to join the ranks of their white counter parts. It was as though the entire experience of segregated higher education was bleached out of the historical tapestry like an unwanted stain. The policy robbed future generations of black junior college students their heroes, role models, and ground breakers to emulate. Professor Stiff-Williams summarizes this process ‘sticks’ Black people into a static, diminutive role as historical victims, never agents of self-actualization. “When representation of Black people ‘stuck’ in the period of slavery or segregation or times when African-Americans were relegated to inferior positions, the impact is the same-disillusionment and disengagement” (Rovai, Gallien, Jr., and Still-Williams., Eds., 2007, p.49).

In his touching and comprehensive review of the segregated era and the history of the twelve black junior colleges in Florida, Dr. Walter Smith explains that integration without accompanying black faculty and administrators left hard feelings. “The local boards of education, which at that time governed the community colleges, never thought of the ill will they planted when the black institutions were summarily wiped out, without a thought of the impact such actions had on the communities and the institutions involved.” (Smith, 1994, p. 279).
Transcendental and Non-Transcendental Empiricism

This painful and challenging episode in the history of Florida’s State College system highlights the potential benefits of recording the perceptions of faculty involved with carrying out the flexible mission of their institution. Such an approach comprises two types of knowledge—transcendental and non-transcendental empiricism (Koro-Ljungberg, Yendol-Hoppey, Smith, and Hayes, 2009). This simple dichotomy is merely a separation of types of knowledge. Transcendental knowledge is the universal idea or fact that everyone can agree exists, has importance, or must be understood because it is a part of our reality. In this instance, political and cultural resistance to integration in Florida’s junior colleges happened. It is a universal truth understood by everyone.

Non-transcendental empiricism is concerned with the truth that is harder to capture, more difficult to evaluate. How did individuals and small groups feel about and respond to segregation and integration? As each institution constructed its own experience and memory of the event that knowledge became a part of the institution’s identity. But was it as negative as Smith concludes in his introduction “according to many community leaders, students, and staff that transferred to the new institutions they were quite often made to feel unwelcome at the outset. Many students and staff in some of the present day community colleges say this condition has not changed appreciably” (Smith, 1994, p. xxiii).

Similarly, the introduction of baccalaureate degrees on our former community college campuses represents a dramatic transformation in higher education in the sunshine state. At issue is the concept of human capital and how best to promote the improvement in our communities and our people? The traditional concept has been that education provides an improvement in human capital difficult to measure. It is concerned with critical thinking, articulate communication, and curiosity about a complex world. The improvement in human
capital improves our juries, our elections, and our citizenry. A well education population is an inherent good, the argument goes.

However, down that path of celebrating the humanities, university and colleges now face sharp challenges regarding the spiraling costs of a college degree and the lack of jobs for students who graduate. When colleges honestly respond that they are not job placement centers, then critics conclude that higher education is all about ‘self-discovery’ and serves no public good. (Cohen, Brawer, and Kisker, 2014) “The rationale for the various grants and loans comes from the theory of human capital, which suggests that an investment in people’s health and skills yields an economic return similar to investing in physical plant and infrastructure.” In terms of human capital and investing in people, educational development is equivalent to paying for bricks and mortar.

The Community College Baccalaureate

This research is concerned with capturing and evaluating the perceptions of the faculty living through another dramatic transformation of the Florida College System, the introduction of baccalaureate degrees to our colleges. It is limited in scope to a random, purposive population drawn from among the colleges mentioned above. This research will capture and analyze the perceptions of the faculty. This research will use consensual qualitative research to analyze the data captured in confidential interviews and produce non-transcendental knowledge of this event. The introduction of baccalaureate degrees will have a deep impact on the future of our colleges and their missions.

Unsurprisingly, the process has been extensively covered in the press. The first indications of change began in Canadian colleges when they started awarded baccalaureate degrees in the 1980s. In her dissertation (Hagen, 2012) Hagen summarizes the process pointing out that the first community colleges in the United States to be granted legislative approval for
baccalaureate degree programs were Utah Valley Community college in 1993; Westark community college in Arkansas in 1997; Great Basin college in Nevada in 1999; and St. Petersburg Junior college in Florida in 2001 (Hagen, p. 32.) In 2018, Florida, is joined by Hawaii, Indiana, Nevada, New Mexico, New York, North Dakota, Oklahoma, Texas, Vermont, and Washington as states that offer baccalaureate degrees in their community and state college systems.

An elegant summary of these critical innovations and their chronology is Jurgens (2010) The Evolution of Community Colleges. The creation and implementation of the new degrees in Florida’s community colleges has been amply documented and will be closely monitored for years to come. But nowhere has anyone researched the faculty’s perceptions of their changing roles in this process.

In (2010) Examining an Evolution: A Case Study of Organizational Change Accompanying the Community College Baccalaureate, researchers McKinney and Morris asked college administrators to describe their perceptions about the process and the challenges associated with introducing the new degree programs to their respective campuses. One participant spoke candidly to the issue of faculty buy-in: “Quite frankly there were some faculty who believed it was the wrong thing to do. Okay, but we dealt with that, not in a confrontational manner, but the train has left the station. Remember when Lee Iacocca said, either get on board or get the hell out of the way? So what essentially we were telling people was that it is already happening and now we need your help making sure that it goes on the right direction” (p.201).

This candid comment from a state college administrator in Florida suggests the person regards the faculty as traditional employees who need to fall in line and comply with management. Perhaps this is in line with faculty perceptions of their role within the institution.
Perhaps not. It certainly highlights critics of administrative management produced by distinguished faculty at universities. Infuriated professors such as Benjamin Ginsberg at Johns-Hopkins University have sharply decried the influence and cost of administrators in the universities (Ginsberg, 2011). “Controlled by administrators…the university can never be more than a knowledge factory, offering more or less sophisticated forms of vocational training to meet the needs of other established institutions in the public and private sectors” (Ginsberg, p. 27).

Ginsberg’s book, (2011) The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters, is a singularly pointed book, albeit a somewhat shrill critique of all college administrators everywhere. In (Levin, Kater, & Wagoner, 2006) Community College Faculty: At Work in the New Economy a similar argument is presented. In their research, the authors indicate that the traditional atmosphere of higher learning has been replaced with corporatism. “Corporate or bureaucratic authority threatens the professional and collegial authority of higher education faculty.”

Levin and his colleagues anticipate a new career pathway will need to be forged in response to college mission change “An environment of high productivity, dynamic change, and competition has become the norm. Corporate or bureaucratic authority threatens the professional and collegial authority of higher education faculty” (Levin, Kater, & Wagoner, p. 33). What is not clear in these studies is whether the transformation is coming from within college institutions or from without. This research indicates that the energy and leadership for adding baccalaureate colleges in northwest Florida was a combination of both internal and external forces. This combination, in turn, led to confusion among all constituents associated with the college about the purpose and the mission of the college.
Such conflicting perspectives are widespread and much older than northwest Florida’s degree programs. In his (2002) address, *Institutional Identity: The Community College as a Baccalaureate Degree Granting Institution*, Levin identified conflicting theories of institutional and cultural change resulting from the addition of baccalaureate degrees. On the one hand, community colleges did see the addition of undergraduate degrees as complimentary to their traditional roles in a dynamic fashion offering “comprehensive curriculum, open access, and responsiveness to the community.” But on the other, people saw the curriculum and financial resources becoming focused on baccalaureate-level programming.

Levin, Kater, & Wagoner (2006) detect a strategy in this mixture of inside and outside agency for change. It allows college administrators to purport employment as the most desirable outcome of higher education while at the same time claiming the message is not coming from them, it is coming from the legislature. In turn, college presidents press the legislature for more freedom to develop baccalaureate degree programs in order to graduate work-ready alumni. The governing of the college is both internal and external but it does not value the input of the faculty like it used to. (Levin, Kater, & Wagoner, 2006) “Shared governance in the community college may not be an advancement in joint decision making but instead an increase in faculty work and responsibility for the management of the institution” (p. 34).

In these interviews, several faculties recognize the power of ambiguity in their contracts where it reads “other professional duties as assigned.” This unwelcomed advantage has been used to assign faculty a wide gamut of additional tasks and responsibilities. Similarly, the addition of community college baccalaureate degrees to our institution’s mission represents a sea-change in shared governance. Is the new degree just another ‘other professional duty as assigned’?
McKinney and Morris use two organizational theories to frame their ground-breaking research: neo-institutional theory and globalization theory (2010). Like transcendental and non-transcendental empiricism, these terms help provide a framework through which to consider faculty perceptions. Globalization theory explains organizations elect to change as a response to the interplay of cultural, economic, and political activity around the world. According to this view, the addition of new degree programs reflects changes in the global marketplace (2010). If faculty and administrators within the colleges of this study concede that market forces and global competition left them no choice but to adopt new degree programs and a new mission, then this research will conclude the new degrees are a positive change and reflect well on the leadership of studied institutions.

Neo-institutional theory, however, argues organizations launch new programs to enhance or at least maintain their prestige and improve their reputation. In this case, baccalaureate degrees in Northwest Florida are an effort not to keep abreast of global market forces; rather, it is a strategy to compete with each other. If one community college offers a baccalaureate degree, then the rest feel compelled to do the same. The weakness of McKinney and Morris’ research (2010) is that it is only based on interviews of administrators—it only tells half the story. Birnbaum (2000) makes an argument that such an approach is one-sided and troubling because groups use language to socially construct their favorite version of reality. If the faculty and administrators with the colleges of this study concede that new degree programs were added with very little input from faculty, that the degree programs do not reflect the needs of the community, but instead reveal the ambitions of the administrators who adopted new degree programs and a new mission, then this research will conclude the new degrees are a negative change and reflect poorly on the leadership of studied institutions.
The business of any college or university is to impart knowledge and educate students. Studies such as (Umbach & Wawrzynski, 2005) *Faculty Do Matter* highlight the centralized role teachers play in this process. Yet very little literature exists examining the role of faculty governance on the campuses where their teaching is often described as the top priority, the community colleges. Instead, studies such as (Harvey & Novicevic, 2006) *Faculty Role Categories: A Deans’ Management Challenge*, and (Alshare, Wenger, and Miller, 2006) *The Role of Teaching, Scholarly Activities, and Service on Tenure, Promotion, and Merit Pay Decisions: Deans’ Perspectives* explore the difficult and often divisive rifts between faculty and administrators at traditional four year colleges and universities.

In two significant articles: (2004) *Learning Leadership in Today’s Community Colleges* and (2008) *Community College Governance: What Matters and Why?* Professor Marilyn Amey provides thoughtful consideration to the difficulty of writing about and promoting leadership within community colleges, now state colleges. By suggesting that community colleges are largely ignored or underserved by leadership seminars and organizational paradigms, she suggests that the faculty and the leaders in the community colleges are at odds because they do not share a common perception of their roles within their respective institutions.

Amey proposes, and this research endorses, a “leadership as learning model” wherein leadership in the community colleges is taught and practiced from within the institution, not outside. “Using a home team of college professionals as a network and cognitive team provides support and capacity building development and organizational change” (p. 8). In chapter five, suggestions and strategies for cultivating leadership from within are discussed in addition to a call for further research. What appears to be crucial for the next generation of college leadership
is communicating to internal and external constituents how new programs and degrees will enhance the college mission and include faculty expertise in their design.

Four years later Amey worked with a team of researchers (Amey, Jessup-Anger, and Jessup-Anger, 2008) to vividly articulate the shortcomings of academic management models and highlight the importance of relationships in college effectiveness. She points out “Critics of institutional governance from both inside and outside academe argue that it is rarely effective…70 percent of administrators, faculty, and staff perceived the decision-making process at their institutions as ineffective and laborious” (P. 10).

In their (2003, p. 32) study, Governance in the twenty-first-century university: Approaches to effective leadership and strategic management Gayle, Tewarie, and White paint a clear picture of the obstacles and hindrances to smooth operations on a university campus. “A major paradox emerges: how seriously can an organization pursue change if decisions about its future and structure involve rethinking its fundamental reason for being as well as many of the vital interests of its significant constituencies?” ‘Rethinking its fundamental reason for being’ is an apt description of some faculty council or faculty Senate meetings. Having been party to many such meetings, this researcher appreciates the view that shared governance is plagued with inefficiencies.

“If it is true that on most campuses,” (Gayle, 2003), “decision-making processes suffer from a diffusion of authority, lack of accountability, limited information, and dysfunctional time frames,” and this research indicates that this is the case in northwest Florida; “then the implied projection and acceptance of such negative mirror images of governance may be among the most rooted obstacles to institutional change.” What Gayle and other researchers often look at are structures and functionalities of management and organization. This is a useful process and
without structures and functionalities of various offices, a chain of command, accountability, delegation of responsibility is going to be impossible.

Research by Amey suggests that soft skills are often undervalued. Often, she argues, this is due to a disassociated management style set apart from the values and relationships that promise positive results. “Other recent studies of various administrative, leadership, and governance issues have also found that factors such as culture, trust, involvement, and sense-making affect effectiveness as much as structures” (p. 10). In this research, another mixture became evident.

Already mentioned above, there seems to be a mixture of internal and external influences driving forward the addition of Baccalaureate degrees. But on the campuses themselves, it seemed as though the formal structures of faculty deliberation and consent was by-passed. But this was not always the case. In this research, faculty indicated that they were involved and participated and saw the value of a specific baccalaureate degree on their campus, but then, additional degrees were simultaneously, or very shortly after, added also and those faculties who had been involved in the original process saw that faculty participation and expertise was not used again. Structures and functionalities might have been in place but were ignored and the cost was culture, trust, involvement, and sense-making.

Understanding that globalization and neo-institutional forces for change overlap, this research proposes that only a postmodern organizational model can support and flourish the new organizational paradigm emerging in northwest Florida’s state colleges. The modern view of leadership in community colleges was (Bess and Dee, 2008, p.28) “traditionally viewed as more authoritarian and ‘top-down’ than has leadership in other sectors and faculty participation in governing these institutions may be limited.” The comments and the frustration located in this
research suggests it is time for the leadership in northwest Florida to move beyond the modern, authoritarian form of structure into a postmodern structure.

This research was designed to fill an important gap in the literature. It allowed faculty to use their own words to share their version of what happened on their campus when baccalaureate degrees were added to the curriculum. Like previous qualitative studies, this research is limited. One limitation of this research is the inability to create a clear, linear narrative of what happened and how the event affected all parties. That approach is the modern one. A postmodern approach instead asks research participants to help create a narrative of what happened and they do so by relating how the event happened to them.

Such limitations will prompt further research and continue to provide future administrators and faculty critical insight to the challenges of sharing governance and innovations in Northwest Florida. But just as important, these insights will allay the fears and suspicions associated with poor communication and positivist, modern, linear narratives that dominate the culture now. Listening to and creating knowledge of faculty perceptions of their institutions and changes within them speaks to the soft skills Amey (2004) and Gayle (2003) state are necessary for leadership today. Leadership does not need to continue to emphasize top-down rigidity to define its purpose, instead “the roles of leadership shift from planning and controlling to empowering organizational members so they can innovate and improvise in the context of chaotic, constantly changing conditions” (Bess and Dee, 2008, p.48).

**Baccalaureate Degrees in Florida’s Community College System**

Since its inception, Florida’s community colleges promoted flexibility: a readiness to meet students where they are and promote community in creative and productive ways. “Each community junior college will need to be continually alert to the needs and desires of its own community and will want to develop programs of studies to take care of these needs and desires”
Such flexibility has lent itself to criticisms of ambiguity. Community colleges have always struggled to explain themselves located as they are between high schools, vocational schools, and universities. “There is in community college history a discernable search for institutional identity, that is, for recognition and public understanding in terms of mission different from and yet in some respects similar to the missions of both its progenitors, the secondary school and the college” (Witt, A., Wattenbarger, J. L., Gollattscheck, J.F., and Suppiger, J.E., 1994., p. vii).

The process of recognizing an opportunity for baccalaureate degrees and the steps taken to move the proposal through state-level committees and achieve approval in the Florida legislature is fairly well-documented. Readers can turn to (Bilsky, Neuhard, and Locke, 2012) The Evolution of Workforce Baccalaureate Degrees in Florida for a comprehensive and well documented account authored by several influential people deeply involved in the process. A primary document (2006) Bachelor of Applied Science Degree Task Force is available online and includes the names of committee participants and the times and locations of meetings (in Appendixes) used to assemble the proposed innovation to the Florida State Board of Education. Also available online is power point presentation authored by the Florida Department of Education, Division of Florida Colleges, Coordinator of Baccalaureates and Common Prerequisites, A. Cunningham, Florida College System: Baccalaureate Degree Programs which includes links to potentially useful portals of information demonstrating the viability and success of each program within each institution. At the time of this research, the information portals are incomplete; they are there but nothing happens when the links are clicked on.

Chapter Summary

The origins of Florida’s community colleges and a history of the four state colleges in Northwest Florida was presented in chapter 2. The tension of shared experience and personal
experience was also considered. The original mission of the state colleges and the addition of baccalaureate degrees are two kinds of transcendental empiricism. General knowledge, that baccalaureate degrees were added, is the stuff that everybody knows. The granular-level reactions to this change, on an individual basis, in the non-transcendental knowledge that has been sought out in this research.

Recent research included in this chapter indicate that how faculty feel about changes like the addition of baccalaureate degrees, like changing the names of the community colleges to state colleges; these changes matter. Researchers such as (2003) Gayle, Tewsarie, and White make clear that a college campus is a notoriously dysfunctional place to try to make change happen. The faculty want to talk about an issue, think about the issue, maybe research the issue and meet again next month to repeat the process. If and when that is the case, some structure and function, some executive-style leadership is appropriate and in order.

But research like that produced by Amey (2004, 2008), points out that the culture and professionalism of a college is generated from discussions that value and build trust. Without the cultural collegiality, faculty are in danger of losing sight of their original mission, to serve their communities. This research was not designed to propose managerial changes or evaluate the success or failure of the efforts to enhance or northwest Florida colleges’ curriculum. This research only wanted to ask how faculty felt about it, because their feelings matter.
CHAPTER 3
METHODOLOGY

The role of faculty working in the state colleges of Florida has long been characterized by teaching. Adding four year degrees to these campuses altered this traditional role in novel and interesting ways. New responsibilities raised questions about the faculty’s professional commitments to balancing research, course loads, and service. This research explored the perceptions of the faculty who experienced this change; specifically, the introduction of the community college baccalaureate (CCB) model (Floyd, Skolnik and Walker, 2005). As such, a qualitative research design was preferable to collect, analyze, and measure perceptions and feelings rather than any alternative quantitative method of research.

The perceptions and feelings that faculty shared were often more complex than what might be measured with predetermined numerically-valued categories or selections for response. A qualitative methodology allowed for faculty participants to share more openly and completely their feelings and thoughts that otherwise might have been marginalized or ignored in a quantitative method. Focusing on the faculty and their perceptions is a recognition of the vital role that the teachers in our state colleges play communicating the mission and the values of higher education to our students, to our community stakeholders, and even to each other. While studies exist quantifying the impact of baccalaureate degrees on community and state colleges (2011, Beach, 2012, Bilsky and Locke, 2008, Cohen, Brawer, and Kisker, 2014, Jurgens, 2009, Long and Kurleander, 2010, McKinney and Morris) no study has researched how the faculty feel about this innovation in northwest Florida. This study fills that gap in the present literature.

The questions this research sought to answer were:

- **RQ1**: How did you, as a faculty person, perceive your participation in the addition of baccalaureate degrees at their institutions? Follow-up question: Did this process impact your professional identity?
• **RQ2:** What, if any, impact did the addition of baccalaureate degrees have on the faculty? Follow-up question: Have faculty developed new strategies for earning tenure or academic rank?

• **RQ3:** Has the addition of the baccalaureate changed the mission of their college? Follow-up question: do you think that the community views the college differently now?

My own introduction to these research questions began in 2004 when I first became a full time teacher at a community college in Panama City, Florida. Like many newly-minted doctoral graduates, there was a considerable learning curve associated with transitioning from a university graduate program to teaching introductory survey courses to the community college population of northwest Florida. At eight o’clock in the morning.

Overtime, the senior faculty, my office “neighbors;” carefully explained that this was our mission, to reach these students who might otherwise not ever have a chance to earn a college degree. Sometimes our students left the K-12 system without attaining the academic skills set they needed to pursue a college education but equally as often they had the academic skills but money, family, jobs, or geography made it impossible for students to leave town for four years. Reaching this population was our mission and seeing them succeed was our goal. It was very nice to have a doctorate, but teaching and not research was so much more important for our students and our community.

While conducting this research I wanted to learn more about the distance between the structures in place for faculty shared-governance and the reality of implementing change at a college in northwest Florida. It is a fairly big gap. Instructors who were hand-picked to develop or lead a new baccalaureate program generally felt flattered and respected their administration’s efforts. Other faculty, particularly folks who had experience on Faculty councils or Senates or curriculum Review committees were left out of the process despite their participation in the shared-governance structures of their college.
I am one of those people myself. I served on curriculum committees, search committees, and various other professional duties as assigned. When I served as Faculty Council Chair, our college President retired and a search was undertaken for a new President. As acting Chair, I played a prominent role representing faculty in this process. As such, I became keenly aware of the strong feelings many faculties had of feeling neglected by administration. Moreover, these are people who sought more responsibilities and chose serve their colleges by volunteering and getting elected into the structures such as councils or Senates. This did this to play a greater role in the governance of their colleges.

I felt like I could not get anywhere listening to people complain and criticize each other so I began taking course work in higher education administrative leadership. After about a year and a half of intensive classes and enlightening interviews with presidents and vice-presidents of academic instruction, I began to understand the virtues of college baccalaureate degrees.

And I realized that back home in northwest Florida, there message was lost. There are many positive features of a well-planned baccalaureate degree program in our community’s state colleges. Those virtues were camouflaged, however, in the cacophony of critics and cynics who expressed confident rage these new degrees would prove to be the undoing of the community colleges as we knew them. At the time, I knew a few of the teachers who championed the new degrees and I witnessed their struggle to persuade and win over the support of the traditional mind set.

Selecting a research design, I knew I wanted to be explicit and honest about this background to the problem. I read with great interest the article (2009, Kono-Ljungberg, et al) *(E)pistemological Awareness, Instantiation of Methods, and Uninformed Methodological Ambiguity in Qualitative Research.* In this essay, the researchers decry ambiguous
methodological methods and incomplete descriptions of research designs. It is better, they suggest, to be as explicit as possible when doing this type of qualitative research about methodology and interests to “assist authors in selecting methods that instantiate and support their knowledge building, as well as choose a theoretical perspective that is suited to the purposes of their research.” I wanted to know how my colleagues felt about their participation in adapting these new degrees, but I did not want to steer their answers or confirm my own bias. So I settled on Consensual Qualitative Research.

**Research Design**

This research will remove itself from constraints imposed by erecting preordained categories and fitting experiential knowledge into numerical values. The research is designed to acknowledge bias and expectations. To this end, the subjectivity of the study is addressed with multiple case studies and multiple interpretations in a recognized and mature qualitative methodology known as Consensual Qualitative Research or CQR (Hill, 2005).

Pioneered in the last decade of the last century; Consensual Qualitative Research “highlights the use of multiple researchers, the process of reaching consensus, and a systematic way of examining the representativeness of results across cases” (Hill, 1997, p. 519). Including elements of phenomenological, grounded theory, and comprehensive process analysis (Hill, 2005) CQR does not begin with a theory, rather; this inquiry generates and inductively develops a theory and describes a pattern of meaning by means of examining individual interviews instead of a collection of numbers (Hill, 1997; Hill, 2005; Creswell, 2013). This type of research design allows a researcher to learn more about a phenomenon through the words and experiences of the participants who lived it (Seidman, 2012).

When I began recruiting a Core Research Team, I kept working on a technique to explain the research method. I was fortunate to come across the unpublished dissertation of (2017) S.
Syed Ways of Meaning-Making Through Critical Change Events: A Journey Through Faculty Change Narratives. In chapter 5, further comment will be made about the conclusions and comparisons of this study, but while I was recruiting a Core Research Team, I struck by Syed’s willingness to allow his research to unfold like a story. So, I know I was looking for storytellers.

I was not sure, though, what kind of story we were going to tell, or even how would we come up with a plot, characters, setting, etc.? I finally found it helpful to compare my research about faculty and new degrees to how people generally feel about pizza. There are several steps involved to building this knowledge.

Selecting Participants for the Research

First, you must purposefully search for either pizza eaters or people who work and live next to pizza eaters. If you are completely random about your pool of participants, you might accidentally have a population of participants that do not eat pizza or do not know anyone who eats pizza and your research has no value. If I randomly selected faculty from all across the nation, or even the state of Florida; I might easily and accidentally nullify the project by selecting a population of faculty who do not teach at colleges with baccalaureate degrees. Or at least, they might not know anyone who is involved in such degree programs. It was important for this research that I sought out and recruited faculty who knew about this issue, who were affected by it or knew someone who was.

Choosing Northwest Florida

Participants for this study were recruited from the four state colleges located in northwest Florida. Their size and demographics provided validity to the study. The colleges are similar enough that when I asked participants open-ended questions, their background was not so incongruous with the other participants that it skewed the collected information. All the colleges have similar athletic programs, statewide associations, student government, and overlapping state
and federal political representation. Because they are relatively close to one another and similar to one another, it made seemed logical that voluntary participants would have enough in common they could speak to the event, the addition of baccalaureate degrees, from a similar viewpoint.

**Institutional Research Board (IRB)**

Before initiating the research, I first sought the approval of the University of Florida Institutional Research Board and the Institutional Research Board of each of the four colleges (Creswell, 2013). These governing bodies carefully reviewed every step and insured that the proper measures were in place to protect the identity of all participants and the selected colleges. These measures included:

- **Coding** - Intentionally disguising the name, the academic discipline and the gender of the participant to maximize the confidential nature of their involvement.

- **Securing all data and notes in a safe place** - Files and paperwork were kept in my office and were protected by a lock and key. Electronic files of transcriptions and audio files of interviews were password protected on my computer, in addition to lock and key.

- **Destroying the data as soon as the study was completed** - All of the files were deleted and the hardcopies were shredded.

- **Redacting any and all names of persons, name places, and institutions fro the transcriptions and the data.**

- **Everyone who participated signed an “Informed Consent” form (Appendix A) that outlined their participation in the study and highlighted any potential risks.** No risks were anticipated.
Recruitment and Data Gathering Techniques

Invitations (Appendix B) were sent to faculty at four Northwest Florida colleges. These invitations were sent electronically using email. It was hard to get faculty to respond to emails inviting them spend 60-90 minutes with a graduate student who wanted to talk about their feelings, so I made phone calls and asked for recommendations. Once one person was willing to be involved on one of the campuses, I usually managed to recruit two or three more. An unexpected benefit of this approach was that the number of participants exceeded my initial projections by four. It really helped when I could explain to someone on the phone that Tom, Dick, or Harry had recommended them to me for this project.

The criteria that I sought for in volunteers was specific: full-time faculty status, experience with research participation, multiple years of classroom experience and institutional memory. Participation in this study was voluntary but I had to have a population of teachers who were familiar with the topic and had appreciable experience.

The Core Research Team.

As the primary investigator, I knew I wanted a Core Research Team who would take an interest in the project and appreciate the implications. I also wanted people who could undertake a large, complex research project and check their own bias and allow the data to speak for itself. It was also important that the Core Research Team members understood the legal, ethical, and professional laws and regulations that govern a project such as this.

With these qualifications in mind, I set out to find the most qualified team of researchers. I had the benefit of working with all several eligible candidates. I was fortunate to be able to recruit four. I knew from experience working with them that they were intelligent and reliable. The qualifications that I required were Master’s degree, familiarity with a variety of research
methodology, time management, critical thinking skills, and a willingness to work with people of different points of view to build consensus.

