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SENSEMAKING ON CAMPUS: THE ROLE OF THE TWO-YEAR COLLEGE PRESIDENT IN FRAMING ORGANIZATIONAL CHANGE

By

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ABSTRACT

SENSEMAKING ON CAMPUS: THE ROLE OF THE TWO-YEAR COLLEGE PRESIDENT IN FRAMING ORGANIZATIONAL CHANGE

By

Pamela Lynne Eddy

College presidents lead their campuses in a number of different ways including providing campus members a means to enhance their ability to make sense of organizational change. Sensemaking for institutional staff contributes to their understanding of particular events and activities on campus. This research focused on how college presidents framed issues and events of change on campus and by what means they disseminated information to campus members. Framing involved the choice of one set of meanings over another by the president. Metaphorically, one can imagine framing by leaders as the college president using an empty picture frame that she or he then uses to bracket particular issues or change initiatives for campus members' focus.

This study extends prior work by investigating *how* presidents aid campus sensemaking, looking into the antecedents of leader cognition and its impact on how leaders first make meaning for themselves prior to others and how leaders ultimately disseminate information to staff. The original conceptual framework for this study was