The Process

I invited individuals to participate in interviews I thought might last 60-90 minutes. This proved to be a lot longer than was generally necessary, but I liked that the person I was talking to had blocked out the time and made arrangements so that we were generally not disturbed. A couple of times the phone rang or a student knocked at the door, but the interruptions were slight and it was easy to resume the interview. It helped that the interviews were open and free-flowing because this allowed each participant the freedom to respond with their own voice, their own thoughts, without direction or preordained structures (Hill, 1997). This is a primary reason that a few interviews were considerably shorter than others. The same research question was put to all the participants: How does the faculty at each institution perceive the transition from a traditional community college framework to a stet college granting baccalaureate degrees? I asked follow-up questions for the sake of clarification and deeper understanding.

It was my job, as the primary investigator to make the invitations, confirm appointments for interviews, gather the data and make transcripts of the interviews as well as audio files of the interviews available to the Core Research Team for analysis. In this process, I got to know many of the folks who I interviewed; I got to know something about their school. This part of the research proved to be an unexpected pleasure.

Making Sense of Pizza

As soon as everyone on the Core Research Team had copies of the transcribed interviews, it was time to segment the data into non-hierarchical units. Naturally, everyone wanted to know what that meant, so once again I compared this research to investigating pizza. Really, this was light-hearted illustration distinguishing theory and practice. In theory,
consensual knowledge can be made up from all types of different data sets. In practice, this research was focused on collected and analyzing faculty perceptions to make up a story, to gain knowledge. Talking first about pizza was a process for all of us to ask questions and confirm our process.

I asked the Core Research Team to pretend for a moment that we were researching how people felt about pizza instead of baccalaureate degrees in community colleges. Imagine that we had three participants, all pizza lovers, or individuals who knew people who loved pizza. Our participants will remain confidential so we will call them Thomas, Richard, and Harold to protect their identities. The following chart indicates the transcribed interview each participant provided and indicates how they feel about the subject of pizza. When the interviews were transcribed and distributed to the Core Research Team, the identities of participants were similarly altered to disguise identity and gender.

Thomas: Abundant, nuanced data collected and recorded in one on one confidential interviews. These interviews are carefully transcribed and any identifying details such as restaurants, towns and cities, and specific occasions are redacted to keep Thomas’ identity confidential and protect him from any retaliatory pizza peers. His explicit, intimate, rich knowledge concerning pizza is now ready for analysis by the Core Research Team who have no idea who Thomas is or where he lives or works. The Core Research Team only knows that this is data collected from a participant about the subject of the research, pizza.

Richard: This data is much less voluminous, less detailed, less passionate. Richard acknowledges that pizza is a food, it is eaten frequently at work, at home, and on special occasions. Yes, he agrees that some people have strong opinions about pizza and he can easily recall several long conversations among colleagues, heated debates actually; concerning what kind of pizza to order and where to get it. Transcribed and redacted to protect Richard’s confidentiality, the Core Research Team only knows that this is data collected from a participant about the subject of the research, pizza.

Harold: This data is very brief and difficult to incorporate into the broader array of findings. Harold was not aware that the interview and research was concerned with pizza. He is on a gluten-free, lactose intolerant diet and does not eat pizza. He knows people that do, but he has no interaction with those people.
Harold talks at length about his real concern, curry.

Transcribed and redacted to protect Harold’s confidentiality, the Core Research Team only knows that this is data collected from a participant about the subject of the research, pizza.

After carefully analyzing the data, the Core Research Team concludes that enough participants identified topics within the scope of pizza research that they could formulate non-hierarchical, segmented categories of knowledge. These categories are: Crust, Sauce, Cheese, and Vegetables.

Crust: All the participants agreed that crust was an important consideration. All the participants agreed that when their choice of crust, be it thin, hand-tossed, or pan was ignored and another type of crust was chosen instead; they felt the entire pizza experience was sharply diminished.

Sauce: All the participants agreed sauce was an essential component of any pizza. A few participants were very passionate about their experiments with olive oil and basil leaves in lieu of red sauce.

Cheese: With one exception, the participants agreed that pizza was really only a platform for cheese consumption. Extra cheese was often mentioned as highly desirable and one or two participants had unkind things to say about lactose intolerant co-workers.

Vegetables: All the participants agreed that they knew people who ordered vegetables on their pizza.

Conclusions

The Core Research Team concluded that the data makes strong assertions about the participants and how they feel about pizza. Clearly, crust and cheese are high value categories and anyone who wants to talk about pizza with this population will want to be as familiar as possible with the many platforms and typologies of crust and cheese available to consumers who live in the populations’ area.

The Core Research Team also concluded that sauce is a high value topic of interest to the population of the study but the range and dynamic of feelings is somewhat muted compared to the time and energy spent on crust and cheese. Anyone who wants to talk about pizza with this
population might be interested to know that there are some creative and healthy options to red sauce that are worth considering.

The Core Research Team found enough mention of vegetables that it merited inclusion as a category of interest.

The auditor. In addition to the three analysts on the Core Research Team, there was also a fourth team member, an auditor. It was her job to oversee and insure that every piece of data was considered and evaluated before it was removed from the study. So in the case of vegetables on pizza, although it was not a polarizing issue and did little to expand the team’s knowledge of pizza opinion, the auditor pointed out that every participant had mentioned vegetables and that alone was significant enough that vegetables necessitated inclusion.

**Analysis**

Equipped with their own collection of transcripts, each member of the core Research Team, including the auditor left our first orientation meeting ready to begin analyzing the texts for recurring themes. Initially, the plan was to meet again in a couple of weeks to compare findings but this proved impossible to schedule. Instead the team utilized Google docs with password protection and began sharing themes they found in the interviews. It was a complex process that required periodically checking and rechecking that a quote or a theme detected in one interview was not mistakenly attributed to another participant.

For clarification, the Core Research Team proposed coding each transcript two ways. The first step was to color the text and code each member of the Research Team with own color. I participated and my own color was green. Second, each quote was coded with a number corresponding to the participant and a page number indicating where the data (quoted material) was located. This system moved the process forward quickly and the team was soon ready to organize the data into respective themes and analyze for conclusions.
Limitations

All the participants were instructors or chairs of academic division working in northwest Florida with considerable history in their respective institutions. They were volunteers. An obvious methodological limitation of the study was that I had no way of knowing to what degree any participant’s perception of the baccalaureate issue was shaped by college politics, statewide politics, or national political affiliation. I did not know if a volunteer had an ax to grind with their supervisor or college president, or if they were hoping to win points for support.

Recognizing this limitation, the systematic approach to recruitment and structure of Consensual Qualitative Research including the collaboration and auditing provides validity to the study. By building consensus with a Core Research Team, the validity of the study is secure and valuable insights from the research may be considered in the light of previous scholarship as well as practical application for administrators.

Chapter Summary

In this chapter, the research methodology of the consensual qualitative study was presented and explained (Creswell, 2013, Hill 1997, 2005). The benefits and limitations of qualitative methods were examined and comprehensively explained. The participants were all assigned a pseudonym and identified with a brief sketch. How participants were recruited and how the Core Research Team was recruited was carefully explained as were the limitations and the opportunities of this process. To illustrate how consensual qualitative research is undertaken, the prime investigator compared the research to an exploration about how people feel about pizza. Selecting participants, selecting region, contacting and securing IRB approval, recruitment and gathering data, the process of analysis, and the limitations of the study were all presented in detail, each topic with an easily located sub-heading. In the next chapter, the findings of the study are presented.
CHAPTER 4
FINDINGS

The purpose of this research was to investigate and analyze how the faculty in northwest Florida’s state colleges felt about the addition of baccalaureate degrees to their respective institution’s curriculum. This research builds upon and reflects previous scholarship published as books and as articles in peer-reviewed journals. Moreover, this research also reflects the author’s anecdotal and fragmented perspective of the issue on his campus.

The relationship faculty and administration share is often fraught with emotion. Us versus them is the binary tradition that this researcher expected and socially confirmed long before I became a full time faculty. In graduate school, the cost saving measures and the innovations of university administrators were loudly decried by my professors and graduate school colleagues. Even calling such actions “cost saving measures” and “innovations” proves for many former classmates I have changed teams.

One of the most strident and critical views of administration that operates on this traditional binary is Benjamin Ginsberg’s (2011) *The Fall of the Faculty: The Rise of the All-Administrative University and Why it Matters*. Between the covers of this book is a passionate and articulate dissection of hundreds of administrative missteps across the country. If a person wants to feel good about hating on college administration, Ginsberg has written that person a love letter. Warnings about administrative skullduggery come from more nuanced arguments also, such as Levin’s (2006) *Community College Faculty: At work in the New Economy*. Higher education, especially community college, his team warns; has transitioned away from talking about classroom activity and research. Today, college administration has taken over the language of community colleges and replaced such gentile notions with concepts and phrases that measure productivity and efficiency.
With a doctorate in history, I was already trained to be wary of confirmation bias. Ginsberg runs riot with administrative shortcomings but makes no mention of administrative accomplishments. Granted, it is much easier, like in history, to focus on negative events and trends and ignore positive continuity. Students and families have little reason to stop on graduation day to thank an administrator who made tuition more affordable and work study programs more diverse.

Many of the faculty I spoke over the past decade have lamented the additional paperwork of testing, assessment, and strategic plans. This is part of what Levin and his team warn the college workforce is happening. “Shared governance in the community college may not be an advancement in joint decision making but instead an increase in faculty work and responsibility for the management of the institution” (p. 34). It is important to note that confirmation bias is not the same thing as confirmation.

When McKinney and Morris (2010) undertook their research, *Examining an Evolution: A Case Study of Organizational Change Accompanying the Community College Baccalaureate*, the research team executed a study much like this one but instead of interviewing faculty they interviewed administrators. It was not really a surprise to see that administrators sometimes thought the faculty were defensive and sulky. But then one administrator declares:

Quite frankly there were some faculty who believed it was the wrong thing to do. Okay, but we dealt with that, not in a confrontational manner, but the train has left the station. Remember when Lee Iacocca said, either get on board or get the hell out of the way? So what essentially we were telling people was that it is already happening and now we need your help making sure that it goes on the right direction (p.201).
A faculty member reading Ginsberg and Levin’s studies might see this not as confirmation bias, but as real validation of their suspicions. And this is a shame because there are plenty of administrators and faculty working together adding baccalaureate degrees to their community state colleges because it is a real benefit to the students and the communities. In her article (2012), Dr. Bilsky and co-authors articulate many good reason the baccalaureate degrees in Florida’s state colleges serve the college’s original mission.

It was not the purpose of this research to agree or to disagree with these points of view, these arguments. Instead, this research only looked at the degree to which the message got out to faculty. The research questions were:

- **RQ1**: How did you, as a faculty person, perceive your participation in the addition of baccalaureate degrees at their institutions? Follow-up question: Did this process impact your professional identity?
- **RQ2**: What, if any, impact did the addition of baccalaureate degrees have on the faculty? Follow-up question: Have faculty developed new strategies for earning tenure or academic rank?
- **RQ3**: Has the addition of the baccalaureate changed to mission of their college? Follow-up question: do you think that the community views the college differently now?

These questions were designed to provide a clear picture of how did the faculty perceive their role in this process. The implication of this question is clear: what role do the faculty think that they have on their campus? In his (2000) book, Birnbaum suggests that interviews and personal insights are social constructs and are inherently flawed. With this in mind, this research is a counter to McKinney and Morris. This is a collection of faculty perspectives.

The Participants

None of these are the real names of any of the participants. I also randomly changed the gender of the participant. The discipline and the season and the year, though, I kept accurate and
of course, there is no reason to divulge in which of the four colleges or regions any of these instructors are working.

**Andrew.** Spring 2016. Andrew is a Business Instructor with more than 15 years of instructional, classroom experience. A recognized leader on campus, Andrew has served on numerous committees and chaired his college’s Faculty Council. Like me, Andrew served on a presidential search committee and felt confident he could speak knowledgeably about faculty perceptions and feelings regarding the new baccalaureate degrees.

**Brian.** Summer 2016. Like Andrew, Brian is also a Business Instructor and works at the same college as Andrew. Brian has served on some prominent committees and though not as experienced or as highly ranked as Andrew, Brian has been tenured and promoted at the college he serves. On several occasions during the interview, Brian admitted he had not thought very much about some of the implications of adding degrees like cost and mission.

**Carol.** Spring 2016. Carol was an interesting participant. Recommended to the project, Carol is a Visual Arts instructor who was recruited by her college to make a baccalaureate degree program within her department. Since Carol did not have a Master’s Degree at the time, the college where she taught and initiated a baccalaureate program reimbursed her tuition at a local university while she pursued her graduate credentials. Carol was very enthusiastic about baccalaureate degrees at the state colleges in northwest Florida.

**Dr. David.** Fall 2016. David was a Dean of a satellite campus. Almost all of the colleges in northwest Florida have at least one satellite campus. In charge of a nursing program, Dr. David articulated many positive reasons that nursing especially served the original mission of the community college system in Florida. Articulate and passionate, Dr. David can convince
anyone willing to listen that our nursing programs and degrees make a positive impact on our students and our communities every day.

**Dr. Elizabeth.** Fall 2016. Dr. Elizabeth was not quite sure why I wanted to investigate this topic. She was clear that the Business Division she was the Chairperson of had felt no impact, no negativity at all from the addition of baccalaureate degrees in other areas of her college. One of the shorter interviews, Dr. Elizabeth stayed on message that everything was very positive at her college and there was a lot of work to do, was there anything else?

**Dr. Felicia.** Summer 2016. Dr. Felicia had quite a lot to say about this topic and this was one of the longer interviews. In her Business Division, Dr. Felicia explained that the purpose of the baccalaureate degree, a program she was deeply involved with; coincided with the original mission of the community college. The emphasis here on teaching and personal interactions with students meant that not only did students save time and money choosing a local state college over distant universities; the caliber of the institution was raised measurably by serving these students and hiring more doctoral instructors. Felicia admitted this enthusiastic perspective was not always shared among her colleagues within her Business Division.

**Gene.** Fall 2016. As a scientist, Gene candidly confessed that she did not have the quantifiable data she liked to formulate an educated opinion. Gene spoke at great length and with passion about the failures of Florida’s political system and cussed the short comings of the k-12 system. When I asked if the lack of quantifiable data regarding baccalaureate degrees and their efficacy was indicative, Gene snapped that hell yes, no one cared what she thought about it and that was fine because she did not really care too much to begin with. The administration was going to do whatever it wanted to do and she had other, more pressing concerns; such as the lack of scientific literacy among recent high school graduates.
Henry. Fall 2016. A Mathematics Professor, Henry felt very concerned that adding a baccalaureate degree was the first and most important step to changing the mission and transforming the nature of the community college. Well informed, Henry shared several examples of two-year institutions adapting baccalaureate degrees and then becoming colleges before becoming universities. Astute and articulate, Henry’s suspicions were closely aligned to those expressed with great force by Dr. Wattenbarger decades earlier. I did not get the sense that Henry knew much about Dr. Wattenbarger or his role in creating the Florida community college system. But Henry understood that spilt milk cannot be put back in the cow.

Ingrid. Summer 2016. Another Mathematics instructor, Ingrid felt unusually protective of the mission to teach and prepare students for transfer to a larger university. She clearly felt resentment toward an administration that sought no faculty “buy-in” and had not formulated a long-range plan for implementation. I got the sense that Ingrid took this personally. I also got the sense that Ingrid, more than any other faculty I spoke with, would be the first to stay long nights and spend her own money to help her students understand the material better.

Jack. Fall 2016. A smoker, Jack was a rare specimen of a scholar in many ways. Philosophical, cynical, prone to see conspiracy, Jack had little but sneering contempt for the administration in his college. Baccalaureates were just another in a long line of missteps and bungled efforts. It might be tempting to dismiss Jack as an outlier, an anomaly; except for his sharp intellect and frequent, compelling examples to support his opinion.

Kelly. Spring 2016. A personable and brief interview. Kelly explained that in her Social Sciences Division nothing had changed and there was no concern. Whereas Ingrid seemed to take the issue very personally, Kelly seemed genuinely surprised that her phone rang
the day I called. Of all the faculty I spoke with, I suspect that Kelly has the lowest handicap in golf.

**Lawrence.** Fall 2016. Initially, Lawrence was another breezy, dismissive interview until we started talking about why baccalaureate degrees had no detrimental impact on his college or within his Social Sciences division. Lawrence revealed a couple of interesting development unique to his campus. First, everyone in the division had a doctorate already, or they wanted one and used the baccalaureate degree innovation as the impetus to enroll and get their own doctorate after having put it off. This meant that everyone in the division could teach every class that the Social Science division offered. The faculty rotated the upper and lower level courses equitably. Second, after a few years the enrollment nose-dived. Their location is not growing and has not grown dramatically for twenty years. After a generation of students were served the number of area residents who wanted or needed a baccalaureate degree simply dried up and the question was moot.

**Themes**

After carefully analyzing all of the transcribed data, the Core Research Team identified six non-hierarchical themes. These themes were: Agency, Mission and Vision, Communication, Ethics and Integrity, Resources, and Stakeholders. The responses of the participants ranged organically across a wide field of topics, but the individual respondents returned to these themes frequently enough that the Core Research Team felt that they had consensus these six themes represented the spectrum of meaningful knowledge created in this study.

**Agency**

With respect to Agency, most of the participants agreed that faculty had very little input in the creation of new baccalaureate degree programs at their college. Instead, they were instructed to implement and create such programs as were selected by administrators. Almost all
of the participants agreed it was a top-down process, sometimes externally driven by the legislature, but always hierarchical. This authoritarian approach did not bother all of the participants equally, but they all agreed that was how the transition occurred. All the participants felt that it was a top down approach but some participants did not think that was such a bad thing.

Andrew did. Andrew’s background in business as well as his active role in the campus community led him to believe that the top down approach was old-fashioned and detrimental to the college. “The actual transition, I feel, was forced on us by our governor. It wasn’t even part of our Five Year Strategic Plan.” Andrew did not lay blame for initiating the process on his own college president or Board of Trustees. Instead, like Dr. Judith Bilsky (2012) and Amey (2008), Andrew recognized that the impetus for change for his college was external.

What is interesting though is the promise and assurance made by so many college presidents that a Five Year Strategic Plan is going to provide a blueprint for future innovations. Having a Five Year Strategic Plan suddenly upended with a previously unannounced baccalaureate degree left Andrew’s division reeling, looking for resources and personnel with which to meet this new mission. “It has been a lot more work, I will tell you. [Redacted person] averages 8-10 classes per semester because we don’t have enough credentialed people to help [redacted person] teach classes. … I don’t know what’s behind that, but it has created a lot more work for [redacted person].”

This was more than a note of compassionate sympathy Andrew was proffering for his colleague. This was a concern that administration at this college takes the faculty for granted. “You want your faculty to feel refreshed, and you want your faculty to do their jobs, but when you are throwing all these things at them and not even taking into consideration what is really
going on, you no longer feel like a faculty member.” Andrew is not confused about the employee and employer relationship. Instead, Andrew is echoing some of the particularly valuable aspects of faculty autonomy and shared governance he had experienced and that is found throughout the literature (Harvey, M.G., & Novicevic, M.M., 2007), (Huston, M. R., 2006), (Levin, J., Kater, S. & Wagoner, R., 2006).

“You no longer feel like a faculty member. You almost feel like an employee.” Andrew is talking about a certain degree of faculty autonomy that empowers the campus and enriches the classroom. This point is made also in (Umbach, 2005) “The educational context created by faculty behaviors has a dramatic effect on student learning and engagement.” If the faculty are made passive drones taking their marching orders from supervisors that disconnect translates into the students’ experience. Umbach continues, “Institutions where faculty create an environment that emphasizes effective educational practices have students who are active participants in their learning and perceive greater gains from the …experience.”

Of course, the faculty are all employees, that is not Andrew’s point. He is talking about controlling the functions of the classroom and the division. At his college, the top-down “marching orders” style of governing is proving disastrous for the classroom and educational experience of the students. “Ok, all I need to do,” Andrew explained, “Is work from X amount of time to X amount of time because obviously, you don’t care what I’m doing outside of those times.” Andrew was explaining that he felt divested of the role he used to play on campus and in college governance. “You don’t care what I am spending on grading something because you don’t even care about my opinion on anything.” Rubbing his temples with his fingertips, he exhaled, “you lose your enthusiasm over time.”
Andrew is describing the loss or erosion of agency on his campus. When asked about how the faculty perceived the process of adding baccalaureate degrees on their campus, most of the respondents addressed the role, or the absence of the role, that faculty played in the process. After he thought about it for a minute, Henry observed, “Yes, that (baccalaureate degrees) came from the governor. The governor forced that on us.” Then Henry shrugged his shoulders and quietly added, “That is what we were told.”

In sociological terms, agency is the freedom of an individual to make their own choices and act independently. To Andrew this was a vital characteristic of sharing governance at his college. Freedom and consultation reflected respect for his expertise and experience in the classroom and working with his students. Another bureaucratic definition is that an agency is an organization that provides a service, such as our Florida College System provides education to students. Perhaps in Henry’s response is more ambiguous, a little less invested; but in this research all the respondents indicated feeling that their college acted without their input or advice and therefore, they did not have sociological agency within their institutions.

After thinking about it for a few minutes, Henry said, “The whole thing just bothered me because we just, we had, an administration that promised ‘faculty governance’ and there was no ‘faculty governance’ involved ‘cause we had no say, it was all done.” Henry had pivoted away by now from simply observing the whole idea was the governor’s. “We had to change our name. So we had to change our name and spent millions of dollars on signage over something that I think if faculty would have voted…we would have said no. I mean, that’s just my two cents.” Even in his office with the door closed and the promise of utmost confidentiality, Henry was really uncomfortable sharing his thoughts. He kept shaking his head and casting his eyes downward.
Lawrence did not have this problem. “Well, I can only speak as being a faculty from outside of those divisions [with new baccalaureate degrees].” Lawrence was assured and sounded relaxed over the phone. “I know that the faculty, when we went to the BSN, they were for it, the supported it, they pushed for it. And that was a little different from the technology ones.” Lawrence is making a distinction about two different degrees in two different academic divisions. “Those were the ones that were just kind of railroaded in. so I can’t speak…as Joe Blow over here in [redacted divisional identity]. I wasn’t consulted.”

It might seem like Lawrence provides a nice change of pace from the concerns and alarm that Andrew and Henry shared. But is it really a good thing that Lawrence casually dismisses his involvement regarding such an important change at this college? I wanted to ask Lawrence if he was apathetic when he began teaching, or was this a coping mechanism developed over the years? As a general observation, (Palmer, 2015) explains that professional “identity” is fashioned out of professional training and subsequent acculturation. What kind of acculturation did Lawrence live in that allowed him to conclude adding baccalaureate degrees at this college was none of his business because it did not happen in his division?

Like Andrew, Ingrid also had strong, negative feelings about the process. “At the time that was going on I was involved with curriculum review here at the college,” Ingrid was very involved in the work of the college. “And we had no say. The decision was already made and we had no say. The vote was there and we had no say. And there was no trans…it was just a bad deal.” I watched as Ingrid grew clearly perturbed and started to organize the papers scattered in front of her on her desk. I looked around and saw the walls of her office were decorated with mementos, commemorations, and commendations which dated back many years. “In my eyes it was a bad deal, cause like I said, I was heavily involved with curriculum…I was involved with
[redacted] and none of this came to us until it was already a done deal. And to me that was wrong.” At this point, Ingrid looked me right in the eye. Right and wrong were very important concepts to Ingrid. “I felt like the faculty should have had a say.”

At this point, Ingrid softened. She looked at me and took some time to explain her frustration. The degrees were added during the previous administration, she began. That administration, the previous administration, had several issues and the baccalaureate degrees was symptomatic of that administration’s problems. “I think we had a president who was ADD [Attention Deficit Disorder] and wanted everything done yesterday and every project that president got into was new and exciting and needed to be done now.” She chuckled, “That’s my perception…I think that in the prior administration, a large amount of our committee work was done for show.” Ingrid’s eyes narrowed, she was clearly annoyed. “Administration already had some sense of the major direction they wanted the college to go into and really they just wanted faculty to rubber stamp that.” She shook her head and looked down at her toes. She pushed back her chair a little and looked up at me again. “I say that having served on the curriculum committee for five years.”

“I think that is what causes a lot of conflict for me. Because that is the kind of teacher I want to be.” Ingrid began to slow down. She was really thinking about what she was saying. “I want to be a teacher that is effective. I want to be a teacher who helps those six students. That can reach out and help those students.” I could not help but steal a glance at the recognitions and awards on her walls. “But at the same time,” she looked at me with her hands in the air,” we are held liable for all those other administration things that in my mind have nothing to do with helping teach a class or helping someone be successful. So in my mind it is like we are stretched so far by things that we keep being told that are required of us that keep us out of the
classrooms.” By this time, I began to think I was getting a pretty clear idea why Ingrid was willing to participate in this study. “Or that keep us from doing the things we want to do in the classroom. There are so many things and ways I want to make my classes better but I just don’t have the time because of all the other stuff that we have to do, that we are responsible for, that has been added to us universally or within our own division that we have to do.” She started straightening up her desk again. “Reporting and all this paperwork and administration type stuff that takes time away from me being able to have an effective meeting or being able to build relationships with my students to help them learn or to figure out what motivates them.”

Equally motivated to help her students, Dr. Felicia was very excited about the new degrees and excitedly explained to me all the potential benefits and students these new programs would promote. “It was more than an internal commitment,” she explained. “it was an actual need. It was a market. When you look at the numbers you go back to the research, the universities, traditional universities,” she was explaining that the large universities our students traditionally transferred to, “are designed with the creation of that high knowledge that more than likely will eventually be translated into an actual position of leadership. And that is fine”, she said. If a student can take that shot and start close to the top of the business world when they graduate from a traditional residential college in their early twenties.

“The traditional university is designed in its essence,” she explained. “And hasn’t changed much since its beginning, to help students that are only focused on studying.” But those are not our students, she said. Our students are working, or have to work. The traditional college student has the time and money to set aside four years for a traditional college education. “Your sole career,” working at a large university, “that’s more likely, that’s the traditional student. The ‘traditional’ student for us,” she explained, does not have such resources. Our
students are “what we call the ‘non-traditional’ student in research. So for us what you call a non-traditional student, that’s our actual student.”

Dr. Felicia brimmed with excitement that the baccalaureate degrees at their college will improve the educational and employment opportunities for our type of student. No doubt, Dr. Felicia saw the addition of the degrees in line with the original mission of the college. Smaller class sizes, excellent teaching, and personalized attention were not completely missing at large universities, Dr. Felicia admitted, “You could get that at a university, but it’s much, much harder and in terms of geographic location they’re not that widespread.”

In light of Agency, it needs to be pointed out that Dr. Felicia was hired to design, launch, and maintain one of the new baccalaureate degrees within her division. This was not discovered until the interview was underway. I was confused because I had been explicit in the invitation and protocols that I did not want to recruit faculty specifically hired in creating these programs. Naturally, I was inclined to assume she is strongly biased. I think this bias explains why she was upbeat, optimistic, and on-message in her interview about the new degrees.

But what also struck me listening to her and thinking about her points was that they were all good ones. The degrees do offer our students an opportunity that they cannot get at university. It is valuable to note Dr. Felicia moved to northwest Florida from a Caribbean island. Her investment and commitment is real. But her sense of autonomy, her agency on campus-- to be creative and foster new ideas, to espouse the new degree program, was unique.

**Mission and Vision**

In interviews, the participants did not switch from one topic to the next. These themes were the result of the Core Research Team deciding when statements or passages belonged together in their own category. Mission and Vision versus Agency were difficult to separate and in some instances, they overlapped. To keep them separate for this narrative, it was helpful that
the participants who were really angry about agency were able to spate themselves from the question of Mission and Vision. The general consensus of the participants was that even if they were unhappy about having no say in the addition of the degrees, or the implementation, or the allocation of resources—although they resented the loss of Agency as it was described above; they often conceded that the degrees were feasible enhancements of their college’s mission.

But they were also universally concerned that with this successful innovation, administration would be empowered to continue adding more degrees and utterly change the nature of their colleges. The importance of Agency continues to run throughout this discussion even though it is a different topic. “I think you’ve changed your whole mission there.” Henry observed. “When you start offering more and more of them, then you’ve strayed away from the community college and gone to the college/university philosophy and mission.” Henry was concerned about striking the right balance. An important question in light of his concerns that the faculty at his college had seen some of the Agency usurped by administration. “So, it goes back to as long as your meeting the needs of the community with in a certain… you know what I’m sayin’?” He looked up me suddenly blinking behind his glasses. I nodded, yes, I knew what he was saying. “Then you’re meeting that community college philosophy or mission. But when you start going above and beyond, then you’re becoming a college or university.”

Even though Lawrence was on the phone, I had the feeling he was running his finger through his hair when he sighed. “I think that it’s an enhancement. When you look at it, the community college mission is to meet the needs of the community.” I wondered to myself if Lawrence was trying to persuade me or himself. “And we have a lot of workers here who can’t uproot and move. You know? They can’t uproot and move to Tallahassee or Gainesville or to Pensacola. So they’re locked in here,” Lawrence sighed again, “with their jobs, with their
family, and things...we get a lot of non-traditional that come back...So, to me, it’s till meeting the mission.”

One change of mission in recent memory was an external drive by politicians to shore up the time and money students might spend in college exploring and learning about a range of topics. This has morphed into the recently “work force” emphasis and training mentioned in educational circles. While the community college was always streamlined and efficient, in northwest Florida the colleges have become even more so offering students less choices and less opportunities to simply explore subjects. And Jack did not like this trend.

“This has not really had a lot to do with some of what we have been saying but something that I have seen happen...when I came here, as far as general education and getting the two-year degree. You were required to take a lot of courses.” Jack shook his head in disgust. “Now they keep trimming them down more and more to get you into a major quicker.” In his article, Faculty Role Categories (Harvey, 2006) the author states that “the objective of the dean is to align individual faculty effectiveness with the stakeholder demands for change in the educational institutions.” Jack was not in alignment.

“What I am seeing more and more, students come in that do not have much of a background and knowledge about anything that is not on Facebook. Tragically, we have changed the state requirements. Where anymore, students are not required to take course in anything unless it is specific to their major.” Jack did not say “human capital” but in the literature, when educators discuss developing the qualities, talents, and general knowledge of your population, they are talking about developing the value, the capital, of their students. Not translated into income per se, human capital has intangible benefits to the public. “I see us losing something. If you live in a democracy then you need to be able to look at...and say ‘Hey,
this is something that we should hold valuable [education] so we don’t make mistakes over and over again.”

A narrowly focused degree was also a concern of Andrew’s. Saving money and time were important values that Andrew, as a business instructor, keenly appreciated. But while these new degrees successfully streamline time and money the degree provided to these students is decidedly limited. “We brought up concerns in our division meeting that the marketing of the programs did not explain the difference between a B.S. and a B.A.S and what that meant is that a B.A.S. is a terminal degree.” Andrew was pointing out that there are not any Masters of Applied Science programs.

If a student wants to pursue a graduate degree such as an MBA at some point down the road, they will likely need to take undergraduate programs and earn a bachelor of science first. This happens often enough educators have an expression, reverse transfer, to describe the phenomenon. Discovering that your undergraduate degree is terminal and you need more undergraduate courses for graduate school is only one reason some our community college students reverse transfer. Poor grades, lack of funding, poor life choices are also often cited reasons students decide to come back to the community college. “That you won’t go any further,” Andrew continued. “And you won’t get a master’s degree. And I was very concerned that students going into the program did not realize the difference. I am not sure employers will know what the difference is. But that is the reality of it. A B.A.S. is not the equivalent of a B.S.” Brian also echoed this point.

Allowing the legislators, administrators, and students design programs of study changes the mission of the college in a subtle but important way. “We are the ones that are providing the service or training or experience for them in order to grow. Even as a business person I will tell
you that the customer is not always right. Customers can have misguided expectations or unrealistic expectations.” What is at odds here is the tension of getting the credential for employment versus allowing faculty the freedom to develop their students, to invest in human capital. “We are a college. We are nonprofit but ultimately we are a business and students are our customers. Granted, what we provide them, we want them to be an improved individual upon leaving our institution.”

And here Brian is getting at the heart of the matter. What constitutes and who gets to determine what is “improvement?” “So it is really more than being a customer because a customer is just going to come in and take something and leave and may come back or may not.” The mission of the college had always been about developing human capital, making people better than when they entered. Emphasizing jobs and training is a new mission. “But we want them to leave with a lot more than what they came in with and the ability to be productive and not leave here with just a piece of paper. But to be able to translate into skills and intelligence and knowledge what they have gotten here.”

The concerns raised by faculty here about Mission and Vision have some important additional considerations. Online learning platforms, online universities, and publishing companies ready to provide and stock courses with content and design the content further removes the instructor from the mission of developing the human capital in our students. Students have always complained that teachers expect too much of them. Too much reading, too many tests, too much coursework.

Now the students have some powerful allies. At the colleges in northwest Florida, faculty shared their suspicions that the administration is increasingly advocating a customer-service paradigm. This is a new vision of the colleges, their mission and the role of the faculty in
them. Even more ominous is the growing chorus of legislators who are changing and limiting the role instructors play in the educational process.

**Communication**

One of the most negative aspects of the entire process was undoubtedly the lack of communication. The participants in this research ranged in responding to the lack of communication from feeling like it was normal and unfortunate to seeing in it a dark agenda. Jack saw the darkness.

“No, it was not a change to have it simply handed down [from administration].” Jack slowly rocked back and forth in his seat. “I think that it has been my experience at least that things are the way that they are—just accept them and move on.” He blew the hair up and out of his face with the corner of his mouth. “Because talking about them is really not that important on this campus. That is,” he clarified, “it really doesn’t matter what I had to say because if someone wants it done it will be done. I don’t mean a faculty person. I mean administration wise.”

Jack then related a story. “It is horrible. The lack of communication and I feel like things are done in secret.” Jack began to speak about a recent email. It was written and sent by the president of his college. In the email, the college president announced the conclusive work of a committee he secretly convened weeks earlier. It was the committee’s task to approve the permanent installation of a newly appointed vice President of Academic Affairs. “I truly felt like wow. Wow. Wow. You talk about having communication problems and you know it is a problem and you admitted that it has been a problem,” Jack was speaking figuratively to the president.

“But here you are once again meeting in secret basically to decide who is going to take over that position [Vice President Academic Affairs].” Now Jack was fuming. “No faculty
input, even though it says Vice President of Academic Affairs. That role, head of faculty.” Now Jack was crossing and uncrossing his legs, biting his nails. “Vice President of Faculty, but we will not involve faculty in that decision. We will involve a select,” he gestured the air quotes, “few faculties in that process. We aren’t even going to tell anyone that we put together this committee.”

I knew what Jack was talking about. An executive position at his college had opened up in recent months due to the sudden departure of the previous Vice President of Academic Affairs. The President of the college appointed one of his friends to the position of Vice President as an “Interim” appointment. A semester passed. The email and the secret committee was shocking. “We are just going to do it and announce it the next day,” he fumed. “Please join us in congratulating [person’s name redacted] on such a job well done.”

This anecdote had all the hallmark characteristics of skullduggery. And while Jack was more bitter than other participants, the sentiment that communication between administration and faculty was a monologue, not a conversation, was widespread across all the colleges and all academic disciplines. Gene stated as such in a matter of fact and precise summation. “The decision to go to baccalaureate was strictly done by higher administration. The decisions were made and it was like, here it is, this is what we are going to do and this is what you are going to do.” Gene blinked with each statement, unconsciously confirming that he had remembered the facts accurately. “It was done very quickly in less than six months’ time. No communication with the faculty so therefore,” he concluded, “we didn’t have faculty buy in for it.”

Andrew, Henry, Ingrid, all agreed that communication was awful on their campuses. There was no buy-in, there was no consensus building regarding baccalaureate degrees. Even Dr. Felicia paused and bit her bottom lip before admitting “We lost that opportunity. To engage
everyone. To get rid of fear. Because you know,” she elaborated, “it’s expected that change in any form is going to create chaos. The problem,” she continued, “is that if you don’t know that is going to happen and take a scientific approach to that then you are going to have the pockets [of resentment, panic, and fear] that we have now. Where some people are happy and some people are not.”

**Ethics and Integrity**

Several participants indicated that adding baccalaureate degrees represented a compromise in the academic integrity of their college. The rapid addition of these programs combined with poor communication and little forewarning increased the work and the course loads for many of the faculty. Some respondents felt this resulted in a considerable amount unreported exploitation.

Andrew explained, “I feel like I used to be treated as a professional, respected professional, both by my college and my students. Now I feel that I am easily replaceable, almost like a minimum wage employee at McDonalds. The front line.” And it is not simply that talented faculty like Andrew felt denigrated. The programs themselves raised eyebrows.

“Yes, I do absolutely think that that the academic integrity was compromised in the creation of these programs.” Gene explained in precise, matter of fact statements. “One graduating students in a bachelor’s degree far sooner than it should take to be accomplished. Very low class enrollment.” Gene shook his head slightly. “I do believe in order to get these first few students through, you are definitely going to want to lessen the impact of the grades on these students because you want them to succeed.” He crossed his legs and concluded, “you want the program to look good.”

Henry also worried that the college was misrepresenting its new programs to students. The students thought they were getting a bachelor’s degree at a significantly reduced cost.
“When I talk to students about the bachelor’s program, I tell them no—you need to finish your AA and go [to university] to finish your degree for what you want.” Like Andrew had explained earlier, Henry could see that students did not understand that the applied science degrees were terminal. When they want to pursue more education years from now, they will find out that they had an incomplete beginning.

“We are not offering the programs students want,” Henry explained. “or that we have jobs for here. We ‘build it they will come.’” Henry squinted, recollecting, “We are going to make northwest Florida this tech-savvy mecca but the numbers aren’t there. If you look at the mid-level management jobs available in northwest Florida, by far the most of them are retail management.”

For Jack, however, the real ethical lapse was not so much in the degrees that were quickly offered. Nor was misleading students into enrolling in terminal and non-employable degree programs. Those were bad, and Jack knew it but what really bothered Jack was the administration used faculty support in a disingenuous and strategic way that rewarded collusion and penalized critical thinking. According to Jack, the college president and the vice President of Academic Affairs sought faculty who would support them regardless of the ethics or the integrity of the new programs. As a reward, these supporters were promoted into divisional chair and junior executive positions. “Things are done in secret that impact faculty but faculty has no say.”

**Resources**

One of the most often cited concerns among the participants was whether the money and energy spent on the new bachelor degree programs was taking money and energy away from the traditional associate degree programs. Andrew pointed out these concerns. “When you are running courses that have 2 or 3 students and full time faculty are teaching those classes,
obviously, I’m not sure how that pay scale works.” It is not just pay though that Andrew and the faculty of northwest Florida are concerned about. It is the balance of these financial resources that speak to the viability of agency, mission and communication.

“One program [redacted name of a technology certificate program] was put into place without faculty to teach any of the courses, without any kind of faculty input whatsoever. That was not brought to light at all.” Andrew crossed his arms, “Resources are being devoted to that specific program which are limiting and taking away from other areas on campus.” He continued, “you can’t just throw money into one program and expect the others to be equally treated.” Andrew felt that certificate programs in technology with no teachers and few students were damaging the social science and art programs on campus.

To this bleak analysis, Brian added another insight. The students enrolled in the new programs of his college did not come from outside the area, they came from within the college itself. “All these programs had cannibalized other programs. It’s not like we were getting more students. My numbers went down.” He chuckled, “My numbers went down. They were not pulling in new students; they were just taking them from other programs.”

As the chair of her business division, Dr. Elizabeth could not understand these concerns. “We are still a community college and our mission is to serve the communities needs whatever those may be. Whether it is a vocational credit,’ she explained, “college credit, or baccalaureate level, development of faculty is very important to the college.” I started to wonder if Dr. Elizabeth was one of those faculty who had been promoted to management by a grateful administration.

“We have budget hearings each spring, and every spring when I host a departmental meeting,” she explained, “I seek requests from faculty on upcoming workshops they would like
to attend, any professional development, or scholarship opportunities, it is all taken in as equal parts.” She concluded, “I have always felt that the faculty received what they need. Really, nothing has been denied because we need to shift funds to a different program or area.”

**Stakeholders**

Stakeholders are not the same as shareholders. They are not primarily concerned with the profit, but with the product of your institution. Many participants responded with concern that stakeholders think their colleges had little or no say in changing the programs and degrees available at their colleges. Moreover, they also shared their perception that many in the community were under the mistaken impression their state colleges were now like universities and would soon, of not already, be offering a wide array of affordable undergraduate degrees. They did not understand that only a few, specific degrees are offered and that those degrees are generally terminal.

Andrew’s eyes got wide as he exclaimed, “The public now thinks we are a full university.” He shook his head vigorously. “They don’t realize the limited bachelor’s program we offer and they also don’t realize those bachelor’s programs are terminal degrees.” Andrew finished and turned to look out his office window.

Over the phone, Lawrence chuckled, amused at the popular misconception. “We are going to get to teach juniors and seniors,” he recollected. Lawrence teaches at one of the first colleges that began offering these baccalaureate degrees. He was think back now over fifteen years ago. “We are going to teach specialty courses that we don’t get to teach on a freshman/sophomore level. So that was the excitement,” he sighed. “And the anticipation. That is where the excitement and the anticipation came in and then…” he paused. “Reality set in.”
Chapter Summary

This chapter presented the work of the chief investigator and the Core Research Team. Using a non-hierarchical process of segmentation, researchers analyzed the gathered data and organized the data into topical sets. The order of the sets: Agency, Mission and Vision, Communication, Ethics and Integrity, Resources, and Stakeholders reflects the emphasis and concerns of the participants.
CHAPTER 5
CONCLUSIONS

The flexible and agile nature of community colleges in Florida has been a defining characteristic since their inception. Bridging the gap between high school and college to provide students and communities an opportunity for a start, a cost effective beginning to earning a university degree when geography and finances made the dream of higher education seem all but impossible to reach. For most of the twentieth century, the goal of a college degree went unquestioned, human capital and professional development seemed to be synonyms. This might still be the case in many instances, but increasingly the pursuit of a college education has become so expensive that a degree is now synonymous with investment and human capital is measured by income.

The role of the local community college has been rethought and the campuses have been renamed. Now christened state college, the future of the Florida College System is pointed toward partnerships with business and industry to educate and train tomorrow’s workforce. This development has not unfolded without critics and stakeholders raising serious concerns. Their concerns are the heart of this research and they reveal that the educational oasis of professional and personal development is sometimes a mirage. The benefits, the work, the outputs of a college or university for that matter, are not and should not be measured exclusively in jobs and economic growth.

In 1994, the architect of the Florida community college system, Dr. James Wattenbarger and his team anticipated this dilemma. (Wattenbarger, Witt, 1994) Community colleges have always, they explained, struggled for identity, to explain what they do and how they are differentiated from the high school system and university system that they bridge. Such a
struggle implies that the leadership of Florida’s state colleges is responsible for articulating a vision and maintaining the purpose of their respective colleges.

In the early twentieth century, two colleges opened and closed in Northwest Florida. Each college was opened for a different purpose and each college history tells a different story. The first college to open in Northwest Florida was Palmer College in Defuniak Springs. A Christian college, Palmer College was designed to do two things. The first objective was to promote and develop human capital. Though the college’s leaders probably did not frame their objectives exactly that way, the curriculum was organized around music and business courses that trained future church leaders to balance their parish finances and promote musical worship. The college was not a job training center for an innovative and entrepreneurial workforce.

Perhaps this explains why, after 29 years the college was forced to close in 1937 after struggling for almost a decade against the overwhelming tide of events that crashed across the United States in 1929. In Florida (Taylor, 2005), the Great Depression began a year earlier with the 1928 real estate collapse. Over the course of its existence Palmer College made many changes, some of them dramatic; like switching to a two-year college soon after opening their doors and realizing that a four-year degree program was too costly and unrealistic. It is no surprise that Palmer College, located in rural, undeveloped Northwest Florida struggled and finally closed. What is impressive was that Palmer College thrived and survived as long as it did. A shared vision and sense of mission, a commitment to developing human capital were very important to the shareholders, the faculty, and the students of Palmer College. They kept the college going when the going got tough.

A little further south, located on today’s “Forgotten Coast”, another college; Florida Junior College, opened and closed its doors on September 7, 1947. Like Palmer College, Florida
Junior College promised to cultivate human capital and (Hale, 1966, p.296) “promote the doctrine of full salvation.” That, however, was about all the two colleges had in common. It was never clear if Florida Junior College wanted to graduate future ministers, administrators, choir directors, or entrepreneurs. In Carrabelle, school leaders promoted everything they could think of: the area’s fisheries, dairy, farming and maintenance enterprises. While the college articulated a commendable commitment to Christian principles, there was no clear commitment to any other educational goals. Florida Junior College had values but no structure in place to guide the college. Without articulate career paths and degree programs in place, without organized structures; neither students nor shareholders knew what the college could offer them.

If Palmer College could have expanded to include diverse career training, some innovation and entrepreneurial educational experiences perhaps the Presbyterian college would have survived the Great Depression. Similarly, if Florida Junior College had something more substantial to offer their community than a willingness to try anything and everything, shareholders could have been supportive and patient waiting to see what worked. Both colleges suffered from a deficient expression of vision and mission. The first was too narrow, the second was too wide.

After analyzing the thoughts and interviews of over a dozen randomly selected faculty in Northwest Florida for more than a year, this question of vision and mission is still the most important to our students, our faculty, and our stakeholders. I have little doubt that the new degree programs offered by the college are innovative and offer our students a fresh and meaningful update of our community college mission.

**Findings**

The faculties who teach at the four state colleges in Northwest Florida perceive their role in their colleges as sharply diminished and marginalized since the addition of baccalaureate
degrees. When speaking about mission and vision, stakeholders, and resources, participants in this study repeated a steady refrain of confusion and suspicion. It is not clear who the colleges are trying to serve anymore. In the past, transfers and certificates were sufficient priorities that community colleges promoted both professional development and human capital at the same time. In practice, many faculties had no choice but to prioritize human capital development and work to educate and the raise the basic skill set of the least transfer or work-ready student. Perhaps such students would not get to the state university or land a management position, but they were educated to make better voters, jurists, and neighbors by virtue of developing college-level proficiencies in critical thinking, reading, and writing skills.

Now, however, the priority seems to be graduating students with baccalaureate degrees. The pressure for completion and retention, using such measures to evaluate a teacher’s merit, forces teachers to reallocate their time and energy to students who will succeed, not students who will struggle. According to the majority of participants, it is no longer clear who the colleges are trying to serve.

To this end, it is helpful to consider implementing a postmodern perspective. From this vantage, change within an institution need not and cannot (Bess and Dee, p. 48) “reflect a linear extension of previous accomplishments.” In other words, college leaders might find it helpful to discontinue promoting the notion that baccalaureate degrees are the culmination or evolution of the institutions’ efforts. It is not the peak or summit of the college’s growth; it is just another program.

Several faculties were careful to make a distinction regarding baccalaureate degrees. They felt that some degree programs might have merit, such as retail or golf course management. Such programs were useful, they offered; because they had spent many years listening to
students ask for such programs. Instead, when business and technology programs were created it seemed as though they spun from thin air. In almost all interviews, participants admitted that they knew very little about the origins of their college baccalaureate degrees or where the drive to add such programs came from.

At first, it seemed as though the nursing faculty in the Health Sciences were an exception to this rule. They had been asking for undergraduate degrees for years. So why then now? In (2010) *Examining and Evolution* Morris and McKinney provide a definitive analysis of political and economic factors that led to change of mission in the Florida College System. They discuss global and neo-institutional factors that created both a sense of urgency and windows of opportunity for college administrators to take action. The result of this research demonstrates that a significant number of randomly selected faculty persons in Northwest Florida had no idea why baccalaureate degrees were implemented on their campuses.

**Implications**

The implications of this research are serious. Faculty persons have raised concerns and doubts about fiscal responsibility and academic integrity within their own institutions. Equally important, the role of the faculty is in question. By adding baccalaureate degrees that are tied to career outcomes, state colleges can no longer afford to promote teaching exclusively. Continuing education is more often the expectation of a college degree in business, technology, healthcare and education because of the constant and furious pace of changes in standards and technology. In most fields, by the time a textbook is printed, it is already obsolete. The days of “It used to be you hung around for three years, you got continuing contract and got promotion” are gone.

But what it is being replaced with remains unclear. If faculty persons are not provided professional development resources to remain current in their field, if they cannot be allotted
time for research, then the expertise of course content will be outsourced and a faculty person’s professionalism will be dramatically diminished. “This is my personal opinion but I feel like I used to be treated as a professional, respected professional, both by the college and my students. Now I feel that I am easily replaceable, almost like a minimum wage employee at McDonalds. The front line.” Another participant said, “I think that administration doesn’t see us in that role anymore. I think they almost see, you can add a course and your publisher has everything set up for you, you can just plug it in. All we have to do is find someone with the credentials and pay them the least amount we can. They don’t really care if they are up on the content or not.”

Objections to the reduction of professionalism and autonomy are especially strident at research universities and affluent colleges. In his book, (2011) *The Fall of the Faculty*, Johns Hopkins professor Benjamin Ginsberg warns “controlled by the administration…the university can never be more than a knowledge factory, offering more or less sophisticated forms of vocational training to meet the needs of other established institutions in the public and private sectors.” Additionally, Professor Larry Gerber argues in (2014) *The Rise and Decline of Faculty Governance* that American higher education is losing its status as greatest in the world largely since 1975, largely due to the adoption of corporate, business management models and the diminishment of faculty governance.

Conceptually, what is true regarding academic freedom and autonomy in universities is also true for state colleges, but in practice there are too many significant cultural and professional differences and the comparison is often taken too far. At the community college before and the state college after baccalaureate degrees were offered, the emphasis among the faculty and stakeholders was always teaching. And research demonstrates what many students already know, that there is no strong, positive correlation between teaching and researching
effectiveness, in fact, they are sometimes mutually exclusive (Sasse, C, Schwering, R, and Dochterman, S, 2008).

**Conclusion**

There are many positive aspects and developments occurring today in the state colleges in Northwest Florida. Many of the participants in this study are not sure that the addition of baccalaureate degrees is one of them. Perhaps the responses and conclusion would have been similar if the research was designed to investigate food services, athletics, or compensation. As many as 70% of administrators, faculty, and staff (Amey, 2008) perceive that the decision-making process at their institutions are ineffective and laborious. Compare this to the observation that alongside structures of organizational management, factors such as campus culture, trust, involvement, and sense-making affect effectiveness as much as structures. Leading in our colleges is not simply a matter of making orders; it is also about making requests.

Faculty need to accept that day to day governance of their respective institutions is an unrealistic and undesirable expectation. Some governance must be ceded to administration for the college to function. This is especially true in states such as Florida where Boards of Trustees expect Presidents and their administrative cabinets to comply with the laws and mandates of the state. But faculty must also retain a certain amount of academic autonomy and professionalism without which the content, design, and purpose of their classrooms is forfeit.

**Scholarship and Future Research**

Returning to the original purpose of this study, look again at the many excellent articles and books carefully explaining the efficacy and practicality of baccalaureate degrees in our community colleges (Beach, J.M., 2011), (Bilsky, J., Neuhard, I., and Locke, M.G., 2012), (Gonzales, L. D., & Rincones, R., 2011), (McKinney, L. & Morris, P.A., 2010), and (Titus, M., 2009). This study was not primarily concerned with adding baccalaureate degrees to the
community college curriculum. Instead, the research sought to explore the faculty’s perception of their role within this innovative process.

To that end, this study provides a baseline. With six topics identified (Agency, Mission and Vision, Communication, Ethics and Integrity, Resources, and Stakeholders) future research can compare shifting perceptions specifically related to baccalaureate degrees, faculty, and these topics. Moreover, updated, longitudinal measures of enrollment, impact, and the costs of the baccalaureate degree programs should continue to inform such undertakings.

**Practical Advice for Presidents, Chief Academic Officers, and Human Resources Officers**

The colleges in northwest Florida exist in a socially constructed postmodern world. The participants in this study do not believe in universal structures that are consistent within all colleges everywhere. They do not even believe that such universal and consistent models are desirable. The faculty who designed and implemented new degree programs are convinced and rightfully proud of their accomplishment, their invention. No one believes that their baccalaureate degrees have fundamentally transformed the nature or the mission of their institution.

When college presidents and academic officers communicate with their faculty they should take note of this postmodern reality. Postmodernists (Bess and Dee, p. 47) do not believe it is possible to “negotiate among participants to find mutually agreeable understanding of reality or reach a workable compromise on organizational policy.” All faculty addresses do not serve this function anymore. They do not foster buy-in or communicate vision. Quite the opposite, “postmodernists often believe that positivist conclusions about an objective reality, which lead them to structural and personnel decisions, are likely to be biased by personal preferences, which favor those in power.”
When Presidents proudly exclaim that their colleges now offer baccalaureate degrees, the postmodern mind cannot help but assume the change and the implied desire for recognition only serves the person speaking (Bess and Dee, p. 48). So this research suggests strengthening the structures for communicating which already exist in some form or another on all these campuses. The Faculty Senates, the Curriculum Committees, the Promotion, Rank and Tenure Committees, are all ideal locals for working alongside and empowering faculty to serve their students and community in new and dynamic ways.

Such an approach is inherently dangerous because it diminishes the recognition and positive feedback so many Presidents traditionally rely on for communication feedback. The process might also be initially slower and less efficient, the classic marks of quality in a modern, authoritarian top-down model of institutional organization. In the postmodern college, the successful President and academic officer becomes a less acclaimed but no less important part of the college team.
Protocol Title: From Community to State Colleges: The Perceptions of Faculty and Their Changing Roles in North West Florida.

Please read this document carefully before you decide to participate in this study.

Purpose of the research study: This study will explore the perceptions of faculty who lived through the introduction of bachelor of applied science degrees in the four Northwest Florida state colleges. The colleges are Chipola State College, Gulf Coast State College, Northwest Florida State College, and Pensacola State College. These colleges were selected for their regional compatibility, shared political representation, shared athletic conferences, and similar student demographics (The Fact Book, 2014). The process of state-wide adoption of these degrees in Florida has been well documented (Bachelor of Applied Science Degrees Task force, 2006; Bilsky, Neuhard, and Locke, 2012; Jurgens, 2010; Gonzales, J., 2012). While research has demonstrated that adding baccalaureate degrees “begins to reshape the institution’s identity at the local, state, and national levels” no one has yet investigated the perceptions of the faculty working in colleges where baccalaureate degrees have been added (McKinney and Morris, 2010, p. 206). Capturing and analyzing the stories of this faculty will enhance the growing body of knowledge concerning faculty and leadership at institutions of higher education.

What you will be asked to do in the study:
You will engage in a one-on-one interview. This interview will be recorded for transcription and accuracy. Your name will be redacted from the transcriptions and will never appear anywhere in the research, findings, or subsequent publications. After you have approved the transcriptions and agreed that they are an accurate reflection of the interview, the audio files will then be erased.

Time Required:
60-90 minutes for the one-on-one interview. The interview will be recorded for transcription purposes.

Risk and Benefits:
There are no anticipated risks or benefits associated with participating in this study.

Compensation:
You will not be compensated for participation in this study.

Confidentiality:
Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file in my office. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report.

Voluntary Participation:
Your participation in this study is completely voluntary. There is no penalty for not participating. You must be 18 years of age or older to participate in this study.

Right to withdraw from the study:
You have the right to withdraw from the study at any time without consequence.

Whom to contact if you have questions about the study:
Whom to contact about your rights as a research participant in the study:
IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 352-392-0433

Agreement:
I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.
Participant: ____________________________ Date: ____________
Principle Investigator: ____________________________ Date: ____________
December 12, 2016

Patrick Brennan, Ph.D.
Doctoral candidate/ UF LEAD Ed.D
Panama City, Florida

Dear ________________.

As part of an effort to better understand the changing roles of faculty who teach in the state colleges of North West Florida; University of Florida doctoral candidate, Patrick Brennan, is researching how faculty perceive their role in the college now that baccalaureate degrees are offered. I am sure that you have many thoughts and perspectives regarding this transition. This letter is an invitation to share those thoughts in a series of in depth interviews lasting approximately 60-90 minutes.

This research explores the changing roles of community college faculty through organizational change, specifically, the introduction of the community college baccalaureate (CCB) model (Floyd, Skolnik and Walker, 2005). As such, the research analyses the feelings, concerns, and aspirations of the faculty in Northwest Florida who have lived through the experience of baccalaureate degrees being added to their colleges. You have been selected at random from among faculty teaching in one of the four colleges in Northwest Florida. Your commitment to this project will require approximately an hour of your time to speak about the topic. The interview is relaxed, comfortable, and confidential. Interviews may be conducted in person or over the phone. Interviews will be recorded in audio format only, not in video.

This research will be conducted using Consensual Qualitative Research. If you would like more information about the study prior to making a decision, please feel free to contact me—my contact information is below. Thank you for taking the time to consider this opportunity. Your insight and perspective would be greatly appreciated and valued. I look forward to your response.

Thank you,

Patrick Brennan, Ph.D.
850-276-0492
P.brennan@ufl.edu
APPENDIX C
INTERVIEW PROTOCOL

From Community to State Colleges: The Perceptions of Faculty and Their Changing Roles in Northwest Florida.

Interview protocol for all participants

RQ1: How did you, as a faculty person, perceive your participation in the addition of baccalaureate degrees at their institutions? Follow-up question: Did this process impact your professional identity?

RQ2: What, if any, impact did the addition of baccalaureate degrees have on the faculty? Follow-up question: Have faculty developed new strategies for earning tenure or academic rank?

RQ3: Has the addition of the baccalaureate changed to mission of their college? Follow-up question: do you think that the community views the college differently now?

Additional questions will be asked to each participant for clarification/further insight.
EXECUTIVE SUMMARY
In accordance with the goals of the Florida Department of Education and the Florida Community College System’s Strategic Plan, a Bachelor of Applied Science (BAS) Task Force was convened during the fall of 2005 and the spring of 2006 to examine existing BAS degree programs and to develop a common definition of the BAS degree for Florida’s public higher education institutions. The Task Force, which consisted of representatives from the Office of the Florida Board of Governors, the State University System, the Division of Community Colleges and Workforce Education, the Florida Community College System, and the Florida Department of Education, met three times over a seven month period.

Academic quality, structural consistency, and articulation assurance were key factors that guided the work of the Task Force. Thoughtful research, discussion and deliberation resulted in unanimous agreement on a definition of the BAS degree for Florida, including descriptions of four degree structures currently in use. This BAS definition and associated degree structures will assist public institutions of higher education as they develop new BAS degrees designed to increase access to the baccalaureate and strengthen Florida’s workforce and economy.

BACKGROUND
For many years there has been growing concern among legislators and state policy makers about baccalaureate degree production in Florida. While Florida is one of the top states in the nation for associate degree production, it is 46th out of 50 in baccalaureate degree production. This, combined with the state’s transition from an agriculture and service-based economy into an economy based on technology, healthcare, and other sophisticated industries, has led to the development of additional baccalaureate pathways and degrees. Partnership agreements between community colleges and upper-division institutions have expanded over the past five years. Currently, over 20,000 students are enrolled in baccalaureate programs on community college campuses through concurrent and joint-use programs.

In 2001, legislation was developed that authorized community colleges to provide site determined baccalaureate degrees under certain circumstances (Section 1007.33, F.S.). Additionally, Senate Bill 1162 re-established St. Petersburg Junior College as St. Petersburg College and provided the authority for this institution to grant baccalaureate degrees in nursing, education, and technology (Section 1004.73, F.S.).

Bachelor of Applied Science degrees were approved for those fields of study selected by the Board of Trustees at St. Petersburg College with the stipulation that these programs must be based on local workforce needs, and that, for each program selected, St. Petersburg College must offer a related Associate in Science or Associate in Applied Science degree. Each BAS degree program was required to articulate fully with at least one Associate in Science degree program. It is also significant to note that St. Petersburg College was required to maintain the mission and policies of a Florida Community College.

STRATEGIC INTEGRATION
The work of the BAS Task Force was conceived and conducted in order to be fully integrated with the goals and priorities of the Florida Department of Education and the Florida Community College System. The list below shows the alignment of Task Force activities with key goals and objectives of Florida’s K-20 educational system.

Florida Department of Education **Strategic Goal Number Two**
• Seamless articulation and maximum access
Florida Department of Education **Strategic Imperative Number Eight**

• Coordinate efforts to improve higher student learning
Florida Community College System Strategic Plan--**Priority Goal Number Three**

• Facilitate baccalaureate access through policies which maintain a local community focus, thereby reaffirming our commitment to meeting unmet community economic and educational needs.
Florida Community College System Strategic Plan--**Initiative 3.2**

• Establish a Florida Community College System Task Force during 2005-2006 to define common curricular parameters for the BAS degree with a focus on quality, consistency, and articulation.

**PURPOSE**
During the development of Strategic Initiative 3.2, it was determined that, “as interest in, and the demand for, the Bachelor of Applied Science Degree grows, so does the need to provide curriculum guidelines (i.e., common prerequisites, common course numbering, etc.) for these programs.” It was this determination and directive that led to the formation of the BAS Task Force.

**CHRONOLOGY**
• Summer, 2005—Planning for BAS Task Force
• November 9, 2005—Task Force Meeting via Conference Call
• January 19, 2006—Task Force Meeting at Daytona Beach Community College
• May 3, 2006—Task Force Meeting at University of South Florida
• June, 2006—Final Report Drafted
• Summer, 2006—Planned Dissemination of Findings

**PROCESS AND OUTCOMES**
Because the BAS degree may be offered at any institution of higher education authorized to offer baccalaureate degrees, Dr. R.E. LeMon, Vice Chancellor for Academic and Student Affairs of the Office of the Florida Board of Governors (BOG) was invited to co-chair the Task Force with Dr. Judith Bilsky, Vice Chancellor for Academic and Student Success with the Division of Community Colleges and Workforce Education (DCCWE). Additionally, representatives from two state universities (one with a BAS and one with a BSAS) were selected to join the Task Force. Other members of the Task Force included administrators from community colleges with existing BAS degrees, staff from DCCWE, and the Director of the Office of Articulation at the Florida Department of Education. A total of 20 members were invited to serve on the BAS Task Force.

**Meeting Number One:** In preparation for the November 9, 2005 conference call, staff from DCCWE began conducting research on the BAS degree in Florida, in other states, and in other countries. Florida statutes and rules relating to baccalaureate degrees in general, and the BAS degree in particular, were also identified. These materials were distributed to the members of the BAS Task Force for review prior to the conference call. After discussion regarding the purpose of the Task Force and some of the existing BAS programs in the state, the group decided to focus on two key objectives:
• To collect data on all existing Florida BAS degrees in order to analyze similarities and differences and to identify common degree models or structures

• To identify common academic components of all BAS degrees and to develop a working definition of the BAS degree in Florida

**Meeting Number Two:** The next meeting of BAS Task Force was held at Daytona Beach Community College on January 19, 2006. Prior to this meeting, an internet link to the *Lake Washington Technical College Bachelor in Applied Technology Program Feasibility Study* was provided to all members of the Task Force. This was a recent, very well-researched report that provided excellent background information on applied baccalaureate degrees. A link was also provided to the March 15, 2005 presentation to the State Board of Education on the Bachelor of Applied Science Degree by the Council for Education Policy, Research and Improvement (CEPRI).

At this second meeting of the BAS Task Force, staff from DCCWE presented highlights from the Lake Washington report, the CEPRI presentation, and an overview of Florida’s AS to BS Articulation Model. After discussion of these materials, the Task Force divided into two subcommittees. One worked to categorize the major program components of Florida’s existing BAS programs using a template. The other subcommittee discussed whether any new degree structures were needed and then developed a list of recommended features for Florida BAS degree programs. After reports from both subcommittees, the group agreed that two priority tasks needed to be accomplished:

• Conversion of the completed templates into a side-by-side comparison, or matrix, of existing Florida BAS programs

• Development of a working definition for the BAS degree based on the features recommended by the Task Force and academic components common to these degrees

**Meeting Number Three:** The final meeting of the BAS Task Force occurred on May 3, 2006 at the University of South Florida. Prior to this meeting, staff from DCCWE drafted a matrix of existing BAS degree programs and a working definition of the BAS degree (along with descriptions of four existing degree structures) and distributed them to the Task Force for consideration. During the meeting, members of the Task Force worked to refine the matrix, the BAS definition, and the descriptions of the degree structures. The Task Force also agreed to a plan for disseminating the results of their work. This plan included reporting to the following policy making entities:

• Florida Board of Education

• Florida Board of Governors

• Articulation Coordinating Committee

• Community College Council of Presidents

**BACHELOR OF APPLIED SCIENCE—DEFINITION**
The following definition was developed by the BAS Task Force with special consideration for the issues of academic integrity, articulation, flexibility, workforce preparation, and applied learning:

*The Bachelor of Applied Science (BAS) is the designated degree for flexible baccalaureate programs that are designed to accommodate the unique demands for entry and advancement within specific workforce sectors. BAS programs provide degree completion opportunities for students from a variety of educational backgrounds, but primarily those with A.S. degrees or the equivalent. BAS degree programs conform to all articulation conventions (including common course prerequisites, common course numbering, and faculty credentialing in accordance with the Southern Association of Colleges and Schools). BAS degree programs typically include capstone experiences that provide opportunities for students to demonstrate the application of acquired knowledge, skills, and competencies.*

**BACHELOR OF APPLIED SCIENCE—CURRENT DEGREE STRUCTURES**

Nationally, and internationally, BAS degrees have been designed to address specific workforce needs. These needs are diverse—encompassing everything from skill development in written communication, oral communication, and critical thinking, to advanced knowledge and technical expertise within specific disciplines, to the need for training in management and administration. After a thorough analysis of the purposes and characteristics of existing Florida BAS degrees (see Appendix B), the Task Force identified four distinct degree structures currently in use. These degree structures are described below with a preliminary statement to emphasize the fact that BAS degrees conform to the same statutory requirements, and meet the same quality standards, as all baccalaureate degrees in the state of Florida.

*All BAS degrees require completion of Florida’s standard baccalaureate degree requirements (36 hours of General Education, College Level Academic Skills Testing, and demonstration of foreign language competence).*

- **Inverted Baccalaureate**
  - An upper-division focus on general education, electives, and an appropriate area of concentration
- **General Management**
  - An upper-division focus on general business and management courses
- **Advanced Discipline and Management**
  - An upper-division focus on advanced content in the discipline of the A.S. degree (or equivalent) and management courses
- **Discipline Saturation**
  - An upper-division focus on advanced content in the discipline of the A.S. degree (or equivalent)

**GUIDANCE FOR INSTITUTIONS**

Bachelor of Applied Science degrees provide opportunities for students to gain and advance workforce skills. Flexible degree structures are already in place in Florida to allow for the acquisition of communication and critical thinking skills, leadership and management skills, advanced technical knowledge, and combinations of this content. However, new structures are not prohibited when justified by local workforce needs and supported by sound educational pedagogy.

Relevant options for meeting language requirements should be considered, including coursework in conversational language competence—especially if career-specific courses can be developed or offered. The inclusion of a capstone experience is a defining characteristic of this degree type.
It allows for the integration of higher-order thinking skills and provides an opportunity for students to demonstrate competencies in applied settings.

While the BAS would typically be considered a “transfer degree,” meaning that students apply for admission to upper division coursework after completing an Associate in Science degree (or equivalent), this is not required. It is acknowledged that some students will enter BAS degree programs as freshmen; thus, curriculum must be fully developed for each year of study and case-by-case evaluation of each student’s academic preparation is expected.

Any proposed BAS degree must comply with all Florida statutes, rules and policies governing baccalaureate degree programs and instruction, including 36 hours of General Education coursework. Any proposed BAS degree must also comply with all Florida statutes, rules and policies governing articulation and transfer, including the identification of common prerequisites, if they are required.

When considering new baccalaureate degrees, it is highly recommended that institutional representatives contact appropriate state-level staff for guidance and technical assistance.

APPENDIX A
List of Members, Additional Participants, and Staff

APPENDIX B
Matrix of Current BAS Degree Programs in Florida
APPENDIX E
ANDREW

Primary Investigator = B
Andrew = A

B: How does the faculty at each institution or at your institution perceive the transition from a traditional community college to a four-year institution, granting baccalaureate degrees?
A: How do I perceive this transition?
B: Mm-hmm, what do you think has happened? Since offering baccalaureate degrees? Is your college the same? What about faculty roles? Is anything different? Did the transition go smoothly?
A: The actual transition I feel was forced us on by our governor. It wasn’t even in our 5 year strategic plan. We had never even discussed adding bachelor’s program at the time.
B: So, the impetus for change was external?
A: Yes, absolutely.
B: Do you think that change was consistent with your institution’s 5 year plan? With other elements of your institution’s identity and culture?
A: No I don’t think it fit into the 5 year plan at the time, at all. It wasn’t even mentioned, but was it welcomed as a bold, innovative idea? To help us accomplish all things?
A: I think we saw the opportunity, saw other schools doing it, and we ran with it. And we had it in place in one year.
B: Saw others schools doing’ it. Could you explore that a little bit more?
A: The only school, there are 6 schools that I use as benchmarks when I am looking at my programs at other schools. There is only one school that did not do it and that is Tallahassee community college.
B: And those six schools, are they all Florida colleges?
A: Yeah, yeah, yeah
A: No. There is Santa Fe, Broward, and another one down there.
B: How has the transition, how has offering baccalaureate degrees, how has that impacted faculty roles within the college? You can specific and just limited your observations to yourself or you can share perceptions of faculty from across the campus that you have seen and heard.
A: It hasn’t affected me because I don’t teach in the bachelor’s program. But a big challenge was the fact that I forget the % but that 20-25% of the courses must be taught by a Ph.D. and we didn’t have the Ph.D.
B: Is it 25 % of the courses or 25% of the faculty have to have terminal degrees?
A: No, it’s a percentage of the courses. We are using [REDACTED NAME OF UNIVERSITY]’s faculty.
B: And you don’t think that has any impact on you?
A: On me? It hasn’t affected what I’ve always taught or my programs.
B: The other question that I have right under this is about the transformation impacting professional identity, this is what I was wondering about. You think it doesn’t affect you, um, are the Ph.Ds. hired from [REDACTED NAME OF UNIVERSITY]-when they get recruited, are you happy with that relationship?
A: They are teaching their own course(s) and we are putting our students in that class under a different number. So…
B: So part of the student’s faculty while they earn a degree comes from outside our institution working for a paycheck, doing adjunct work?
A: Yes
B: And you don’t think that affects your professional identity? That we are allowing more and more adjuncts to play a role in these kids securing a bachelor’s degree? Because if there are going to be changes in curriculum those voices, the adjuncts, they are muted aren’t they? Should they have a bigger role?
A: It was I think it was we had a year to do it, we don’t have Ph.D.’s. We only have two. Let’s see what they are teaching, let’s put it in our program so that 25% of the courses are taught by Ph.D.’s
B: When they go [REDACTED NAME OF UNIVERSITY] to take adjunct classes, it costs them more?
A: Yes
B: How has the faculty changed their practices to change the college’s evolving needs?
A: Can we go back to the other one?
B: We certainly can! No problem, there is no order this has to be…
A: I want to go back because my perception as my identity of a faculty member here did not change. I still see myself as laying the foundation for freshman sophomore students. Or getting the skills in the AS Degrees that my division has. Where I see the perception has changed is from the public.
B: That’s interesting. How so?
A: The public now thinks we are a full university. They don’t realize the limited bachelor’s program we offer and they also don’t realize those bachelor’s programs are terminal degrees.
B: The public in our community are widely recognized as valuable stakeholders on our college, not shareholders but stakeholders. And do you think that if it is their perception we are full-fledged university that we might start adding degrees that are not consistent with the baccalaureate degrees offered now?
A: Yes.
B: And does that bring you joy that we might one day be a university like down in Tallahassee? Or does give you apprehension? That we might be losing sight of our mission to serve the people who are geographically and financially removed from access to a bachelor’s degree?
A: I think we had a specific role that we did really well with freshman/sophomore students and then they went across the street and got a bachelor’s degree from a nationally recognized university. I agreed with adding bachelors program for workforce. Nursing, entrepreneurship, Mgmt. Technology.
B: So the workforce degrees are consistent with our mission to serve working-mothers, full-time workers, people who are bound to this location are served well by the introduction of these workforce degrees. What’s the downside?
A: They are going from an A.S. degree to that, not an A.A. to that. So it allows them to continue and have a bachelor’s degree in a program that is normally 2 years and go to work. Now we take it further so they can move up into mid-level mgmt. But they will not go on and get their master degree. When I talk to students about the bachelor’s program, I tell them no-- you need to finish your AA and go across the street and finish your degree for what you want in your degree. I know it is going to cost more but if you get into mid-level mgmt. and you are moving up-- you won’t be able to get your MBA
B: So this would generally be a student that you are advising who is traditional, a blank canvas so to speak, who has no reason to feel bound to our location… and these baccalaureate degrees as they are in place now, are really serving people who are place-bound.
A: If they already have an A.S., yes…
B: And it’s not as if they will take these baccalaureate degrees and move away to Alabama or Georgia…
A: Oh, no, no
B: Which is a legitimate concern if we were to become a university-style smorgasbord of degrees, that people would take them, as cheap as they are, and move away with then leaving Florida tax payers holding the bag. Did you get to voice those concerns before the baccalaureate degrees were added?
A: No.
B: Was there any opportunity for you or a representative of faculty to speak about those concerns before the baccalaureate degrees were added?
A: None whatsoever
B: Were there any workshops? Or was there any effort to talk about the unforeseen or long term consequences for adding baccalaureate degrees?
A: No. We brought up concerns in our division meeting that the marketing of the programs did not explain the difference between a B.S. and a B.A.S and what that meant is that a B.A.S. is a terminal degree. That you won’t go any further and you won’t get a master’s degree. And I was very concerned that students going into the program did not realize the difference. I am not sure employers will know what the difference is. But that is the reality of it. A B.A.S. is not the equivalent of a B.S.
B: It was only a divisional level discussion?
A: There were no administrators in the meeting. It was just us in our division meeting talking about how to advise the students.
B: Did any administrator ever hold a meeting or talk to you about we are going to offer baccalaureate degrees or we are thinking about offering baccalaureate degrees.
A: We got it from our division chair.
A: I feel like, I’ve been here 21 years, that is has moved more to we are a replaceable employee. But I don’t think it has anything to do with the bachelor’s degree programs.
B: Do you think the bachelor’s degree programs are symptomatic to that change?
A: Yes, that came from our governor. The governor forced that on us. That is what we were told. We are doing this. All the schools have to do this. Governor Scott is for this. We got to get it done. Let’s figure out how to do this.
A: I don’t think they’ve given it serious thought. Just I think it was a matter of the fastest and shortest distance to get it on the books and get it offered. Never was it discussed for giving sabbaticals, for faculty going and getting their Ph.D.’s. I chaired the committee that hired our entrepreneurial faculty member as a business professor. And he is awesome but it just so happened he had a Ph.D. So once I hired him, and this came about they immediately took him from a general business professor into handling entrepreneurship and the bachelor’s degree.
B: Is there a bachelor’s degree in entrepreneurship?
A: The A.S. degree in entrepreneurship moves into the org management bachelors.
B: The technology org management bachelor’s degree.
A: The business A.S. can’t move into that. They have to go back up and take 5 entrepreneurship classes.
B: Are those classes in the state numbering program?
A: Yes.
A: I guess what bothered me is that there are so many students that already have an A.S. degree in business and it is 3 or 4 times the numbers that are in the Entre. A.S. I think some of those out there that already have the A.S. it would be wonderful if they could go head and transition into that bachelor’s program without having to come back and get an A.A.
B: So we have had A.S. in business for the two decades you have been teaching here and it has been successful with a large number of graduates?
A: Yes
B: Now we have an A.S. program but it is linked directly to the entrepreneurship program.
A: It is a separate A.S.
A: All these new programs have cannibalized other programs. It is not like we are getting more students. We are giving students more choices but they cannibalize the digital media, the entrepreneurship, they cannibalize my business and marketing A.S. My numbers went down. They were not pulling in new students; they were just taking them from other programs.
B: Do you think it is because students saw value pursuing these degrees instead?
A: Well the digital media I have no problem with because that is the way the jobs have moved in marketing. If you are in marketing now, you do less creative and more website mgmt., and social media mgmt. The entrepreneurship, is not like I see more people opening their own businesses, but I think a lot of that comes from, the STEM.
B: What is interesting is it being transformed into STEAM in a lot of places.
A: It is just a FAD and they are throwing a lot of money at it.
B: Do you think that is driven but external forces and political concerns?
A: Yes, and I told my chair, that a retail mgmt. A.S. is more useful than any of these others A.S. you are offering. I told her this. I told her if I could offer a certificate program in interior design, I could have more students in it than you have in entrepreneurship. Absolutely.
A: We are not offering the programs students want or that we have jobs for here. We are “build it and they will come.” We are going to make northwest Florida this tech-savvy mecca but the numbers aren’t there. And that is why I said let me do an A.S. If you go look at the mid-level mgmt. jobs available in NW Florida, by far most of them are retail mgmt.
B: I agree; does that include rentals? Or is retail by store.
A: It is just by store
B: Ok I see the rental in other industries.
A: those are more contingency positions that are not always permanent. You know if you want a job managing Victoria Secret, they make 45000 a year.
B: Do you think it was ever different or there was a time where the faculty was more included?
A: The new programs came from the bottom up in the past. The ones who are talking to students and know what kind of jobs they want. Now it is coming from the top down.
B: Can you give me an example of a bottom up program.
A: I can think of one that never got off the ground but our division talked about and that was golf course mgmt.
B: That is a program they have over a UF.
A: And then an example of one top down was logistics. Our A.S. in logistics I think someone on the board brought it up and we have less than 5 people in it. Sorry
A: It is, but if you have ever sat on a board and I have sat on a board for the credit union. We knew our role wasn’t to tell mgmt. how to do the nitty gritty. We always say the role of the board is to set the sails of the ship and mgmt. decided how to row or how to get there.
B: Where do you think faculty belong on this ship metaphor?
A: I think in deciding how to row and what the ships are going to be.
A: Yes it has changed. It has definitely changed. This is my personal opinion but I feel like I used to be treated as a professional, respected professional, both by the college and my students. Now I feel that I am easily replaceable, almost like a minimum wage employee at McDonalds. The front line.
B: Your opinion is forged on 2 decades of teaching higher education with your own master’s degree.
A: It has changed.
A: What I would see before was if we had a new degree program that we wanted to add. It went to the board to be approved to make sure that all of our degree programs fit into their overall vision for the college. Now I see the board saying what degree programs we should be adding.
B: That is a lucid picture. I hope as many people will be as forth coming.
A: I don’t think it has to do with baccalaureate degree. I do see the mentality of the younger faculty is different from the faculty that have been in for a longer time. We took it very serious to be content experts and absolutely on top of everything going on in our field. And I don’t see that with the new faculty.
A: Yes and I think that administration doesn’t see us in that role anymore. I think they almost see, you can add a course and your publisher has everything set up for you, you can just plug it in. All we have to do is find someone with the credentials and pay them the least amount we can. They don’t really care if they are really up on the content or not.
A: Yes and we are getting off subject I realize, but whoever is setting up the stuff in connect, they don’t have to have credentials. They could be some 20 yr. old kid. (Off the record was stated so I didn’t transcribe it)
Primary Investigator = B
Brian = A

B: How does the faculty receive transition from community college to state college granting baccalaureate degrees?
A: Initially a lot of people were very surprised that we were going to start offering baccalaureate degrees because for so many years under different leadership we were always told we would never ever offer baccalaureate degrees. I think part of that was because we didn’t want any competition with Florida State across the street. But I think since so many, since we’ve transitioned to a state college and all of the state colleges offer it and the universities basically know that we offer it. I don’t really hear that anymore. I don’t really hear a lot of feedback about it one way or the other. Honestly I am kind of torn whether I like it or not personally. In one regard I see a community or state college providing programs and degrees. You know getting students prepared as quickly as possible for the workforce. But on the flip side a lot of those students need a higher level of education in order to advance in their careers. So being able to offer a baccalaureate degree still benefits those students as well but I think in a lot of cases we are still competing with the universities as well. Which I don’t always think is a good thing.

B: Did you get a sense that this was an internal or externally driven process?
A: Initially, I got the impression that it was eternally driven. But I am not sure if that is truly the case or not. But conversations that I have had, and heard, and been part of are just that. How are we best supporting and providing and meeting the needs of our community members. And that would be one way to do that.

B: When the initial design of the Florida community college system rolled out, his goal was to get the idea of the first half of a bachelor’s degree and get that into areas of Florida that were under served. So it sounds like part of your seeing things from both sides is that you would agree that some of these degrees seem consistent with that mission.
A: Yes, I do. So I will speak, I don’t know a lot about all of the baccalaureate degrees that we offer so I will speak to the 3 of them in our division. I am not sure how many total we offer. So the 3 that in our division are the digital media, tech mgmt., and org mgmt. The org mgmt. from my understanding was initially create specifically for people in specific fields that needed a bachelor’s degree in order to advance in a specific career. So that makes sense. The tech mgmt. was from my understanding was that we are trying to build this area as an IT mecca as far as bringing in new business and what not so we have to provide the workforce and a trained workforce. Tech mgmt. and digital media will be a part of that.

B: Was the demand for that population of trained and degreed employees already there? Did we have evidence?
A: I don’t know. But what I will say that the enrollment in programs. The enrollment in the tech mgmt. is very low. The enrollment in the digital media and entrepreneur part of the org mgmt. is growing. I think maybe tech mgmt. is too, but those classes and those programs still have pretty low enrollment. I think they were hoping that maybe it would drive some of the demand or help in the recruiting of bringing businesses here. Personally I don’t really see how that is a result of it.

B: Is it lower than what would normally allow a class to make?
A: Yes.
B: Essentially we are all being created a budget out of one central source. Some people fear that when we are all being created a budget out of one central source. Some people fear when we source to a program that doesn’t have the enrollment and we have remedial students who could use advisors and additional counselors. That therein lies the issue of college admission really. Can you speak to that?

A: Yes. I agree with that statement and it is sometimes really frustrating to see that classes with less than 10 people will make and me being in the business program where I have 30 plus some odd students in most of my classes. If I only have 15 or 18 I might be told well your class may or may not make. So there is some frustration there and I don’t understand. I keep thinking that they are holding on to these programs because they are new and it takes time to build enrollment. I don’t see a lot of recruitment for those programs. I know some faculty have gone out and met with people in industry to talk about what programs and baccalaureate degrees are being offered here. But I don’t know of any return on investment and their time to go and meet with those people. What you hit on is something that I am very passionate about and that is more time spent with students, especially with advising and whether it is advising what program they need, what courses they need, or how to even handle college in general. I think a lot of our students need that. Because they come here and they are either they are non-traditional students who have been out of college for some time and not sure where they fit and how they are not going to juggle being a single parent, working, taking care of the kids, and going to school. I think a lot of those people somehow fall through the cracks. I think a lot of our younger students aren’t prepared when they get here. They need some additional advising and extra counseling when they are here.

B: What if we think of having counselors in a radical way. Instead of having 3 have 11 that can speak to many different things. I just wanted to share with you that you are onto something. It is the idea that you spend too much that computers will fix it, online registration will fix it. It did fix something things.

A: But in some ways I think it has really hurt things. Like with our computer class the microcomputer applications class. It is supposed to be an intro to Microsoft office class. We have so many no traditional students who have never even turned on a computer before and they struggle and they don’t pass the class.

B: They don’t understand that we took the CPT off the table. If we are going to ask someone to spend time in a remedial class that doesn’t count. They really need a personal relationship and feel like they are making some decisions and they need some to coach them through this.

A: And that is money that if they fall through the cracks and aren’t eligible for financial aid that they won’t have that money to spend on something that is not going to count for that degree. So there is whole umbrella.

A: I will say this though, getting back to the counselor and advisors. I have a couple of different trains of thought on this but one train is that it would be really nice to have a counselor and advisor for each division. And maybe have them housed with that division. On the flip side it may not work because you made need counselors who specialize in certain areas.

B: Talk about the impact that this has had on faculty loads? What has the work been like?

A: It has been more work. I will tell you for example Erika Goines who heads the digital media, she averages 8-10 classes per semester because we don’t have enough credentialed people to help her teach her classes. Now I don’t know if that is because people haven’t been actively recruiting additional faculty, if we don’t have the money for additional faculty. I don’t know
what’s behind that. But it has created a whole lot more work for her which I know she loves. But that is a lot to ask of one person continually every semester.
B: I fear that when someone is carrying that big of a load they flame out.
A: Yes.
B: Is anyone doing less work?
A: Not that I know of.
B: You just told me that some classes will make with 6-10 students. So if I am teaching 8 classes with low numbers that is equal to 2 classes of someone else. So having different section numbers isn’t really relevant.
A: Right but a lot times these aren’t even the same class. It is not 5 of the same class. So it is different preps.
B: Who do you think is the caretaker of the college’s identity, its values, and mission?
A: I think it resides with, I’m a business person so it is coming from a business point of view, but I think with any organization it always comes from administration or the executive suite because I think they set the tone of the culture of an organization. They set the example the reinforces the culture of an organization and I think because people look to them for how to act, how to respond, how they are being treated, how they expect others to be treated, so I think it always starts from the top.
B: At your college is there any separation of the theory and the practice?
A: There has been, absolutely.
B: Some people have said it is inappropriate for the administration to think it has the culture keys. That it is faculty driven and then the administration over steps its bounds when we add baccalaureate degrees. It is such an overstep. Can you speak to the perspective that someone else might have? Even if it is not yours.
A: Yes, for better or for worse it comes from administration because they are the ones that set policy and regulation and they are the ones that allow things to happen or not to happen. I think within a college setting faculty should be a very strong part of that, but whether they are not is up to whether the administration will allow that.
B: With the addition to baccalaureate degrees, who is driving that?
A: I think when they were initiated it was administration. It was my impression whether I’m right or wrong I don’t know but it was my impression that it was driven by the president at the time.
B: What did you learn from this process? In terms of speaking to someone 5-10 years down the road who wants to be in administration.
A: I just think anybody that is in a high level position. Regardless of what that position is. I think to be a good an effective leader and to create a positive culture and environment, you have to know your people. You have to know your employees. You have to know your faculty. And you have to know what drives them and what makes them happy and why your faculty here are.
B: What is it that they are wanting to do? What impact is it that they are wanting to make? I am almost contradicting what I just said. You are getting me to think about a lot of different things; I would still say that it relies with the administration but in order for them to be effective they need to work with and empower their employees more and find out what it their faculty wants, and what drives them and help them achieve their goals. To me a great leader is not someone who does great things it is someone who helps you do great things.
B: Who do you think should have the most influence in taking your college in that direction? In regards to having 12 or so advisors. One for each division.
A: As far as adding advisors, I think that should come from faculty.
B: Who sets the tone for your college in regards are students going to be customers or products?
A: I think that is the faculty because we are the ones that work with them on a day to day basis. We are the ones that are providing the service or training or experience for them in order to grow. Even as a business person I will tell you that the customer is not always right. Customers can have misguided expectations or unrealistic expectations. I will be honest with you. Coming from the business side, that is often how I have seen it. We are a college we are nonprofit but ultimately we are a business and students are our customers. Granted what we provide them we want them to be an improved individual upon leaving our institution. So it is really more than being a customer because a customer is just going to come in and take something and leave and may come back or may not. But we want them to leave with a lot more than what they came in with and the ability to be productive and not leave here with just a piece of paper. But to be able to translate into skills and intelligence and knowledge what they have gotten here.
B: Do you want to give the minister a bonus because we have so many new members or do you remember that the reason you are here is because one soul matters. Those are the models that I think are a little more in touch with what we are doing.
A: I think that is what causes a lot of conflict for me. Because that is the kind of teacher I want to be. I want to be that teacher that is effective. I want to be that teacher who helps those 6 students. That can reach out and help those students. But at the same time we are held liable for all of those others administration things that in my mind have nothing to do with helping teach a class or helping someone become successful. So in my mind it is like we are stretched so far by things that we keep being told that are required of us that keep us out of the classrooms. Or that keep us from doing the things we want to do in our classroom. There are so many things and ways I want to make me class better but I just don’t have the time because of all the other stuff that we have to do, that we are responsible for, that has either been added to us universally or within our own division that we have to do. Reporting and all this paperwork and administration type stuff that takes time away from me being able to have an effective meeting or being able to build relationships with me students to help them to learn or to figure out what motivates them. What can I do to make them love this class or to want to learn more about the information in this class or to just do better. You are making thing a lot of things I haven’t thought about in a while.
B: Do you think with the addition of baccalaureate degrees as a process. Do you perceive that there has been a change in the professionalism and the identity the faculty have of themselves? Has something happened that has made it different? Has it always been paperwork?
A: No
B: Are the baccalaureate degrees if not the cause, symptomatic of some changes. How so?]
A: It is just one more thing. It is just more responsibility that we as faculty have to take on. I don’t mean just by teaching classes because that is what we are here to do to teach our classes and help students. I don’t really know how to respond to that question.
APPENDIX G

CAROL

Primary Investigator = B
Carol = A

B: How does the faculty at your institution perceive the transition from a traditional community college to a state college now granting baccalaureate degrees?
A: Well, here I think it was well accepted because it wasn’t just the path of the design program that initially were the target designed programs to move into a baccalaureate program. I think the biggest issue including myself in this, is we are going to be teaching these classes are we going to be compensated as someone who is teaching a 3rd and 4th year class. That was probably the only issue that me and a few others had with it, but that didn’t stop me from moving forward because I think when I started this I was all in and this was an opportunity to help our students stay here and get a good education and not pay as much as some as the other universities. I believe education is supreme and needed but you don’t need to pay and arm and a leg because the majority of our students that had to transfer were transferring to art schools and they couldn’t either afford it or it was way out of the realm. I am not spending 60000 dollars to finish my professional career unless I can find a really good job to help pay that loan off. I know for my part; I was going to move forward even if I didn’t compensate for it. I believe in growth and if I could do anything that this program. I will sit down and talk to anybody. I go to conferences around the country and talk to other colleagues who are teaching the same subject matter just so I can know that I’m on track or I need to improve so that mine is equal to theirs. So I can say to an average person that would come to our school that hey look, we are in a small tow but we rival the major colleges around the country because that is the way I designed the program that our students didn’t have to stay home after the graduate. The job market might be small but they would have what the needed to move forward in any job market around the world.
B: Clearly, for you it is real consistent with the mission?
A: Absolutely, I got on board. I was totally surprised at the time it was me and me alone handling and writing the courses, designing the courses, making sure we had the right faculty in place, even if what an adjunct, so that we could move forward. But I told the president, hey man I can survive but only so long by myself teaching both 2 years and 4 year courses. He eventually got around to the point where they eventually hired a full time professor. Now we are in the process of hiring a 3rd full time professor because our program is changing from just design classes that had business classes attached to it. Now we are in the process of changing those 7 business classes to all design classes including the business of graphic designs. It is moving very smoothly at this time. It is just making sure we have enough help and enough space to teach the class.
B: You are having a great response and students are enrolling?
A: Absolutely, over 30% up since we started.
B: Some people would argue that when we start offering baccalaureate degrees like the ones you decided that are real successful, we divert funds from the traditional student body who might need remediation. Might need more assistance and time to acquire their degree. Did you work through that?
A: No, because what I did was I designed a program to be a part of it. We actually do our exiting show in our community to make those people and the community members aware of what we do here at the college. That wasn’t a problem at all. We still do community based things. The first
show that I had with our graduates was in a neighborhood that knew nothing about graphic design and that was a strongly African American neighborhood. We moved from there based off the students who did those two shows, that is wasn’t enough visitation for the program. So because I was the art director at the naval air museum, I had an inside on how I could do a show there. From 2013 we have been doing our exiting shows there which is a large part of our community.

B: Do you find your students are finishing your programs and migrating out of [location redacted]?

A: Because of the success of our students here at the college, our local advertisement awards, have been very noted. Our president will walk around to all of his presidential meetings and talk about the success of our design students. So the community of graphic design firms and advertisement agencies will look to me and our college to hire our students. Including a national company which is [private company name redacted] advertising. They had started years ago, a paid internship with them which every semester we pick 2 of students to be mentored by them and to work with that company. We do that fall, spring, and summer semester. I have always told our students that I am not just preparing you for jobs locally but I am preparing you for jobs outside of our community in these major cities. So the products you produce in these classes will make you well aware of what is going on not only in this country. Because my implication is for Europe because I studied in London and got my bachelors and master’s degree. So I have a worldly sort of experience knowing what is happening. I also travel back and forth to Great Britain all the time. I do research. I go around to those art colleges and colleges and talk about what we do hear.

B: Talk about the professional identity among the faculty

A: Yeah I can say to that; our program is set up so that if our students want to move on to further education. Courses that we chose are of statue that they can transfer. That is one of our marketing points. They can either go to work for themselves as a self-employed person who also will be prepared as an art director and that you can transfer to other colleges. That was one of the main focal points when starting the program is that we have the right amount of people on staff so that our students can transfer to other colleges. And we have some agreements with savannah college of art and design.

B: Were you the first division to offer a baccalaureate degree?

A: It was us and nursing. I think there might have been 3 or 4 others but statistically is was nursing.

B: How has this addition affected recruitment and retention? What issues have been associated with recruiting and retaining quality faculty.

A: Like I said earlier our program has grown 30%. But as far recruiting an entertainment, we use our students who have actually gone through the program because they are the faces of the college, they will volunteer and speak. They will come back and talk about their successes no matter where they are which a real thing to do is. So it’s not me bragging about the program, the program sells itself. In one of the studios long time ago, we helped future students understand what they were getting into. Help decorate the room with artworks from our students. I just did a personal tour for someone who came in and emailed me and contacted me. That personal one on one is what community college has always been about. Hey it is about the community and we are one on one teaching. We love what we do and because of that we are making people feel better about coming to our college. For me it always been that. It has always been that way for me throughout my naval career and the purpose of life is to help others.
B: What impact has adding a degree had on workload research professional development for the faculty? You can speak to yourself or what you have seen.
A: There wasn’t really a big impact. There was no pay increase and I understood why. I didn’t like it but obviously if I was teaching on that level they would pay on that basis. Yes, it was more work for me because individually I did it all myself. Where other departments had other faculty members to help put the program together. My research was intense. Interviewing my colleagues from other colleges. Looking at their programs and being open about everything I did and our faculty needed it to give them a step by step as to where I was and understanding what they asked me to do. When you challenge me I always show up and show out. That has always been a part of my career and my life. As far as doing things that are really high level and keeping the standards of the college which has a good reputation of academic standards. I never dropped below that at all. I knew that when I asked for help eventually it would come but if it didn’t I was ok with that. It was about me doing what you asked me to do as a professional teacher.
B: So this added more work for you but you saw the shared goal so you were ok. Who helped you see this vision?
A: It started out early for me. It was my 6th grade teacher who instilled the confidence in me to be the leader of the class when she wasn’t around. She told me one day I was going to be a really great teacher. You are going to find that there is success in teaching also. I have always remembered that being said about me so when I got in the navy I wanted to know where to learn how to teach people what I do for a living. Take these courses and continue on. Even though I was always an enlisted person I always knew my goal was to get my education and have the navy pay for it which was the smart thing to do. My dad played a huge role in my career as far as telling me I know you wanted to get out but that isn’t a good idea. Then the leaders I served and the ones in command. I always had good people that mentor me as a young person. Taking what I learned and giving it to the people that worked for in the shops that I ran throughout the navy. The college had nothing to do it with. It was in me years ago.
B: So you didn’t need external validation, you had internal validation?
A: I had internal validation. My mother asked me years ago how did you get to be the way you are? I told her I guess it was divine intervention. This is what I was supposed to do in life. I always try to go around figure out my purpose and I found out what my purpose was the day I started adjuncting.
B: So you were adjuncting then went to full-time.
A: I worked as an adjunct because I only had my bachelors. My goal was to always get my Masters. There was a program that the college had called a minority internship. Because we didn’t have a big majority, I signed up and the college paid half of my tuition for my masters with the idea if there was a position open I would get it. So I signed up. I got my master’s degree and shortly after that I was full time faculty member. I was off to the races. Then comes the idea of surprise you are going to have to teach a 4 year bachelor program. I was like really, ok, challenge me because I challenge my students every day. When I tell you I did it all by myself, all the research was done by me, all the interviews were done by me, all the ideas I would talk to all my colleagues in the British programs. I wanted to keep our standards higher than what the expectation was because I don’t believe in failing or just getting by. I go all out.
B: What changes is this going to have on the accreditation at your institution?
A: That’s a good question. I am hoping that it helps other get to the level that they can do this to by asking me the same questions you asked. How did you do this? We know you did it all by yourself because when I attend our yearly meeting, that was my biggest problem. You were
complaining about doing this, put yourself in my shoes. At least you have colleagues down the
hallway you can consult with. I had to do research over the phone, internet, read books. It just
never stopped for me. I am hoping in regards to our accreditation it will improve that because
what we are in the process of doing now is that we are emphasis in graphic design but the major
is in the business department. We are in the process of rewriting those business courses and
turning it into 7 new design courses. Where it is a full time bachelor’s degree either B.A. or B.S.
in graphic design without the emphasis in business. I think it is in the near future and now that
we are getting more space in our building the space is going to open wide up. I asked my dept.
head today. I don’t want to be caught with my gloves down I want to be caught with my gloves
up. Do me and my colleague need to start writing these courses because we have already picked
the course to change over from the business side now we just need to write them.
B: Are you leading the charge or following the crowd of the faculty at your college?
A: I hope I am leading the crowd because I don’t just stay in my department I go and visit other
departments.
B: Do you feel like the other departments are happy or are you perceiving resistance from your
colleagues and friends?
A: Here is something that happened at one of our convocations because we do so well in our
program, the president singled me out amongst our faculty. They were all impressed because
most of them don’t really care for how they were treated. For me I need to do a job so I’m gonna
do it. I don’t have to like you or get along with you to do it. I am going to do the job to the best
of my ability. If I made a mistake I am not afraid to say it and be like ok what are we going to do
to fix it. We need a plan to fix it too. I don’t think they take that as a bad thing I don’t think some
of them are receptive to do it because they were forced like me to do it. It was like hey, what do
you think about doing a bachelor’s program in graphic design. That question was not asked. It
was hey, this is what the plan is and you make it happen. You are gonna make us look good.
B: What advice would you give a future supervisor or to instructors in a situa
A: To prepare for it. Don’t force it on somebody. If you do that they may be rejected to it. They
may go look I’m not doing this, I didn’t sign up for this. This is a community college. If you plan
and plan well it will be successful. To me it is just saying hey you are going to do it. No one
challenges me and I not step up to the plate. I don’t think anyone thought it was going to be
successful. WRONG. It is, we have received some really high awards. We have won national
awards here and we are just a small little school. That is competing against the art schools, the
programs that are huge. I think in future one of my goals is to always get a Ph.D. but I will have
to get a sabbatical. There is only one I want in the field of typography. The advice I would give
them is to talk to your people. That is what I did as a good leader. My sailor knew this was the
plan for today, this is how we are going to execute it, any suggestions to improve it, if not then
let’s move forward.
B: Is there amongst the faculty a sense the culture is also changing?
A: I would say no only because I am the kind of person that is sociable person. Some people will
always stay in their department and never get to know the other ones. Most of the faculty on our
campus know who I am, it is more of a personal thing. I will walk up to anyone and hold a
conversation especially at our meeting just to get to know what think. We may have something
in common or something I can do to help them. I don’t stay in this building. I because I’m the
coordinator we just had instructors sign on with us about a year ago. I told them one thing you
are going to know about me is that I get out among the campus and people know who I am. I
need you to come with me so I can introduce you because it is going to make your job easier that
you know these teachers who teach our students also. You have to get that type of education in this environment. It is not just about graphic design, but our students have to know other curriculum also. So I don’t stick around and that is why the president knows me by name and I’m just that kind of person. I don’t like to sit on an airplane and not know who I’m talking to. B: Are there any new strategies or processes for earning tenure that you have heard of? Or earning academic rank? A: There is always that opportunity to do that. There is always 3 years. I am a tenured professor at the college. I go up every 3 years. It came through the process that was already there. B: Are you worried they are going to start bringing in Ph.D.’s that are going to make it more difficult for non-Ph.D.’s to climb those ranks? A: No, I do not think that would be a problem. It is hard to fill an art history professor. Art is always last. We are so good at what we do that when ask for things as far as technology is concerned we get it. And the community is involved. Part of our new building is paid for by [private company name redacted].
APPENDIX H
DR. DAVID

Primary Investigator=B
Dr. David=A
B: How do the faculty in your institution perceive transition from a traditional community college framework to a state college granting baccalaureate degree institution?
A: I can speak directly to that as I was faculty teaching directly in the baccalaureate program. Faculty also teach in the associate level program so I was teaching in 2 separate programs. I can relate to that as I was teaching in two separate programs. I think that was one of the reasons you were given my name. So my own personal feeling toward the impact is the excitement of offering new programs to the students and allowing the students to continue their education and to further their education and further their potential employment within the nursing profession. The transition from offering programs an associate degree and higher is definitely something that was very exciting for myself. The faculty that I know I was working with at that time, I know there was 4 of us were full time, a full that were part time, we were all very excited to work on a new project with new curriculum and knowing that it was going to have an extreme impact for this direct community. Not many opportunities for baccalaureate programs within this community so we knew that it was going to make a very big impact. All of us were very excited to be able to offer a higher level degree within the college setting.
B: Do you feel like the faculty pushed for and help create that this was a need they could meet for the students in the community.
A: I think so. I wasn’t here for the direct process for the transition of the community college into the state college but I definitely think so. There is always the nursing shortage. I speak really to nursing because that is in the area I was in. With the institute of medicine and 80% of RN’s becoming baccalaureate prepared by 2020 has been out there for years. It has always been in the back of nurse educators minds. Us being able to contribute to that goal for the institute of medicine was definitely exciting and we were proud to be a part of that and to contribute to that. Nursing is a great profession. You can really go in many different avenues and it has so many different opportunities. That was really one of the exciting parts of the baccalaureate program because we were able to help the associate degree level students to see that they can do so much more with a BSN. The BSN is just a big stepping stone in their career but it is need. We always encourage lifelong learning.
B: How involved were you in the creation of the programs and courses?
A: I came in as full time faculty in 08. We vegan our first cohort in Jan 2011 and I became the BSN coordinator that fall going into winter break. So I came into the program teaching the courses, accepting the first cohort and really streamlining the program and outlining the program. The majority of the courses were already developed or in the development cue but there was still a lot of work to be done. And knowing that we wanted to go from national accreditation. Following SACS and regional accreditation. Mapping that and cross walking them through with what we are doing and what we need to do. There was a lot of learning that first year. But it now feels like many moons ago. We are doing very well. We are dual accredited now. We passed our national sight visit in February and this past September we passed our other one. I believe we are the only ones in Florida to have a dual accreditation for our BSN program. That is a shining star for us and we are very proud. We just see all the good things it is doing for everyone.
B: Tell me about recruiting and retaining faculty for your nursing program.
A: We have had a good set of full time faculty. So those that showed interested in teaching the baccalaureate program began teaching the program. When we started cross walking and looking at the potential needs for the national accreditation, we realized we needed to have a ratio of doctor prepared to master prepared teaching that program. Not that we limited the amount of students we enrolled but we limited the amount of instructors. So I believe in the first year we went from 6-7 instructors teaching the program, in 2012 we only had 3 instructors teaching and those are the only 3 that have taught since then. We have one doctor prepared, one master prepared, and then myself have not taught in the program for 2 years. So since 2012 we have had the same instructors and we have not needed to look into having other faculty teach in that program.

B: By 2012 did you find an equilibrium of student to teacher ration?

A: No we found the key. The BSN program is popular for board instructor to teach. Especially for distant adjuncts. It is a distant program so it is online. It is very common for a BSN to be online. So the inquiries’ we do have for people wanting to teach usually come from doctorate prepared or master’s prepared that are wanting to teach at an online school. Our 2 instructors have been very consistent. Classes are very if not less than what you would see in a face to face classroom. There is an abundance of teachers that could teach but we really restricted it to the 2 going through the accreditation process and knowing the integrity of the program.

B: Has this transformed workload research and professional development?

A: No I don’t think so. We are still a community college and our mission is to serve the communities needs whatever those maybe. Whether it is vocational credit, college credit, or baccalaureate level. Development of faculty is very important to the college. I am actually spending my day today doing faculty evaluations. Quite honestly everyone has all been very equal in terms of travel, workshops, in-services. The college really offers a very general scope for educators. Now nursing does have to go in kind of that stream some of narrowing it down to nursing, and when we do we do it for the department as a whole. It is not geared toward one level of instructors or educators. It is available for everyone and they have a chance to attend.

B: Is that kind of issue taking up time in your meetings?

A: No, I don’t think it is. We have budget hearings each spring, and every spring when I host a department meeting seeking request from faculty on upcoming workshops they would like to attend, any professional development, or scholarship opportunities it is all taken in as equal parts. I have always felt as faculty received what they need. Really nothing has been denied because we need to shift funds to a different program or area.

B: What challenge has the accreditation created?

A: I think the credentials. We are in a rural area and national accreditation has high standards in terms of educator credentials. For example, our national accreditation requires the 50% plus 1 of the nurse educators teaching in the baccalaureate courses must hold a doctorate degree. So that sometimes is hard to come by when you look at the whole state of Florida with only 4% of the nurses in Florida holding a doctorate degree. The majority of the Master’s prepared nurses that are here are going to be clinic focused. To find a nurse educator at a doctorate level has been a challenge. We did hire a doctorate prepared in 2011 and we are very excited that we were able to retain her. The second instructor, the college which would do tuition reimbursement for any faculty member continuing their education, but we do have 3 faculty members that are pursuing their doctorate degree. So cultivating and growing the faculty that are already at the college has been very nice. I think it is very important that the baccalaureate program is an online program, so the students coming through the association level, they can get to know the faculty for the
bachelor’s program even though they may be out of the state or out of the country. We have even had military as well. We really do like to see our faculty teaching in all aspects of the college level courses and programs. And it works both ways because the instructors get to know the students as well and get to understand that student even though the program is online.

B: To what degree do you feel at Pensacola, does the faculty feel possessive of its institution or do they feel like just employees?

A: Everyone is here for the right reasons. As nurses we could easily be making money somewhere else so I know it’s not the draw of the money that is bringing in educators. It is what they want to do. They are very vested in what they want to do. Very passionate and very dedicated. They are trying to always do the best thing. They are very vested. We actually had 3 site visits for national accreditation in one year so we were very busy. So we all locked arms and went through it together knowing it was the right thing and the best thing to do for the college. We really do feel like a family here in the department. The ones that are here are definitely here for the right reasons.
APPENDIX I
DR. ELIZABETH

Primary Investigator=B
Dr. Elizabeth=A

B: What was the transition like when Pensacola decided to go forward with adding baccalaureate degrees?
A: It was kind of exciting. It was kind of exciting to be a 2-year school and now you are going to be a 4-year school. It was kind of exciting for the faculty, for myself, for everyone in general. Then reality came around. The excitement was wow we are going to bigger. We are going to have more classes. We are going to be able to do. Faculty perceived it as we are going to be able to do higher level courses. We are going to have smarter better students. They aren’t going to be typical freshman/sophomore. We are going to get to teach juniors and seniors. We are going to get to teach specialty courses that we don’t get to teach on a freshman/sophomore level. So that was the excitement and the anticipation. That is where the excitement and anticipation came in and then reality came about.

B: What was reality?
A: Once you get to be, the big concern is that at least 25% of your professors have to have doctorate degrees in the fields you are teaching. All of a sudden that made a cut or a divide. It just wasn’t nice to have a doctorate. Now it was if I wanted to teach is the B.S. program I had to have a doctorate. There were some little hurt feelings. I have been teaching for 25 years but you say I can’t teach these classes even though I have 18 hours above my masters or I’m A.B.D. That was kind of a little let down for the faculty. For administration it was also very hard to all of a sudden get your school full with doctorate. So then you start to higher people with doctorate degrees. Which are not as easy to higher as people with master’s degrees. In business especially there are a lot of people out there with MBA’s but not doctorates. Most people that get a doctorate like to go to a big university and publish research.

B: Did you have to chair or sit on a committee for some job searches?
A: I am the chair of every job search in this department. Yes, since I have been here in 3 years we have hired 6, about every semester I am hiring 1 or 2 Ph.D.’s.

B: Are they on tenured tracked positions?
A: No, some of them are and some of them come in as a lecturer and then when a center opens up they have to apply for it. Which for the faculty was kind of disappointing, they kind of assumed that if I was a lecturer that I would be picked up. This isn’t all faculty; this is the tenured track faculty that have been here for 30 years. They didn’t understand why Johnny lecturer has a tenure track he already has his foot in the door and already been lecturing, why he can’t just roll over, why we have to do a search. Even though Johnny did make the cut and get the position, there was a lot of why do we have to do a search, why can’t we just roll the person over? And that was an administration thing.

B: Was there a Pensacola state that had a more family atmosphere and now it has become more rigid and more credential driven?
A: There was a tremendous change about 4-5 years ago with the new president and new VP’s. All of this stuff, a lot of downsizing, a lot of policies put in place. It used to be you hung around for 3 years you got continuing contract and got promotion. Do the paperwork with a little bit of effort and you got it. Everything just kind of fell. That is no longer the case. It is now like the state has input on credentialing anywhere from 5-7 years. That created some animosity and
irritation among the faculty. And then this year when the faculty, we had 37 go up for continuing contract and only 4 or 5 got it. That created a humongous screaming outrage with the faculty.

B: Is your campus unionized?
A: Yes. We are unionized and now it has become more of us vs them.

B: You think of yourself as faculty?
A: I would love to think of myself as faculty. I am more of a faculty advocate than I am administrator. To be in the position I am in you have to have empathy and understanding for the faculty. Otherwise you become a monster.

B: How has the college transformation impacted the professional identity amongst the faculty?
A: It hasn’t really because there is no distinction whether you are a B.A.S. faculty or an undergrad faculty because they teach in both areas. It is not like we put, they are still basically, there is no distinction because every faculty we have in the B.A.S. has to teach in the undergrad as well. So that has kept a lot of the faculty feeling no distinction. It keeps it more on an even field because they teach across both. I could if you were teaching in one or the other especially if you were just teaching the B.A.S., it could cause some irritation.

B: Do you feel like it was an inclusive process to being introducing baccalaureate degrees?
A: No. The decision to go to baccalaureate was strictly done by higher administration. The decisions were made and it was like here it is, this is what we are going to do and this is what you are going to do. It was done very quickly in less than 6 months’ time. No communication with the faculty so therefore we didn’t have faculty buy in for it.

B: What are some of the ways the faculty have responded to these changes?
A: They haven’t. Most of them that I. Any of them that I have hired since we have had the B.A.S. program, they have to be within 2 years of the doctorate or already have it. Those that, we have had one that has wanted to go and do her doctorate but there was quite a bit of miscommunication on whether the college would reimburse her classes or not. When it was discovered that the college would not help pay for them, what happens is that they have to stop. The college does not pay for any of their education.

B: What is the recruitment and retention like?
A: Out of the 7 Ph.D.’s I’ve hired. I’ve lost two. One came in with a full Ph.D. and basically performance was a problem there. The other came in within a year of completing his Ph.D. once he completed his Ph.D. he is able to go to a 4 year university and go teach at a M.B.A. program and make more money. We are seeing more and more turn over unless we become more and more competitive with our pay scale and they aren’t.

B: What has been it like for workload research and professional development?
A: For those teaching in the BAS program, they are doing a lot of overload. Their class sizes are getting much bigger.

B: Take a minute and try describe what it was before and what it was like after and what role did the baccalaureate degrees specifically play in that before and after?
A: Before it was kind of loosey-goosey. There wasn’t a whole lot of rigor and everyone kind of did their own thing. Now with the advent of the BAS program there is more structure and rigor, especially in this department. That has caused, that is just more faculty issues, they have to do what they are expected to do. The accountability is there. I would say what it is that it has made the faculty more accountable than they have ever had to be before.

B: And that’s a change?
A: That is a big change for a lot of them in this department.
B: What are some things that you think you would do differently? Or what do you think are some things that unnecessarily cause harm from an administrative view?
A: I don’t know that there is anything that I would have done differently except I would have preferred to see the program designed with more faculty input. Maybe design taken a year to design it. Making it a much stronger program. It is now 3 years later a very much stronger more creditable program. But when it came out it was a very weak program. It had no rigor and the wrong textbooks and a lot of virtualized courses. I would have rather had a tighter course come out a year later.
B: What has happened with your student body? Has a lot of people taken advantage of the BAS?
A: Yes, the BAS is the one program that is growing. We are up over 10% this year. The overall colleges got down enrollment is like .01%. So for us to continue to grow is wonderful. Like I said students take great advantage of it. We have, we are growing. A lot of the students enter into the program not expecting the rigor and the work that is involved because most of it is online. Most of our students don’t understand the concepts of classes online. We gain but yet we lose a few every semester. There is some maturation. Those that come that are determined to do it are doing great, they are doing fantastic. We are placing a lot of the graduates. There was a slight transition the first 2 years the BAS program was out, there wasn’t much rigor to it. It was very loose. Kind of like if you sat in your seat long enough you would get your degree. One of the things I did was tighten up the academic rigor. There was about for the first year or two I did that, there was a lot of students that were very upset. I had a couple of them come back and say I was really angry with you at first but I couldn’t have survived my job if I hadn’t had the rigor.
B: Talk about accreditation
A: Well, the BAS program brings a lot more work in accreditation because you have a whole new level to accredit. You have the course itself has to be accredited. All of your concentrations have to be accredited. You have to really watch the credentials of all of the people that are teaching there. But it is no different than the A.A. and A.S. program it is just more accreditation. It is just another additional thing on top of what you would have done before. But as far as accreditation, if you are doing ok with your A.A.’s and you’re A.S.’s then you should have no problem with your BAS. It is just the additional documentation you need to write.
A: We just need more faculty but we don’t have the budget yet to hire more faculty. We are down in the purple category for funding. We are constantly looking at ways to improve our retention and student enrollment. We have had a lot of hurdles, the college itself. They are overcoming them. I think we were kind of surprised that there wasn’t a category below purple for us to fall into. But we are not the last college so we are happy. Financially and when they are holding funds we can’t hire full time faculty. That is what is hurting us. We are anticipating breaking out of that category.
B: Speak without a script.
A: I believe the BAS programs are wonderful for our students. It is a way a lot of our students can afford to get bachelor’s degrees because the tuitions at the state schools are much lower than the university. I believe there is a need for that and we are providing a good service. I also believe with that the state needs to give us funding for that. I believe the program serves a purpose. I really believe that you really need to grow your faculty and develop your faculty and I would really like to see professional development in the form of helping to pay for doctorates. That is how I got mine from the University of Arkansas. But I don’t see that here. I think that faculty are more accepting the fact that they understand that we have to have the doctorates to teach in that program I think they have accepted the fact that it is SACS, that it is not that anyone
at their school doesn’t think they aren’t qualified. I think that was one of the biggest misconceptions. They thought it was school rule instead of a SACS rule. It was not easy to make them understand it. A lot of them think that because they have a doctorate in criminal justice they should be able to teach anything in the BAS program. They are becoming proud that we have these programs even though they are not teaching it. I think are beginning to understand why they aren’t teaching it and what is needed. Before it was just a pipe dream.

A: When you don’t have faculty buy-in you will fail. I love the department head. You are still connected to the faculty. They are the back bone of your college, if you get their buy-in and get their support then you will be successful.
APPENDIX J
DR. FELICIA

Primary Investigator=B
Dr. Felicia=A

B: How does the faculty at your institution perceive the transition from a traditional framework? Explaining about Wattenbarger and the original scheme for Junior colleges-that Community college bachelor degrees are a transition from our purpose.

A: Definitely. First let me address the student POV. It’s a natural viable option for them. My first cohort of students that came through my program were state university students who came back. [This is called Reverse Transfer]

A (cont.): They were at a traditional university and the reason that they came back was that they said the faculty and even the administration at those institutions didn’t get their profile. And didn’t have that personal touch as they had when they got their associates degree. So now that we had that opportunity it allowed them go back to the root and actually learn the way that they are accustomed to learn and be successful whether that works for everyone or not—that’s different, but it’s my experience you know, from the students I’ve been able to work with. From the faculty perspective the interesting thing that I think is that we have a split perception. We have the faculty members that are maybe only working toward the associates degrees and those are the programs they manage and um because they are mostly involved with AA degrees usually the transfer track degree they feel you know that they provide something that is sort of incomplete and maybe now because the baccalaureate programs are getting a little bit more attention maybe statewide and at an institutional level then they might feel that they’re not contributing as much as the new faculty that are working with the new bachelor’s programs. And that’s the perception that I’ve got. That doesn’t mean that it creates conflict it just means that they see themselves as adding value or being appreciated as a traditional faculty member of a traditional program that is eventually going to lead to a traditional track. And that’s it. So that is the point of view that I have seen so far that the faculty are trying to navigate.

B: Traditional folks feel like the money they used to use for retaining and assisting remedial students is now going to the Junior and Senior-level courses for Bachelors programs and really undermines the traditional role of the community college. This is significant because the institution has changed mission and identity since the faculty joined and without their input. Could there be tension when competing for dollars?

A: Ah, there could be I think that tension could be even more on the university and the community college side, not so much within the community college because eventually, for example, the program that I manage when I came with the program already approved. I was not a part of that development or creation but I know that one of the criteria that the program has in order to be approved is that it has to share certain courses with the university. So that tells you that even the approval of the set program had to be in agreement with the university so the university doesn’t, you know, um…doesn’t become affected financially.

Because now there is this new offering that students have an option that pretty much prevents them to go to this other university because now the option is within the community college. I think that a lot of the fear and potential conflicts are from just too much hallway talk or something like that.

There are two fears:
One, is the legislature that gives you the financials to both institutions or to both organizations where they say that you are material to go to a university because maybe you should not go to a university so why should we replicate the mission of having the bachelors at both institutions? And then you have, of course, the competition of if the university if fulfilling the role of providing the bachelor’s programs why should we be redundant and offer that at the community college level? And that’s wherein, that in my experience, that’s where we keep seeing that conflict. Why are we still being redundant? That’s I guess the generic vision, of course, the university will say their piece against it and the community college will say its piece in favor of it.

B: Do you think the addition of bachelor’s degrees was an externally driven effort to globalize and compete? To capture market share from the universities? Or do you think it was internally driven; an effort to provide Bachelor’s degrees consistent with the degrees and values of the original community college system?

A: It was more than an internal commitment; it was an actual need. It was a market. When you look at the numbers you go back to the research, the universities, traditional universities, are designed with creation of that high knowledge that more than likely will eventually translated into more competency based art toward managerial thinking not so much you know technicians that will be able to transition into an actual position of leadership. Now what happens is in the long term, yes that’s what been happening in the past decades, you know you have people that are in technician positions maybe they were working with their associates maybe with an AS, but they didn’t think of themselves as an executive because they were good employees they were given an opportunity to be in leadership.

Now, the traditional assumption is that you need to go and get some sort of formal degree that will give you the soft skills to become a leader. And that’s awesome, that’s great, but the reality is that even though the university can give you and will give you those skills-- the format, the way it’s designed is not so much for the nontraditional student who is stopped with school, goes to work, starts a family --the traditional university is designed in its essence and hasn’t changed much since its beginning, to help students that are only focused on studying. Your sole career- that’s most likely, that’s the traditional student.

The traditional student for us is what we call nontraditional student in research. So for us what you call a nontraditional student that’s our actual student. No one wants to work with us. If you have an AS only five classes (or fifteen hours) will transfer on to a university so now you have to start all over again. Why will you need to start all over again and retake some of those technical courses that you should already have approved because you have been working at it for ten or fifteen, twenty years and not recognize that knowledge that competency level that they have when what you are looking for is that upper-level course work that is what they actually need in a friendly schedule that really talented mentor that’s going to work with you in that 1-10, 1-15 ratio and eventually we will know that those that really want that mentorship will get it. University, yes they can give you that but it’s much, much harder and in terms of geographic location there not that much widespread.

B: So it’s the distance, the cost and access, that makes university so much more difficult, not the content.

A: Exactly…and the design of the coursework it’s mostly lecture-based and since most of the students needs a hands on lesson, they want knowledge that they can take away today and not wait for a test at the end of the semester. I need to go to my work and test actual work, actual
exercises actual coursework so the lecture component is good but not all lecture work is designed to give you that action-based.
So that’s where the community college is primed to satisfy the need not for the market-share piece but because our bachelor’s degrees I believe most of them if not all of them is a bachelor’s of applied sciences. So there’s a lot of you know hands on skills involved with it. Because the idea is to create that skill in the student as they need it.
Actually, when you look at it, part of that conflict is that for the universities, if a student wants to go to university from our bachelors to their bachelors they will not transfer the credits even though it was an upper-level course designed with the Florida course numbering system. Why would that be?
If we are the same course numbering system and it works for the lower level why can’t it work for the bachelor’s level. When a lot of our bachelors are eligible for graduate work at Florida universities across the state? Why is it not good enough to earn a bachelor’s degree in transfer but the bachelor’s degree they earn here is good enough to get them into a Master’s program? We have a couple already that been accepted into their Master degree program.
B: I understand that the Bachelors of Applied Science is a terminal degree.
A: Well, it’s a terminal degree but remember that it depends on the institution that you’re applying to. It’s the same with us we have a bachelor’s degree but our programs are a restricted program, the main pre-requisite for even being considered for the bachelor’s program is that you have to have a previous degree either an associates or a bachelor um…so a high school student can’t apply directly to our bachelor’s program because they don’t have a previous degree but that’s something that we impose and that we created as part of our program.
And you have other bachelors that are open-ended and you can just start right into your bachelors and the same thing is true for Master’s level programs, it depends on how they design uh the program. And you can have for example Masters programs where you can have a BBA a Bachelor of Business Administration, you’re going to be doing an MBA a Masters of Business Administration but the university can say no, I need to take these other courses first as prerequisites at the bachelor’s level before I even consider you for the Master’s Program. So it’s an institutional thing in term of how they design that program but yes we have students who are accepted into Masters with our Bachelors of Applied Sciences.
B: So if they say that they need a Bachelor’s degree…
A: Then that’s on them!! That’s on them!!
B: Versus if they say just that they need a degree…
A: Then our bachelors of applied science…
A: For instance in business you have a BBA-a Bachelor’s of Business Administration…you can have a BS which is a bachelor’s of science then what ever specification in business accounting, management, whatever it is…you can have a BA a bachelor’s of arts and then whichever specification in business. So basically, what it changes is that core component of Gen Ed and the work that you’re gonna add. Now in the BBA you’re going to have in your gen educationi a core of business class. Now in your BA then its more extended to the arts if its BS then its more science like courses, mostly math, calculus and that type…
B: Statistics…
A: And that’s what makes the difference between one type of program and the other and the approach you use toward the discipline. But at the end of the day it’s a bachelor nonetheless. So in our case that’s what happens but at the end of the day it’s about the university, is the
university open to bring in this type of student? To accept them and to allow then to do it? And you will see that you have universities that will do it and universities that won’t.

B: Agree that there are very good merits to justify the bachelor’s (of science) degree but this research is concerned with perceptions—those of the faculty and their role on the campus. So I’m going to steer us back to the hallway talk as we say…which doesn’t denigrate perceptions in the least.

Some people feel very proprietary about their institutions culture their institutions values and mission and they feel that their proprietary, that ownership is carried on through the faculty. Is it your perception that the faculty here has ownership of the institution, its values?

A: Yes, definitely, a strong ownership and I think that’s part of the conflict…when you have that kind of ownership my perception is that people don’t want to change it. And if you change because it comes from top to bottom even though faculty is a strong arm within that culture a lot of time in that leadership process they might not be taken into consideration for whatever reason and we’re not going to get into that but if they think they are not taken into consideration the way they think they should be taken into consideration that’s going to affect (garbled)

B: What advice would you give a President of an institution like this one? What do you think would be a lesson to derive from what occurred here?

A: Really simple if were talking about our institution the best opportunity that anyone could have had to do that buy in process and get everyone rallied around the same is your strategic planning process no better way to invite everyone and engage hands on participation.

To build that new strategic plan. Strategic plan by default involves a five year span at minimum so in order for you to carry out your five year plan or your ten year plan you need to make sure that you get everyone on board and that’s the moment where you get to know people one on one. That’s where you get to create a new value system. That’s where you get to create a new theme or direction. But it’s directed from the bottom.

Yes you’re gonna tailor it to what you need to do but from a leadership perspective, you need to create a vision. And you need to make people understand the vision so they can build the pipeline and the columns to hold up that vision.

That’s the role of leadership-where do you want to go? How do you want to get there? And then let people work that how part of it. And engage them so you can create that value system that is gonna move forward the leadership I mean the vision. The problem is that when you do things that you leave that participation up to a certain level within your hierarchy—sadly, it's still seen as them and us.

See? And I know this because I was an administrator originally as a member of that middle-upper-level management, and we were talking about this casually. One of the things that we expressed to that executive was “You guys think that everyone knows what you guys want to do but it’s not. This is the actual perception of people at the bottom.”

And they did not know about it and you know it’s an honest mistake but if you don’t build that process of conversation of forcing people to have to deal with each other and to understand your informal leadership channels which especially, in this case, this culture. It’s the most important thing because an informal leader in each (Garbled) is the one that’s going to take the lead because that’s an informal leader. So that’s what I would suggest for our particular institution. We lost that opportunity. To engage everyone. To get rid of fear. Because you now, it’s expected that change in any form is going to create chaos. The problem is that if you don’t know that that is going to happen and take a scientific approach to that then you’re going to create the pockets that we have right now. Where some people are happy and some people are not.
B: It is worth our time to think about our organization and management styles instead of relying on “folksy” informal kinships. Because we do get caught by surprise when the message has not gone all the way down. Because a lot of president’s bounce from place to place doing nothing more than overseeing the creation of a strategic plan. Then they move on when implementation (and chaos) gets underway.

A: It’s the process where the value is, not the paper, not the finished product, but the process. And another problem with strategic planning is that everything is changing so fast, no strategic plan can hold for more than three years. The paper will hold whatever you put in it. It’s the process that has the value. So in strategic planning you want to get everyone involved in the process, this is like the carrot and everyone is moving around the carrot but you want them to move in the same direction so on a yearly basis you have them move forward with that set plan and eventually you know, once everyone is at the same place; you need an actual document to be published.

Without a document people will feel like there is no plan. They don’t value the process.

B: But they like to have the meetings, the press release that we had a meeting, and talked about things and then 3-4 years later you publish your plan and though unmanned vehicles were never mentioned in the plan you’re going to add a new certificate. The process that we are talking about is not about carrots, it’s about trust, it’s about buy in. You can create a meaningful vision and foster the trust and the language will migrate out in all directions. People will take up the banner…

A: People find their own space…

B: Talk about recruitment and retention of faculty.

A: Um, it’s a challenge. To tell you the truth. Um…Talking about my experience so that’s a fact, it’s not a perception. The reason why I came here was because I really wanted to make a change. And my personal philosophy matched perfectly with the community college. When I moved here I took a 50% pay cut. And add the fact that I had to move my family across…oceans.

B: I’m going to add you to my list of heroes. I have been shocked in this process to find so many people, faculty and administrators, and for them, money is not the most important consideration.

A: Well, it’s important eventually but …the personal reason I wanted to do it, I really wanted to make a difference. And I thought, and I still think the community college is where I should be in higher ed. So from my perspective if it wasn’t because I really wanted to do it, I would never have considered it with the incentive that the college put forward.

Now the second thing that we need to talk about is that for those that do care about money, it’s always going to be an issue. Right now even for adjuncts it is difficult. And if you add on top of that you have to have a bachelors and or a terminal degree to teach the upper-level courses, then you add another strain to your recruiting process and retaining because again let’s assume that you have got a good incentive and now you can bring them into the college even as an adjunct the problem is how do you keep them?

Because eventually salary is going to become one of the issues. Benefits if you are full time its ok. Because culture-wise it’s awesome. Not that many people are going to say that community college or higher education is a bad culture. So in terms of flexibility and benefits and opportunities for professional development, it’s awesome. So it goes back to that prime thing of salary. So that’s going to put a really, really um strain on your budget because we are not consistent with the cost of living as we were talking about before.
We’re not matched under those criteria. There is no match with that. That’s where I think it’s one of the biggest challenges. And then you have your older generation, an older cohort that already were there and you can’t be competitive because that faculty member or group feel that they should be compensated first with a promotion or a raise before the new person but they haven’t pursued their own professional development going to earn a master’s or the traditional professional development then why should I compensate you? That’s your job. It’s like being a doctor. If there is new technology to treat the disease how can you expect me to compensate you when you have the training that you did when you took your first residency program? And we’re 30 years in and I have a new person coming in and yes, he does not have the experience doing that surgery but they have experience with every new technology that came out to perform a better surgery. Why shouldn’t I compensate that person when I am recruiting them versus that other person that had all of these 30 years to improve themselves and be that person and I would not have to recruit the new one? And that’s where you will see that issue of those two cultures the new school, the old school...and you will always have that one or two in that professional development that want to but it’s going to create that conflict that eventually might go back to that retention perspective of well if I don’t feel welcome because I’m younger and I have a terminal degree and keep pushing at the envelope because, you know, that’s what we are supposed to do and you have people that just want the status quo and it is not really evident that they do what they should do. And it’s going to create tension because that new person will end up leaving or the old person will end up leaving so either way you are going to lose on either side.

B: This is a problem larger than our institution or even our industry. It’s the millennials who are challenging the status quo of putting in time at an institution and retiring with a pension. They are just not doing that or interested in that. Whereas the older generation, they put a really large premium on institutional loyalty. What are some of the issues you think are framing the perceptions of the faculty here with regard to rank and tenure and promotion since the addition of these baccalaureate degrees?

A: I will tell you my perception as a faculty member and as an administrator because I used to be one. My perception as a professor is that you’re building a career and there is always a next step. You should pursue that next step. Not only because that’s where your teaching and preaching to your students, right? Because it’s not about the degree, it’s about the knowledge. And the experience you go through acquiring that knowledge. And that’s what I try to instill in my students. So if I am a reflection of not attempting this new, higher degree when it my field it’s expected because different than what we teach might not require an actual proper education because you can get those skills some other way.

That I can understand. But a lot of the programs that you will see that a community college usually teaches have a terminal degree. So if you are in the teaching career the least you can do for your student, even if you don’t want to do it for yourself (it’s wrong, right?) but the least you can do for your students is be updated on what needs to be taught to those students. But from a personal perspective, you know, if you’re in the business of professional, personal development because you value knowledge, it’s just, you know, common sense decision that if you value knowledge you always want to get more, of that knowledge in whatever shape or form. But from a career perspective if you want to be a doctor you want to get a doctorate in
medicine. It’s the same thing with education. That’s my perspective from a faculty point of view.

B: Or like a salesperson, if this is what you are selling—education—and you are telling customers that education is transformative and dynamic and worthwhile, then you would expect to see the sales people acting on that. Pursuing an education themselves. Do you think that’s happening here?

A: I’ve seen a shift let me be honest. When I arrived, my first year, I have been here just a handful of years, when I arrived my first year. Well, I’ve worked with universities before, with a private non-profit, so I was used to the academic environment. But it was non-profit so you know we have a lot of autonomy. Now when I morph into a public owned or government run institution, I know some of the things that I could expect in terms of culture and how faculty does things. And it just validated my point of view so…

That first year I thought that there was a lot of faculty that just complacent, don’t want to be competitive. Because it’s part of the profession, I guess, here for thirty years, take it slow, it’s a marathon not a sprint.

B: And then they vote conservative!

A: Ha-ha but through the years, I have seen a little bit of a shift, there’s more people that are saying oh, I’m pursuing my doctorate or I’m even considering my doctorate and that’s, I think, that’s good.

A: Again, you should do it for the right reasons which include personal or professional development and I think that if you’re not ready for that you are just going to waste your time and money. Or someone else’s time and money. From that perspective, there is more that we could do but its real change.

From an administrator point of view, um, you just need to do what you need to do to value your employees. Again if your one of those people and you want to learn, I want to learn stuff but I don’t want to go anywhere and “going anywhere” means I don’t want to pursue a formal degree but you see them active in the community, you see them active at each conference participating in conferences, being speakers at conferences then from a career point of view, ok, you’re not getting a terminal degree but all these other added value things that at the end of the day it’s what I would expect from someone with a terminal degree. We’ll do either way. And if you can amount to the same energy and you can amount to the same inspiration to your students and you can be as updated and as accurate with that action, then me, as an administrator, my role is to foster that. If it’s working and meeting the vision and mission of the institution.

B: I think we call being a champion—champion for the faculty whose contributions are not located within the traditional realm…

A: Like an honorary doctorate…

B: A what?

A: An honorary doctorate that is to recognize a lifetime of work, accomplishments not necessarily in academia…In our case we are not going to start giving out one of those but in terms of our policies and philosophy, and it’s important that the faculty or the employee is not working for it or looking for it because a lot of those honorary degrees are not being sought. And that’s really important because if you have an employee or a faculty member that is pursuing that recognition as a gateway or a shortcut to not actually doing the terminal degree then that’s different. That’s dishonest.
And that’s what I would say. But still if you are in this business that you chose this path as your career the minimum thing you should do for your students is the terminal degree, not for yourself, for your students.

B: I think we call that walking the walk.
Q: How do you perceive the transition from traditional community colleges to a college granting baccalaureate degrees?

A: It has not impacted and the direction at all. I haven't changed anything that I am personally doing. I haven't seen any big changes from the institutions perspective either. As far as daily activities and how I approach my position is status quo.

Q: Have you seen or detective any shifts of professional identity amongst faculty that are involved in granting baccalaureate degrees compared to the associate degrees? Is there any stratification of hierarchy?

A: Not that I have seen. As a tangent, I think that there might be some issues that have been addressed or brought up as it relates to our RPT. But I don't know that or if any details of that or if it even exists.

Q: That was a follow up question with what impact would this have on workload research and professional development?

A: I don’t know that it has actually come up. If it has I am not aware of it. The sole focus of my position was to teach their classes and to focus on the teaching as it relates to the associates degrees.

Q: Have faculty changed any practices? Has there been an evolution in the way school gets things done.

A: Things have changed but I don’t think it is related to faculty. I think it is of the change in pedagogy. I think it is a change in the dynamics. I don’t think any changes are associated with the baccalaureate degrees.

Q: Can we explore the idea that it is a change in the students. Do you fear or anticipate that we are using resources that were traditionally used for underserved students?

A: I don’t see it as the case. This is an opinion as of lately. I don’t think we are offering bachelor’s degrees to really tap into that market. I am not referring to the bachelor’s degree we have at gulf coast but a lot of our students think they can get whatever degree they want to at [redacted university name] and they don’t recognize that they have a limited number of programs and that their opportunities there are limited. And that we are more limited to them than them. I don’t necessarily know that we are going to lose resources to the baccalaureate degrees and as a consequence take resources from our remedial and developmental students, although that has occurred from my prospective with state funding perspective. Not as a result from offering baccalaureate degrees.
Q: With regards to market share and the emphasis being on FTE, do you think the bachelor’s degrees were offered as some sort of market grab or acquisition move?

A: I don’t know. I have nothing. I think I can say that I have heard that there was a need for those degrees and there was a market need for those degrees. The potential students could not get that locally so whether that is true or not I have no idea. That is what I understand has evolved. I have nothing to say whether that is the case or not. I don’t have any numbers I have no idea on how many students that we have on this campus that are actively pursuing baccalaureate degrees.

Q: That is interesting. How did you as faculty feel included with the process of adding these degrees and how well informed do you think you were about the decision making process?

A: My recollection is that went through faculty council. I think faculty were informed but I don’t recall anything faculty driven where we sought numbers and that is just for me. Maybe someone saw those numbers and there was a committee that looked at that. I have no idea.

Q: Do you remember any deliberation?

A: No. all I remember is that the need was there, we went through the process, and we have the programs now. But I have absolutely no idea about the numbers in terms of number of students, number of faculty were added. What were there requirements. Whether the evaluation process was the same as your typical gen education association faculty.

Q: Did you ever get a figure for what it cost?

A: No, it is nothing that I am even remotely familiar with. It is just here.

Q: in your impression was it an internal decision to offer baccalaureate degrees.

A: Yes. absolutely internally driven. The external, it wasn’t externally mandated, there was an external opportunity. Our previous president was adamantly opposed to offering bachelor’s degrees. We got a new college president and that was one of the things that he went after progressively. He had a completely different opinion. The opportunity was granted by an external state mandate but the path to get it was internally driven from my perspective.

Q: Do you feel like the faculty was included in that process to an appropriate degree?

A: I don’t know if it was to an appropriate or inappropriate degree. I don’t know to what level faculty were included in that. From my perspective I don’t recall anything very specific other than this market need is that and we are going after it. That is the way I remember it. Now whether that is correct or not I don’t know. I don’t remember faculty, were never asked to do this or do they want to do this.

Q: Do you think the faculty have a significant, important, valuable role in the creation of an institution and its cultures and values.
A: Absolutely. I think it goes much farther than that. It leaves and goes beyond this institution. We, our reputation in the community really drives the value that our potential students place on coming to that institution. And it has been my recent experience that we are not valued and respected in the community in the K-12 environment and could potentially be our students are being prepared in an appropriate manor to follow the community college path, the state college path. To follow and transition to a 4-year institution and be successful. I see that with the students that I have out here. I see that with my kids that are in the school system. One of the main things that I think we are missing, that we are starting to bridge that gap, is the interaction between the K-12 system and the community college system. There is a lot of room for improvement that needs to be done. A lot.

Q: is it your perception that our community and students would benefit in embracing a K-16 model?

A: I don’t think a K-16 model is the good idea. I don’t think that is the case because we need to have good vocational systems as well as college systems. The universities are going to get what they are going to get. Going out into the workforce, they are going to get what they are going to get. I Don’t know enough about the vocational areas, but what I see with my students coming out here. I have a greater understanding as to why they are in the positions they are in based on my kids experiences in high school and middle school. We have a big gap in terms of preparation for the students. In terms of selling them and convincing them that going to the community college and getting a college degree is of economic value and is a good life long decision to make and we need to do an exceptionally better job of that and we need to start building that back in our community. It is an absolute priority to me. I will tell you that I am about to meet with the president because I am so adamant about this because of the inadequacies I have experienced and it is very troubling.

Q: Is there a lost opportunity message that I am detecting?

A: I don’t see it as a lost opportunity or that I even really have an opinion is because I don’t know enough about the baccalaureate degrees. But I think the mission of the community college system needs to be that 2 + 2 system. That Florida used to pride themselves in and to some degree still does. That 2 + 2 is not enough. It needs to be 12 + 2 + 2 and that 12 aspect is not something that I am seeing enough value in at this point. There is a certain segment of our K-12 population that are going to get their degree and go off in the job market and that is great to. I know very little about the vocational schools so all I can really speak of is our students in community college and what they prioritize. I hear from them their valuation of a college degree. I look at what they do in high school and middle school. I see my own kids experiences there and I begin to understand some of the challenges that the community college faces and I think that more than anything will be a very good direction we could go to help increase retention and success.

Q: I think there is a problem with allocation of resources and not having enough advisors

A: I think that is a good part of this but I think it goes much deeper in that are we preparing students to go to college to the level of success that you and I expect and the level that you and I
achieved when we were in college. I don’t think that we are talking about apples and apples, I think we are talking about grains of sand and elephants in terms of differences. I really think we need to be more interactive with the k-12 system. I am saying primarily the middle and high schools. There are some incredibly talented, dedicated, gifted people in those arenas but there is an equal number and maybe even more that doesn’t pull their weight. They are not there to help these kids that are going to go the community college path to be successful. So when they come out here with that level of expectation they had from 6th grade to 12th grade. There is a big gap.

A: one thing I have experienced from the complications, is that when we advertise that we offer baccalaureate degrees, some students, and this has only been a couple of instances, they think that we offer all types of baccalaureate degrees. I have run into that with well I can come and get a bachelor’s degree in science from gulf coast. Well no you can’t. That is about the only thing I can think of that would be somewhat not in the direction that we are going with the Baccalaureate degrees. If the community needs it great. But I don’t have any info to judge and I am not asking for that info to say yay or nay. It is what it is.
Primary Investigator=B
Henry=A

Q: How have the faculty at your institution perceived the transition from a traditional community college to a 4-year college granting baccalaureate degrees?
A: Um, I don’t see where it’s impacted us at all especially in the …division. The impact would have been in the areas that are offering the degrees those areas, the technology …um, those kinds of fields, but over here it didn’t impact us.

Q: We are talking to some of those people in those fields also. Not only on this campus but on the other three campuses in northwest Florida. Where the degrees are offered.
A: The um what I was trying to see…I know that when you offer the four year degrees, one impact is that you gotta have so many Ph.Ds. Teaching […] I think it’s 25% at our level for like 25% of the courses that take, something like that.

Q: 25% of your faculty in a terminal degree program have to have a terminal degree.
A: Yes.

Q: And it depends on the area, like for instance in visual arts, the terminal degree maybe an MFA, it doesn’t have to be a Ph.D. and in a field like […] you all may decide to never to pursue a bachelor’s because terminal degrees are so scarce. What has the institution here been like in the past? Have you traditionally hired a fair share of Ph.Ds.? Do you think there will be more Ph.Ds. on your campus as a result?
A: We just hired one here in …because we were thinking, you know, down the road, if there was something that they had to add in upper-level … then it’s going to be nice to have someone in our division that can teach everything.

Q: Especially if it’s an applied science…
A: Yes…

Q: Am I wrong in thinking that Ph.Ds. in your field are rare?
A: Um…no. A lot will do an easier route, they won’t do a Ph.D. but they will get an Ed.D., with a [sub-specialty], they go that route. Cause at the university level, either one, the university will take a Ph.D. or and Ed.D.

Q: So has your campus traditionally hired a good number of Ph.Ds. or that a new direction?
A: Hmmm, no, it’s just we got lucky. To be honest. To…lure a Ph.D. candidate here or someone with a Ph.D. or even an Ed.D., you’re going to have to pay them a lot more. Because the universities pay so much better and so, I think that’s traditionally why we haven’t really gone that route, we just got lucky.

Q: Have you looked down the road and asked yourself what might happen if we allocate more and more money to the Ph.D.?
A: What do you mean?
Q: Like you said Ph.Ds. get paid more, they are harder to recruit, and we have a zero-sum budget and you would see a greater percentage of that budget allocated to recruiting and paying for Ph.Ds.
A: The only thing I can see is that if they’re gonna pay them more they are gonna expect more out of them. You know what I’m saying? Like either research, or writing textbooks or something if you are going to justify it because it’s true, in the four-year field, you need to have a terminal degree, but teaching what we teach, you don’t need a Ph.D. Do you see what I’m
saying? So...so, why reward someone more and paying them more for having that Ph.D.? You know what I’m saying? It’s not necessary at our school.

Q: In your division...
A: I meant in our division, right, right, right.

Q: But that is interesting if you want to explore that a little bit. You feel that um, with some divisions having more Ph.D.s, more bachelor degrees, that maybe there’s like, territorial claims being made?
A: No...I haven’t seen that here at [...] but other schools may or may not experience that but here, we’re so few, we only have what? Four?

Q: Six...
A: Are you sure, I thought it was only four with two options.

Q: On the website, I counted six.
A: I thought it was four...we’ll say it is six.

Q: That’s what they have on the website.
A: So, we’re so...ours are so minute, when you compare them to [...] they’re offering a bachelors in [...] You know, that’s a whole ‘nother realm to me, ours are ... and ... but theirs are ... what’s the word I’m looking for? Um the core, does that make sense? Because you think of your core as your social science, your language and lit, your math and your science, and [...] is not offering those, all we’re offering are kinda, the specialty, I forgotten the ....

So we’ve not hit the what I call core academics, we’re not, you know we don’t offer anything in history or the social sciences or natural science or language and lit or math; we don’t offer education or any of those things so ours has just been housed, kinda in one area. Well two areas .... And .... So it’s not impacted faculty and I...I don’t see, where cause we have a current pay index, where they try to include the Ph.D. in there... So, um...

Q: So what you’re saying is that hiring Ph.Ds doesn’t result in sandbox politics here because Ph.Ds are paid at a pre-arranged established rate. They are not wined and dined, they are not treated like super stars, they know what they are getting into. They are here because they want to be here, they understand the mission.
A: What can I say? We’re not a college, not a university where faculty is held to research or writing or that other stuff. So the Ph.Ds we have here fit into the little index we have because they’re not going to have to do all this other stuff above and beyond, I guess is what I’m trying to say.

Q: Some of the literate suggests that when community colleges begin to imitate universities by offering baccalaureate degrees it begins to filter into the work load and that you find professors who continue to teach underclass, who have a five and five work-load as the foundation of their contract, but when we start hiring Ph.Ds to teach baccalaureate students; that work-load may not be the best way for them to do their mission or accomplish their goals. Often their class sizes might grow smaller than average. While in the undergraduate courses, class sizes grow larger.
A: Wow.

Q: Yeah. And this is a situation that lends itself to cries of unfairness.

INTERRUPTION

Q: What about, with teachers now having juniors and seniors, imitating universities, do you see teachers will have to imitate the research and writing also? The smaller class sizes and smaller number of classes?
A: I’m not seeing that. But that might come down the road. If we look at offering more and more and as we get into it, I mean we are only how many years into offering four year degrees here and we have very few students in it. But if those programs start building or if we start adding more, then I think you’re going to start seeing that evolve. I haven’t heard any complaints. You know, from people here about anything, but you know; it will come if we start getting more students and start adding more programs. You’re gonna have to change.

Q: Well, let’s pivot a little bit away from what we hear. I am curious about two things and I’m going to write down transparency and mission and that’s so I remember and go back if get into a long conversation about one of these. Let’s start with mission…when Wattenbarger began and outlined the mission of the community college system in the 1950s one of the goals of the community college was to offer students a chance to begin their university matriculation students who would have been otherwise isolated by finances or geography. Do you think that offering the four-year college degrees is an enhancement of that mission or a betrayal of that mission?

A: I think that it’s an enhancement. When you look at it, the community college mission is to meet the needs of the community. And we have a lot of workers here who can’t uproot and move. You know? They can’t uproot and move to Tallahassee or to Gainesville or to Pensacola. So they’re locked in here with their jobs, with their family, and tings, cause, you know, we get a lot of non-traditionals that come back. That come back to school. So, to me, it’s still meeting that mission.

Q: You know a lot of people are ready for a promotion, ready to move up the ladder but they cannot just chuck it all and go to Tallahassee for two years. So if we started moving out into more degrees, what you called core, if we started moving out into competitively trying to gain market share from Pensacola or Tallahassee [nearby universities], would you still say we are meeting our mission? Or have we gone astray?

A: No, I think you’ve changed your whole mission there. When you start offering more and more of them, then you’ve strayed away from the community college and gone to the college/university philosophy and mission. So, it goes back to as long as your meeting the needs of the community within a certain… you know what I’m sayin’?

Q: I do.

A: Then you’re meeting that community college philosophy or mission. But when you start going above and beyond, then you’re becoming a college or university. Which happens, just for a minute…Kennesaw State University in Atlanta started as a two-year college now they’re one of the major universities in west Atlanta. And they just took on Southern Poly Tech now as a branch of their university, so…colleges have evolved over the years from a community, two-year…to a university and their mission has to change. And that’s what I’m trying to say is that if we start adding more and more baccalaureate degrees then our mission has changed and we’re not a community college anymore. Even though we’re still meeting the community’s needs that mission changes. Does that make sense?

Q: It does. At this point, I have heard you really clearly say that your mission has not been jeopardized, that your mission is not evolving. Who is the caretaker of that mission? Who is the caretaker of your institution’s mission and culture?

A: Well, I think it would be the faculty, first and foremost. And your president, your leadership. Q: Which brings us to the other thing I wrote down just a moment ago, the other thing was about transparency. Two things about transparency. Was the investigation and implementation about these degrees transparent?
A: It was not here. To me, in my eyes, it was not. It was something that happened and we didn’t have a lot of faculty input, the faculty didn’t have a lot of say, that’s just my take on it.

Q: But you also said that there hasn’t been a real negative impact with regards to the faculty. So what is the impact? Do you feel like for the administration to institute what I would say is a pretty major institutional change and to not have made that transparent…did they even consult the faculty?

A: No. Um…at the time that this was going on I was involved with our curriculum review here at the college and we had no say. The decision was already made and we had no say. The vote was there and we had no say. And there was no trans…it was just a bad deal. In my eyes it was a bad deal, cause like I said, I was heavily involved with curriculum…I was involved with [Faculty Representation] and none of this came to us until it was already a done deal. And to me that was wrong. I felt like the faculty should have had a say.

Q: Well, this is another way of getting right to the heart of the thesis. The premise of this investigation. If the faculty are the caretakers of an institution’s culture and mission and the administration changes that mission without consultation, can you speak to that? For posterity’s sake, what are people gonna think when they look back ten years on this event?

A: Well, I can only speak as being faculty from outside of those divisions. The faculty know. I know that the faculty, when we went to the BSN, they were for it, they supported it, they pushed for it. And that one was a little different from the technology ones. Those were the ones that were just kind of railroaded in. So I can’t speak… Those faculty, they were probably involved…but as Joe Blow faculty over here in […] I wasn’t consulted. The whole thing at the time bothered me because we just, we had, an administration that promised “faculty governance” and there was no faculty “governance” involved ‘cause we had no say, it was all done. Then the next thing that came of it, we had to change our name. So we had to change our name and spent millions of dollars on signage over something that I think if faculty would have voted, we would have said no. I mean that’s just my two cents.

Q: To the name change?

A: Well, even to some of the baccalaureates at the time. I think…I just, I was kind of privy at the time to know that we were trying to get our foot in the door, that we wanted to get a baccalaureate degree before the governor said no more baccalaureate degrees at two-year community colleges. It was a race against time. It was time to come up with one for us.

Q: You mean before the legislature instituted a moratorium, an injunction, against adding more baccalaureate degrees. It seems that it may have been a good idea. You don’t see colleges continually adding more and more bachelor degrees. Perhaps it was some needed breathing space. For posterity’s sake and in the future do you think it would be valuable to include the faculty on discussion of adding new baccalaureate degrees?

A: Yeah.

Q: Even though in this case it caused no perceptible harm to the […] division?

A: I think that all faculty not just the […] division, but all faculty should have some say when you are going to make a change like adding a degree to your college. Because there may be consequences. Some four year degrees they may require […] classes beyond what we offer. You now, so there’s gotta be other involvement. Luckily, what we added didn’t affect […], or […] or of the other core classes or divisions. But yeah, I think faculty should be involved with it. Just, if you’ve got a faculty, and you have an administration that says faculty governance, then you’ve gotta have a faculty that gets involved.

Q: And with the addition of these degrees, they weren’t.
A: No.
Q: But with the addition of these degrees, your perception is that the impact has been relatively minimal.
A: Yeah.
Q: Ok.
A: We got lucky, I mean just to be honest with you, we got lucky. There was no backlash. If there had been a program that they brought in and it caused…it stirred up some stuff, I think there could have been some backlash.
Q: [At this point, the Primary Investigator goes on a long rambling spiel about King Gustafus Adolfus in the 30 Years War] the conclusion was that even though the Austrians won the third phase of the war, they knew they could not repeat their mistake and go into battle without muskets in the future. As uncomfortable as it was, as expensive as it was, they had to adopt. They had to change.
Q: Do you see why I’m using that analogy?
A: Um-hmmm. I agree.
Q: And are there some lessons to be drawn from this experience with baccalaureate degrees? As a result of this experience, is the faculty now more aware of shared governance?
A: [Laughing] I don’t know. We’ve had a change in administration and I think that’s been a big thing because he’s been really pushing faculty governance and faculty involvement with anything that has to do with instruction to make sure that they’re involved. Um, and curriculum review has not been a railroaded since he’s been here either so that’s been a big..
Q: So, if we agree that there might have been a change in the culture with regard to faculty governance and the addition of baccalaureate degrees and the change in administration soon thereafter that the loss of faculty governance maybe moot. Or….do you think that the rapid change in administration soon after adding baccalaureate degrees is a coincidence?
A: [Laughing] I don’t know. Could be. ]][Laughing] I don’t know. But…I don’t know. I think that there was a lot more to it but that could been….could have been one of the straws that broke the camel’s back. Let’s just put it that way.
Q: Ok. For posterity’s sake…there is always going to be room for innovation and changes in our community colleges’ future, it’s in our DNA. To implement such changes, some strategies are better than others. What do you think might be some “best practices” for moving forward?
A: Faculty need to be included. When you’re making decisions about anything academic at the institution, you need to have your faculty and not just the faculty that are directly involved. For instance if we were going to add a […] degree here, it needs to be ..every division needs to have a say in that decision. I don’t think that just the […] division and administration should be the ones to make that decision. To me if you’ve got true faculty governance, then all faculty should be involved. I don’t think an administration needs to look only at what they think is best, they need to pull in faculty and find out what they think as well. I think that the previous…when we adopted ours, it was a race against time to come up with a degree cause, you know, all the colleges were doing it. And stuff was railroaded and I would not recommend that be done.
Q: You said something that I like to wonder about. You alluded to it already, but was the decision to add a baccalaureate degree externally/globally driven or an internal decision? Was the pressure on the college from the outside to provide credentials that would allow our students to compete in the global marketplace, or was it that internally, some folks felt the need to keep up with what everybody else was doing? Are we just keeping up with the Joneses?
A: I think it was more internal. I do not think it was external, I think we strayed from the mission of the community college at that time because, to me, it was not a community need. I think it was more internal.
Q: Ok.
A: I mean that’s my two cents, that’s my take on it. I, you know, I know that it cost us a lot. You have this thing down here about SACS, we had to apply each time for each degree and get all the accreditation…
Q: Sometimes SACS is neat way to create awareness for people of the cost of adding a baccalaureate degree, beyond just the salary of a Ph.D.
A: It’s a substantive change thing and you’ve got library, when you add a four year degree, your library now has to have so many volumes, I mean, it impacts library, it impacts the faculty that are going to be teaching in that, I mean there is a lot of impact.

INTERRUPTION

A: This process that we went through with this previous administration was bullshit. We had a process in place [already], we had curriculum review, we had flow charts for new programs… none of that was followed. It did not go through the proper chain of command where it should have gone through curriculum review, [Faculty Representation], Academic Counsel, and all that process. The decision was made. So it was all crap. I’m sorry.
Q: It’s alright.
A: That’s my take on it cause I was involved in a lot of those committees at the time and it was a done deal and it was like the college had no say.
Q: Here’s what I’m wondering. Do you think that at one point this campus was in danger of seeing the faculty role undergoing dramatic change?
A: I think there would have been if they told the faculty they had to go back to school. Or if they tried to get Ph.Ds. so they, you know, could have so many Ph.Ds. teaching the courses. I think you would have seen something there. Also, I think that if they had hired faculty to teach in those programs at a much higher rate than what they were paying other faculty on campus with Ph.Ds., then there could have been some backlash that could have been there. Or one of the things that you mentioned earlier if they only had to teach three classes instead of five.
Q: Now those are things we don’t see happening at this particular institution but um…my investigation and research has been considerably more expansive. Across Northwest Florida in interviews and across North America in the literature. And we’ve seen some places where adding baccalaureate degrees has been like creating a university within a community college and silos have been instituted and it’s just a lot of heartache and frustration. Was this type of autocracy typical of the culture at your college?
A: It was typical under that administration but it was not typical of what I have experienced since coming to work here. What brought me here and kept me here for those first seven, or eight, or nine, or whatever number of years that I was first here…the culture changed, it changes with an administration. And it changed and that was par for the norm under that administration. But it was not what brought me here and I didn’t want to be a part of that. And I’ll be honest, during that time frame I started kind of, looking for another job…I just, I didn’t like things being railroaded through that affected us and we had no say, the faculty. I mean, it just, it irritated me.
Q: Uh, umm…
A: And I’m probably the only one that felt this way on this campus [laughs]
Q: [Laughing] Probably. I heard of one guy who was inspired to go out and get a doctorate in higher education because he felt inspired to know that anyone, literally ANYONE could do this job. [Laughing]. Ah now we are getting a little silly. Listen, you’ve answered all my questions and you’ve shared with me very generously, your time and your thoughts. Take a minute and share what you want, without a prompt or a question. This is your time to speak to whatever you want. If I didn’t ask the right questions, what would you like to share?
A: I’m interesting in reading this one day. I’m interested in your findings. I want to know what is happening on our other college campuses in Northwest Florida.
Q: Reviews the process of the methodology and the production of a thesis and maybe future research. This goes on for a while.
APPENDIX M
INGRID

Primary Investigator=B
Ingrid=A

B: Has the institution or the faculty roles at the institution changed since introducing baccalaureate degrees?

A: I don’t think we have gone through major transition among the faculty. We may have had to hire a few folks who were experts in the area in the we wanted to expand to.

B: Have you had to hire more Ph.D.’s or people with terminal degrees to meet the SACS requirements?

A: No, not really. Hasn’t really the math department much.

B: Do you think it has affected the college though?

A: I would guess maybe in Health sciences or in business and technology. Would be the areas of the colleges I think would be most affected. because we have [NAME OF A UNIVERSITY REDACTED] across the street offers a degree in education so we were not able to offer that because the students already had access to that in our area. I think there is a non-compete clause. That is why I don’t think our education area was really affected.

B: Do you feel like the faculty was invited to discuss or think about strategies?

A: I don’t think that the faculty was consulted as to whether or not we wanted to go in that direction. Once it was determined by administration that that was the direction we were going in, then we were consulted.

B: Do you feel like that decision was a process at the administrative level?

A: I believe it was made administratively at our institution. I think it was also a matter of economic survival as to what do we need to do as an institution to continue to receive the state funding we need to stay in operation. I think there was some motivations there as to survival.

B: Do you think the students are being helped and it is helping with our community mission?

A: I certainly think it is has the potential to. I don’t know if we have had the demand for it. I don’t think that the programs we are attempting to offer are useless programs. I think they are worthwhile programs.

B: Do you think there is a demand for it?

A: Maybe not at this point in time but I think you have to give a program a little bit of time to grow and be publicize. Then you make the decision of is there sufficient demand.
B: How has the introduction of these degrees changed the practices for yourself or faculty.

A: Kind of a difficult question to answer because over the last 10 years we have had so many changes among the faculty that were driven by the previous administration. I really don’t know how much of that had to do with 4 year degrees and how much of that was our previous president always pushing us to do something new and different.

B: To what degree do you think the faculty here are responsible for this institution and its identity.

A: Almost entirely.

B: Do you think that is reflected in the policies made?

A: It is now. It wasn’t. I would say traditionally from its inception it was faculty driven and it is returning to its roots.

B: Have you felt like the voice of the faculty was taken from you in the previous administration?

A: Absolutely. It was very frustrating.

B: What do you think is an appropriate role of faculty involved in making policies?

A: I would love to see faculty doing almost everything. I like to see faculty taking leadership roles on major committees. I like to see faculty taking a heavy role in advising. I do like the separate support system such as Trio and Math Lab. I like those to be separate from faculty so the students have another resources. But almost everything else we do I want to see the faculty greatly involved in. I don’t want to see the faculty just teach classes.

B: Do you think there is a competition for resources among faculty in the different type of degrees.

A: When I say the faculty needs to be involved in every area. I don’t think every single faculty member needs to have the same interest or focus. So if you have a faculty member who is heading up one of these 4 year degrees. clearly they already have commitments and priorities that are eating up a huge chunk of their time for the bettering of the college. So when I say I want to see faculty involved in major committees and in advising. That can be a rotational thing. That can be that each semester there is a small number of faculty in each division that can take on a role. Then 3-5 years down the road new faculty rotate in. If you are in a program that you have to do a lot of state certification and oversee clinical, then maybe that is the role that faculty member takes on. Then someone who teaches the same class day in and day out, then maybe those are some of the faculty members that have the chance to do the major committees and advising. But you spread it out among all the faculty so that everyone is working and helping the institution. Your faculty that have to oversee clinical or internships may be will be on some committees that don’t require as much time and commitment as other committees.
B: Do you worry about someone overseeing a baccalaureate degree and not serving on curriculum review or faculty senate? By virtue of that, not having the same robust portfolio for rank, promotion, and tenure?

A: I think that when we get ready to review portfolios we have to look big picture. The major questions we need to be asking is that does the faculty member appear to be committed to the college? Are they trying to serve the needs of the students within your division? For example, a technology instructor who has a very specific program. He has to recruit track students through the program and stay on very state specific guidelines. When we take a faculty members portfolio into account we take into account all of those factors. Then when we look at someone who is in one the of Gen Ed divisions, they are not going to have the same issues with student tracking and recruitment. They are not going to have to stay on top as much with state guidelines.

B: Was this tracking anticipated when the new degrees were introduced?

A: I think there were a lot of things that were not entirely thought through when the new degrees were introduced because we were in a hurry to get them ready.

B: Why do you think it was so urgent?

A: I think we had a president who was ADD and wanted everything done yesterday and every project that president got onto was new and exciting and needed to be done now. That’s my perception.

B: How has it been better and who do you perceive the new mgmt. has done that has maybe alleviated some worries.

A: I think in the prior administration that a large amount of our committee work that was done was done for show. Administration already had some since of the major direction they wanted the college to go and really they just wanted faculty to rubber stamp that. I say that having served on the curriculum review committee for 5 years. When many of these programs were coming through. Sometimes we were given a program that administration wanted to take to the board the next day or the next week. When really we had not had time to thoroughly review everything associated with that program. We were pushed on that committee to get it done and get it to the board. Go ahead and through it on and don’t worry. We will straighten out the kinks later. That happened on more than one occasion when I was on curriculum review. I found that very frustrating.

B: Do you feel like there is a part of your identity that is transcendent of your context expertise? Is there something that you can contribute to the college that is less concerned with Math and more with your years of experience?

A: Along those lines. I think of it is as an either or. Either admin should say we are going to make all the admin decisions and we will inform you of those decisions and you need to teach
your classes. Or admin will say, your input is vital to us and we want to hear from you before we make these decisions. It is going to mean that we expect a lot more of our faculty than just teaching classes but you have an impact to make. Either way is fine. what we had going on was, we are going to make all the decisions and we are going to pretend like you have input. So we are going to spend hours in committee work and then we are going to do what we wanted to do anyway. That created a level of frustration among the faculty where I think faculty members would have been happy to be included and happy to put in that time, if they believed that their contributions were worthwhile and impacting the direction of the college. I think those faculty members would have been better off or happier if admin would have said we have already decided what we are going to do and the direction we are going in. We don’t really need faculty input on this decision. The frustration was being told you had a say in the decision but you really didn’t. I believe that went on very strongly. I think for myself that it is a healthier institution if the faculty is brought on board for at least some of the policy decisions. The illusion for inclusion. I believe it is a more robust institution if your faculty has some input. That helps them in the classroom to think about where in the institution is headed. And it helps them to have that since of identity and ownership.

B: How faculty develop new strategies for gaining tenure or academic rank?

A: I think we have spent the last 8-10 years trying hard to get that right. That one is one that I feel like has evolved well. This whole process. Some of the reasons is that some unpopular decisions were made early on and the Rank, promotion, and tenure committee has responded well to address those. For example, we had people who were hired before we had our newer RPT rules in place, they were hired with the understanding that tenure was a 3-year process. After the fact the new guidelines were put in place and they were told no it is a 4-year process. So the RPT committee, for that first year, fought against that. So someone who was not going to be offered tenure after 3 years was. The committee responded and did what I thought that committee should have done. They went back to administration and said here is what this faculty member was promised when they were hired. The new rules were put in place after the hiring and it is not right. There was concern that we were going to lose really good faculty members.

B: Do you ever feel that with RPT was ever taken out of the faculty hands?

A: Oh it was after that. Administration was very resentful. I think that may have had some impact later on.

B: How long do you think it was in the administration? We are talking about perception. How long ago was it 3 years?

A: Been around 08-09 that we saw the changes. I think though the process has evolved well and we have spent a lot of time talking about what constitutes those ranks. And it has been good conversation. We have had some good faculty members on the committee who have really wrestled with it and come up with something that is fair that the college can be proud of.

B: With the new administration and leadership, have you seen a new energy or a new direction with RPT?
A: I have seen renewed energy in every area of the college with administration. It has to do with faculty input and participation being valued.

B: Can you give me an example of how that is done?

A: A huge raise is key. And then trying to match what individual faculty members are trying to do with what administration has observed that faculty member does. Looking at their talents and level of involvement and trying to match them with positions on committees that play to those strengths. With some thought to it. Also having admin taking time to listen before making decisions. That is my perception.

B: Where is the listening being done?
A: in faculty senate, in committee meetings, and then in just random conversations. If you happen to see an administrator on campus you can talk. Sometimes we have administrators who show up at happy hour and just sit and talk as if they are not above the faculty. Sometimes it’s the presidential breakfast that he invites people to. Sometimes it is working side by side with an administrator on the habitat house. It is an admin that seeks ways to talk to people. There are informal channels.

B: Do you think those informal channels are more robust now?

B: DO you ever think there will be a time where we might see health sciences or one of the other divisions just peeling off and doing their own thing with tenure?

A: I would be surprised if that happened. I think one of the things for me that has always defined gulf coast is a family atmosphere. I think that we value that cohesion. I think that anything seeks to divide is looked at with skepticism among the faculty.

A: There is salary incentive for recruitment and retention. that is clearly expressed goal of the new administration. We are going to make our salaries competitive so we can recruit top talent.

B: Is there anything else you would like to add?

A: This question about how faculty have changed their practices to meet evolving college needs, I do see a willingness among faculty to give it the best shot with whatever we are asked to do. We may gripe about it a little bit, but we don't refuse. We do our best. Canvas for example was a pretty Buick turn around. I have seen faculty members this summer do what they had to do to make it work. I think that has been a hallmark of the majority of the Gulf Coast faculty.

B: I was referring to the staying abreast in our area with conferences and such

A: We don’t see that much in math because math doesn’t really change. If you get on up into higher level math beyond what we teach here, then it is more important to stay abreast. But at the
level we teach really, it is more important for the math faculty to stay up on deficiencies that the students have and how to address those with teaching practices. And keeping up with technology.
APPENDIX N

JACK

Primary Investigator=B
Jack=A

B: Speak to the addition of baccalaureate degrees. Speak to the role that faculty did or didn’t play.

A: I don’t think that faculty played a large role in the decision to off baccalaureate degrees. Some did. If they were impacted by the degree then obviously they may have had a say in that which obviously I can’t speak to because we weren’t impacted by that. But I don’t think, being on the curriculum committee at that time when a lot of those programs were sent through. There wasn’t a lot of impact from what faculty had to say.

B: For clarity, did these programs come through for your approval and consensus?

A: No it wasn’t like that. It was basically here is what we are going to do. Approve it please and let’s move on. That wasn’t supposed to be the role of the committee, to just push stuff through. It had been reinforced time and time again how important of a role curriculum has and how that should be faculty driven. when the bachelor degree programs came through there really was no faculty say.

B: when there is no faculty say in adding these degrees, your perception, is that consistent with the culture of the campus, the culture of the institution, and the role that faculty has at gulf coast?

A: Yes. There has not been a change in the impact that faculty has and a say in what goes on campus. I don’t think there has been. I think in fact that it has gotten even less. faculty has even less response to say than they had in the past.

B: Why would we even need to talk about that faculty issue.

A: Because I think I am more than just an employee. I care about the programs the college provides to the community. I care about the students who come here. I don’t want them to come into a program that is virtually useless in the community they live in. Or that it wasn’t taken into consideration, or the thoughts of who were going to teach these kinds of courses wasn’t brought into the convo or discussion because it impacts our students.

B: What role do you think the faculty has in creating a campus culture or identity.

A: I think they should have a huge role in that because they are the college. They are the ones providing the info to the students. If they are not correctly doing their jobs, then why should the community care about what that college is up to. If the faculty can’t have the involvement the student and the lives of the students, then it kind of does away with the idea of a community college.
B: Do you think that the addition of baccalaureate degrees is a continuation of that mission or an alteration?

A: I think it is an alteration.

B: Was the addition externally or internally driven?
A: Internally driven.

B: The professional identity of faculty, what is it?

A: I think it is absolutely vital that you stay up to date with what is going on in the field you are teaching in. But the other hand, it is also a community college so the students that come here aren’t students that are going to a university. So there is a different type of individual that will come here. I think it is also important for personal identity to have more understanding about what is going in the community and student’s life. That is part of personal identity. It is not just keeping track with the fields you are in, it is also the social aspects of students and the community like that. There is more involvement here in student’s life that at a university level that is more research driven and I think the interactions. You get a different type of student at a university than you get here at a community college. The students are just different. So in turn I think that we also have to, while we keep this intellectual idea going in our field, we still have to have that other side. the more personal, social, understanding side. I think it is a combination.

B: Some people do say that offering a bachelor’s degree is a sensible response to the need of the community.

A: There are other opportunities and ways that a student could engage in a bachelor’s program without having it driven through a community college. There are other means.

B: Maybe that goal was not respected.

A: I don’t think it was. That is an issue in itself.

B: Some people say that that bleeds into academic integrity with faculty viewed as employees.

A: I am not familiar with that argument but I can see where that would go.

B: DO you feel that any academic integrity was ever compromised in this process?

A: Yes. absolutely. Yes, I do absolutely think that academic integrity was compromised in the creation of these programs. I mean I can’t speak to facts because I don’t facts. I just have ideas or perceptions that occurred. One graduating students in a bachelor’s degree far sooner than it should take to be accomplished. Very low class enrollment. I do believe in order to get those first few students through, you are definitely going to want to lessen the impact of the grades on those students because you want them to succeed. You want the program to look good. You want to build valuable information of look how successful these students were. Things of that nature.
B: Recruitment and Retention of faculty, could you elaborate, one of the transitions was the allocation of resources to personnel. Do you see that there have been some alterations of resources that changes the role of faculty on campus?

A: In specific programs yes. When you are running courses that have 2 or 3 students and full time faculty are teaching those classes, obviously I am not sure how that pay scale works. Obviously resources are being put into programs that are not graduating more than 5 to 10 students. So resources that could be used to benefit the greater whole of the student body, are being used to benefit a very small selection of students. Also I will give you an example with the unmanned vehicles program, I don’t think it is a bachelor’s program. That program was put into place without faculty to teach any of the courses, without any kind of faculty input whatsoever. That was not brought to light at all. Resources are being devoted to that specific program which are limiting and taking away from other areas on campus. You can’t just throw money into one program and expect the others to be equally treated. Because It shows that it is more important for you to have the unmanned vehicles program rather than a social sciences or art department. That money is going to be taken out of those programs and placed into that program.

B: In the national literature, faculty have talked about a contest in the zero-sum game of where resources are used. Can you speak to that?

A: I think that there probably is a justified fear that it is going to go to those higher programs. I think the problem is that with the technology and the way the world is changing, and it is changing so quickly. That a degree doesn’t have a the same meaning it has in the past. SO when you had a bachelor’s degree 50 years ago, that was a big accomplishment, not that it isn’t today. But it is not the same accomplishment. I think that with technology the way that it is changing, colleges are going to have to rethink degrees in general and what they mean to a potential student or employee. I think that having all of your money and resources devoted to a bachelor’s degree is less important than having your resources located in an area the maybe provides a certification in some area of employment or reeducation of someone who has been working in a field who needs to come back to school to gain extra knowledge. But with that being said, I don’t know how to explain this. That is why I think associates degrees are so important, not that a bachelor’s degree is not important, it absolutely is. But at least with an Associate’s degree you are going to get those skills, the critical thinking skills because you are going to be forced to take those other outside classes that you might not have to take with a cert program. But the way our world is heading, I just wonder how important a bachelor’s degree actually will be in the future and are we wasting resources on worrying about that when we could be using resources to help the students who are trying to get through an associate’s degree. So worrying about what are you going to do when you are done.

B: Did you have the conversation of whether bachelor’s degree was a good idea or not in the implementation process of them?

A: No.

B: Did you perceive that that was a change?
A: To offer the program or the way it was addressed? No it was not a change to have it simply handed down. I think that it has been my experience at least that things are the way that they are just accept them and move on. Because talking about them is really not that important on this campus. That is really doesn’t matter what I had to say because if somebody else wants it done it will be done. I don’t mean a faculty person; I mean administration wise.

B: What impact has this on workload research and professional development on the faculty at the institution?

A: I don’t think for me personally; it hasn’t changed my workload. Let me restate that. When I was on curriculum and when I was chair, yes it impacted my workload because I had to spend more time to go through those programs to look at them to make sure we were accomplishing what we were told we had to accomplish. As just faculty not having anything to do with curriculum, having a bachelor’s degree has not impacted me at all. It hasn’t the way I teach my classes and my workload. In theory I had input on approving the new courses. We should have had input. I don’t feel that would have matter. I mean yes I could have just taken the piece of paper and said yeah that looks great without even looking at it and it wouldn’t have mattered. It would have made no difference. But on a personal level, when you are supposed to be doing something you should do it. But I honestly don’t think, I can give you example after example of what happened with other bachelor’s programs when I was chair. Disastrous. They were not done correctly. They were not given to the curriculum review on time. Course work was all messed up. There was really no description of what the courses were supposed to be doing. There was really no description of what the program was actually going to accomplish. There were please let me have multiple meetings with you, emergency meetings because we need to get this done by this date and it was disaster.

B: Have faculty developed new strategies for earning academic rank?

A: Due to the addition of bachelors programs? I don’t think that has changed. I don’t see it. There are no different roles, I mean we all have a job description and our job description is identical whether you are an instructor, associate, assistant, or full professor. It is still that same job description and I don’t think that has changed. I don’t think that is ok.

B: How do you think people earn tenure or academic rank here? Do you feel like there is a distinction between theory and practice?

A: Yes, I do. I think that we have a pretty solid system in place of what is required for someone to achieve tenure and achieve rank, and the practice of them achieving that is different. It is not the same. I have a feeling that there has come this era of well they are good person, that’s a good person. They may have not done everything we have asked them to do, but look what they have done over here. Yes, they absolutely deserve it. When in theory probably they don’t. But in practice they are probably going to get it. So I think there is definitely a distinction.

B: Does your institution practice in house promotion?

A: Absolutely.
B: What is the perception of promotion? Are administration positions used as rewards?

A: Yes.

B: Do you think there is an explicit and transparent way to earn promotion and move in administration role.

A: No. because certain people are going to do what is expected of them and other people aren’t going to what is expected of them aren’t going to be given those positions. Yes people.

B: Promotions and advancements and administration advancements are rewards for professional favors.

A: Yep

B: Speak to any issues or topics you feel like you want to address.

A: I guess my main concern is transparency and the lack of it. You know bachelor’s degrees may be a good option, a good direction for a community college or state college but I don’t feel that faculty is given fair information to make those decisions and discussions because there is a lack of communication. There is a lack of let’s sit down and discuss what is the best direction for our college. And sometimes faculty know the best direction. Administrators don’t always. Sometimes it is faculty. They are the ones who interact with the students, the individuals. So I think that there needs to be more conversation and it needs to be sit down convo between an administrator thinks is good and what a faculty member thinks is good.

B: You spoke about some things regarding how you view administration as teaching 2.0

A: You want your faculty refreshed, and you want your faculty to do their jobs, but when you are throwing all of these things at them and not even taking into consideration what really it is going on. You are no longer feel like a faculty member. You almost do feel like an employee. Ok all I need to do is come to work from x amount of time to x amount of time because obviously you don’t care what I am doing outside of those times. You don’t care what I am spending on grading something because you don’t even care about my opinion on anything. you lose your enthusiasm over time.

B: What is the atmosphere of the college?

A: It is horrible. The lack of communication and I feel like things are done in secret. That’s how I feel. when the email came out about [personal name redacted]. I truly felt like Wow, Wow. You talk about having communication and you know it is a problem and you admitted that has been a problem, but yet here you are once again meeting in secret basically to decide who is going to take over that position. No faculty input, even though it says Head of faculty right? That’s [redacted pronoun] role, head of faculty. Vice president of faculty. But yet we are not going to involve faculty in that decision. We will involve a select few faculty in that process. We
aren’t even going to tell anybody that we put together this committee. We are just going to do it and announce the next day, Oh look, please congratulate [redacted pronoun] on such a job well done. That is just one example. There are others. Things are done in secret that impact faculty but faculty has no say. I would imagine that you want what is best for the college as an administrator, as a president. That you want the best you could provide for that college. The best positions should be filled by the best people. I am not even sure that thinking outside of one individual you have in mind, is putting the best individual in the position. I mean I don’t know because I don’t know anything about [redacted pronoun] job skills or education or anything. I just can’t imagine why you wouldn’t want to seek out the best person for that position.
APPENDIX O
KELLY

Primary Investigator=B
Kelly=A

B: How have the faculty at your institution perceived the transition from a traditional community college to a 4-year college granting baccalaureate degrees?

A: Well it has not been difficult I don’t think. I teach in gen ed. courses it has not affected my part of the faculty in any big way.

B: Do you feel like the faculty had a part to play in introducing such degrees?

A: I think in part it did. I think it had to do a lot with what the community saw as needs in part of the state.

B: Where does the culture of an institution reside? Is there any sort of fear that you are becoming something not the same as when you started?

A: No I don’t think so. Not at all. if you look at it as a whole, in programs that courses that all of the faulty teaches, are courses that were a part of the upper level work. You had to complete your general ed. courses. Certainly we were a 2-year institution before becoming a 4 year. I don’t think it really in any way made people fearful that it might change the school. If anything it might enhance our capabilities.

B: This Bachelor’s degree still helps to create that bridge to higher education and promotion?

A: Absolutely. I think that is exactly the case. In the society that we live in today, the cost for education certainly has gotten higher and I think that is big fear today. How can we pay for our college loans because it is very expensive? I think by students being able to have a college that is close by that is within driving distance, I think that means a lot. Both within your initial 2 years of work and certainly your junior and senior year. I think, while the programs might be really big in terms of the universities, I think it really does provide a lot and I really believe that oppose to our bigger universities, I think you get more personal touch. In that classes aren’t so big and that you aren’t just a number. I think it has a major positive impact.

B: It makes a big difference when you have an institution that wants students vs. and institution that keeps raising its standards and tuition

A: That’s it. They can put a standard or pass level so high that they can afford to lose 25% of the class because they have 200 in the class. I think it has benefits to be a small institution. even in secondary schools. Whereas in your small schools you might not have access to all of the upper level math or science courses. I still think it is possible to get a really good education because of that ability to work closer with students.

B: Who do you think is ultimately responsible for managing programs like that? Is it internally or administrative driven?
A: I think it is probably. I really don’t think as far as what drives the programs. Again, I think it is probably more administrative. What I think in a lot of cases is they are looking at what programs the community needs. They see a need for a particular program. I think that is a big part of it. Certainly one of my complaints would be that I am afraid Tallahassee in terms of let’s say government and legislature has an awfully big in hand in it as well. The problem I have is that they don’t see it on the on ground level. In many cases it has been years since any of them have even set foot in any type of institution of education. I think they can lose sight. We look at how they change and modify programs so briefly. I see the importance of not just in a community college, but a university, the importance of graduating students that have a well-rounded education instead of the direction where I see a lot of things heading. Where we are trying to graduate technicians who spend all the time and get into the major run down and know exactly what you want. Those 18 and 19 year olds they don’t have a clue.

B: Faculty and professional identity

A: I think fortunately here at … that faculty have certainly been very fortunate in that we have-- I think we have-- extreme academic freedom to be able to teach. To teach our majors and the areas we are specialized in, that we have that freedom to do so. There is not tremendous oversight as to tell you what to do.

B: Is there a lot of money for professional development available to faculty?

A: Probably been cut way back but I think that is probably because funding has been cut back.

B: Do you think professional development is any more important now than before the bachelor programs.

A: I think we are probably now; I have been in education for many years. I taught high school for many years and I have been at the college for over 20 years. I have been teaching 40 plus years. As far as professionally, I see that as far as the requirements of what these colleges are wanting in professors are higher degrees than what I am seeing when I first came into the college setting. You didn’t have certainly at our college level, a tremendous number of teachers who had doctoral degrees, but you know that is changing rapidly. I guess maybe that has had an impact with your 4 year programs.

B: What is the change or has there been a change in workload research, professional development?

A: I don’t think it really has. I think still at …. our main focus has been on educating students. As opposed to how many people do you have doing research? In your universities and this has been a pet peeve of mine as well, that you have in major universities. It seems that often people are hired because of their research and how much they have written and how many papers they have put out. And you end up having a lot of classes that are taught by student assistants or in many cases even by professors who really shouldn’t be teaching. I have talked with students who have said that exactly. Even have an example. I have a granddaughter who was attending
university. She said that she was taking a speech pathology course and the professor had a major speech impediment. That’s kind of ironic to me. The emphasis should be teaching.

B: Speak to me about recruiting and retaining your faculty.

A: We have very small turn over. I think it is because of the work circumstances. I think it is because of the relationship that faculty has. And I think in the past it has been the case of a good working relationship with administration as well. We just have very small turnover.

B: Do you get a lot of interest from adjuncts or neighboring universities?

A: Yes, we do.

B: You have a unique full-time core of faculty.

A: Yes, which is getting to be unusual. We really do.

B: What is your accreditation process been like?

A: Well it is. We have been involved for the past maybe year and a half. We have a number of committees. In fact, I was on one committee and it was for the most part just putting down some foundations about what the school wanted to present. I think next year our 10 year SACS accreditation is coming up. I hope this is my last one.

B: Do you feel like your campus is growing more professional or less professional?

A: I don’t think it has changed a tremendous amount. We have been really fortunate to have an exceptionally good faculty. And maybe it is because of the circumstances, the students, the size. I think for that reason there really hasn’t been a tremendous change.

B: What is the process for earning tenure and promotion?

A: Well at present really as far as promotions go, there probably aren't that many promotions within departments except with department chair. That is always within departments itself which I think is a really good idea. I think that is no problem. As far as tenure goes, if you stay here, after 3 years, if you are hired back for a 4th year you are granted tenure. I don’t know of any circumstance it hasn’t been that way.

B: Open Forum

A: This has really not a whole lot to do with some of what we have been saying but something that I have seen happen and in fact I went to this institution when I was in junior college. When I came here, as far as general ed. and getting the 2-year degree. You were required to take a lot of courses. Now they keep trimming them down more and more to get you into a major quicker. To me maybe it is just because I do teach … and have so many years. What I am seeing more and more, students come in that do not have much of a background and knowledge about …, …. anything that is not on FB, so to speak.
Tragically, to me we have changed state requirements. Where anymore, students are not required to take courses in …. unless it is specific to our major. I see us losing something. If you live in a democracy, then you need to be able to look at …. and say “Hey, this is something that we should hold valuable so we don’t make mistakes over and over again.” I’m sorry but if college was for everybody and everybody could make an A they would. I see with a lot of students coming into college work, with almost a feeling of entitlement. If I come, I should make a good grade. It has been a lot of years but I see a lot of students just not willing to put the work into it. You can lead a horse to water but you can’t make them drink and I think that hasn’t changed.

B: What would you like to say to an administrator coming to your institution, given everything that we have talked about.

A: I would say get to know and listen to your faculty because in reality they are the ones that are the foundation of it. You can have all kinds of employees and all kinds of jobs on the school campus that don’t deal with the actual teaching process. But if you didn’t have the students and you didn’t have the teachers you wouldn’t have the institution. I would say listen to and talk with your faculty. Know what they say is important.
APPENDIX P
LAWRENCE

Primary Investigator=B
Lawrence=A

B: Have you been teaching for long time at this community state level?
A: 25th year in teaching at this college.

B: In that 25 years do you think you have witnessed changes in education and in higher education specifically?
A: Yes.

B: Have you seen a change or transition in faculty roles?
A: A little bit initially, when the programs initially came online. But I think everyone kind of settled back in to what they do. We don’t have, I have researched some of this because I am curious. I think we have one maybe two people who are purely baccalaureate instructors. The rest teach both. We are such a small institution we really can’t afford to have just a baccalaureate teacher without having to pick up some of the AA courses.

B: Does that mean that even in your small faculty you already had Ph.Ds. or terminal degrees for those programs with Bachelors?
A: Let me think. Yes, we had one or two. I know one of your questions later on is about hiring and our hiring process has definitely changed. That the terminal degree was a priority in hiring, not necessarily in teaching abilities.

B: So nobody got pushed out?
A: Yes, and we have had people since return to school for their terminal degrees for professional development and to help with the accreditation end of it.

B: Was money made available for them to go back to school
A: Some were. We had our staff program development fund, for a while would give up to 1500 a semester to tuition reimbursement. But then that went away. Some people were just then doing it on their own.

B: Tell me about where the culture and sense of mission reside in your institution?
A: Buick background, our past two presidents were not necessarily academically driven presidents. They were more concerned with other aspects of the campus which were important too. We have now an academically driven president. I think the faculty has always prided
themselves on how successful our students are when they transfer to universities. They have a really good transfer success rate of students transferring out. We pride ourselves on that. We are in a rural area; we work really hard to kind of get our students up to speed before we send them off to the university or the work world. I really do think that the heart has been in the faculty. Now that our academic VP and interim president are academic driven, I think we will start to see a shift, but for the past 20 years it has been in the heart of the faculty.

B: When they added the bachelor’s degrees, did faculty become more like employees?

A: Let’s just see, I had a student actually tell me we were going to start an English program. I had never heard it in house. I heard it from one of my old students. Some knew, but they wouldn’t talk to us as a department as a whole. I don’t think our institution was like that. We really do want to serve our area and region. Some of our people are literally land locked. It is even hard for them to go to ….. For years they had been driving up to ….. So it was nice to be able to offer some of those. I don’t necessarily think our initial purpose for all of them was altruistic [offer baccalaureate degrees]. I think some of our past administrators just wanted to do it because it looked good and it was the latest thing to do [offer baccalaureate degrees] because we were one of the first ones, we were the early years.

B: You were one of the first in northwest Florida…

A: Yes, the dust has settled. There were problems and there for a while.

Let’s talk about the math department. You have someone teaching college algebra with 30 students in it and then you have one teaching a math ed. course with 7 students in it, and initially some people were thinking the baccalaureate instructors needed to be paid more for the prep but then how do you justify that to a faculty member who is carrying a big load of college algebra students.

So what came out of all of that was there no real pay difference for us. A course is a course.

You may have 24 in my writing class and then in my English Ed course I may only have 6. I am prepping for each and grading for each so it is all the same.

The only person I know off the top of my head who is teaching only baccalaureate courses doesn’t have a Ph.D. She just went back to start working on hers. Isn’t that something?
The more discipline in the Math Ed, Science Ed, anyone who has a doctorate in those fields is teaching. We did use to give them preparation points for a while, the baccalaureate teachers, because again, why. They said we needed time to prep for the BA program and then you had the AA instructors going well we have to prep for our courses as well so now it is literally equal across the board.

B: Where did the equalizers and leveling out come from?

A: Well, the equalizers came from, I’m not sure if it came from Admin or Human Resources but it came from somewhere up in the admin building in that area. No one is really sure. It didn’t drive from the AA faculty, anyone teaching AA, it didn’t come from them. It literally came from the top
B: Do you think that these degrees are helping you meet your mission as an institution?

A: No. not really. The majority of our students are AA transfer kids. We have very small programs. We have a couple of programs that are in jeopardy because of low enrollment. They started off kinda strong, the first year it went greater, then it got stronger and now it is tapering off again. This is especially in Math and Science Ed. which is really a state wide issue, not just us. I even think FSU cut a program or two. I think they cut the Math or Science Ed program. They just weren’t getting the students.

B: I know we have these degrees to help our geographically and financially locked students

A: Right, our BSN program is all online.

B: There is only so much market
A: Exactly

B: Where does that kind of governance derive of keeping programs open or closed?

A: At our school it is administration. There may be grumbling campus wide. What has become now is there are essentially turning into independent study courses for two students. That is what Math Ed and Science Ed are becoming. They push the Ed program-- there is just no one biting. They perceive it as difficult. We have had 3 students, one being my …. who went through our Math Ed program and they made it through 2 years before they quit and went into other fields. They give them the entry level students

B: How do your faculty feel about the relationship of your college in light of these degrees. Has it diminished your role or your identity?

A: No I don’t think it has diminished our voice. Again, it is because so many of us have the multiple hats. But we are just wondering why so much energy is being poured into something that many students never see expanding.
I think that is what it is. We have all of these students over here, who are [the college’s] bread and butter, the bulk of our student population and it is almost like they are ignored. I just was talking to someone our now president, I mentioned this and she said the faculty does such a good job and we know they have always been taken care of. I said yes but it is starting to get ragged around the edges. ‘Cause you know we have just been taking care of it.

B: How your job is evaluated. Do you feel like how you are evaluated has changed?

A: I would say so we have someone working on her Ph.D. in English… literature… I think she always wanted to go back and this was a good emphasis to do it. She will be happy as a clam if they don’t have the program in English Ed anymore. She will still be happy. Now there research has not been stressed too much. I will say the math and science department are more likely to do research. They have had some projects, but I think they would have completed those projects
anyways even if we didn't’ have the bachelor’s programs. I think they would have done it anyways.

Again the professional development, what we keep stressing here are college wide teaching practices. Discipline specific professional development. Discipline specific professional development is not readily available. I think if one of us pushed and asked and said I really want to go to this conference, it would be good for my discipline, I think they would send us. But it is not really been encouraged even after the bachelors programs have come in to place.

A lot of it is that there are limits to the budget, and again we have not had academic presidents and they just didn’t really see why you would want to do that.

B: Is that a bone of contention?

A: It is getting to be. Part of it came to head a last week because in the …. meeting they had to sit through a kind of ‘best practice’ webinar. And during in the afternoon on Wednesday was not a really good time to do it and we were tired and there was a lot of head bobbing and insulted faculty by saying you made me sit 30 mins for this. It was a waste of my time. I ran into the person who put it on today and I told her we just need discipline specific. That is what we are craving. We are tired of just the general teaching practices, read this, read that. Those are things that we do anyways. I don’t feel like wasting this time. Do ya’ll have canvas or blackboard?

B: We have canvas.

A: We have had canvas for a couple of years and i love it but that is more work. So we get canvas training and best practices with canvas. So much of it is delivery and not a lot of it is content. We do a fall conference for the first two days, it is usually very general. The itinerary is admin driven. We all call it “dog and pony.”

B: Was everybody allowed a chance to talk about these bachelor’s degrees

A: No, when it all really happened, I was on sabbatical that year so I missed what was really happening. There are a few of folks who had pure intent for having these programs because it started with education and the business programs. And they really were very excited about this. And then once that person retired it just kind of shifted. She was the heart and soul of it and when she left it just became a business. But even then it wasn’t a community or faculty driven process by any means. It was still always an administratively driven process. There has been no change in that.

B: Now with the new admin you feel like there is an opportunity for change now?

A: I still think it will be admin driven, I just think it will be more academically focused, But I still don’t think we will be consulted any more or less than we have been in the past.

B: Do you think it is important to consult the faculty
A: I think it isn't important to consult everybody because that is just - oh my gosh-too many opinions. We are in SACS right now so we are working on the BEP and I don’t know how I dodged that duty, but the initial impression was, and again maybe it has changed, but admin had a certain stance they wanted and it was almost as if some of the faculty were being coerced and badgered into going into the direction that the admin wanted it to go. Which was not serving the purpose that the majority saw the BEP needed to be serving. So even though you have the faculty involvement, sometimes some are bent to the pressure of admin to meet the pressure of the admin decision not the faculty decision.

B: Even when we have faculty buy-in, sometimes faculty have been coerced or turned?

A: Yes. A different perspective then what we have intended.

B: How does it affect recruitment and retention of the faculty at your institution?

A: We have problems keeping people in science, 2 or 3 years then they-- for whatever reason-- don’t stay. Sometimes they are asked to leave other times they want to leave. It is a lot of work load. Our students don’t come in very highly prepared. I think people who have never taught community college, think about it, and people like you or who like I was, I came straight out of grad school. Let’s have a seminar on …. Instead, I’m teaching grammar and I don’t even know the names of half of the things I was teaching because if you write well you don’t have to know the names of anything. I was totally ill-prepared to teach at a community college but I could teach a graduate course. And you know if you don’t make that hump you aren’t going to succeed. Either we are going to run you off or you are going to run yourself off. I get so excited when I get to teach …. and I’m like ok I get to teach something I want for one semester every two years.

B: What changes will accreditation will the changes have on the institution, again you said the faculty is small and you have enough Ph.D. and if you have gaps then the faculty have volunteered to go and get those terminal degrees

A: Yes, we just filled in hiring as it went along. Natural attrition. Like when people retired we just looked for people with Ph.Ds. instead of Master’s. I had a Master’s when I started working here because I said something to someone hiring and they said well you have one in reference to a Ph.D. and I said “Good Lord” I got mine 20 years after teaching here. It is not like I immediately had it. And my degree is actually in, …… My master is in …. but my doctorate is in …. had a program for community college employees to come back so I managed to weasel a sabbatical out of my college for a year.

B: You mentioned BEP, and SACS, and the administration, do you think that has had an effect on the process for earning tenure or academic rank?

A: No not with us, but we are odd. The joke is, and it is not exactly true, but as long as you don’t sleep with the student you are going to get continuing contract and um it is not quite as easy as it used to be but pretty much as long as you don’t screw up you are going to get it. But nothing has
really changed, and promotion is just like so many years, you fill out the paperwork you get promoted. We are still very de facto. Fill out the paperwork, you have been here 4 years, it is time to move you up, but there is no pay tied to it. It is title only.

A: How do you do your student evaluations?

B: They are involuntary, they are in class, they are online if you have an online class. It takes 20 mins and you use IDEA

A: Ours are in canvas and they do it if they want. We are questioning the results. That is why nothing is tied to it because we don’t take them to seriously.

B: How do you know who is doing a good job teaching?

A: Depending on the department, some departments have directors that are there and see them teaching and hear them talking to their colleagues so they have a better idea. Other departments don’t really have directors who are even in the same building so sometimes no one really knows what is going on in that department supervisory-wise. The peers usually know what is happening but the supervisors don’t. I hope to hear feedback to students when I talk to them. Sometimes I do my own evaluations in class.

B: Open Forum

A: I think you have covered most of it. I wish our bachelors programs were more successful because that would mean we are helping more students. But if we are not getting the traffic we need to close them. I wish we were jam packed and that it was a problem that we had to many, but it’s not so maybe not put so many eggs in that basket and go back to what is your original. I would venture to say most of the colleges who are now state colleges still consider themselves, the faculty consider themselves community colleges at heart.
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BIOGRAPHICAL SKETCH

Patrick Brennan lives and works close to the beaches in Bay County in Northwest Florida not far from where he graduated high school. He received a Bachelor of Arts from the University of Florida in 1992, a Master of Arts in history from Arkansas State University in 1996, and a Doctor of Philosophy in history from the University of Missouri in 2003. After a decade of distinguished teaching Patrick decided to pursue his doctorate in higher educational leadership which he was awarded in 2017.

He lives in Panama City, Florida with the love of his life, Anastasia.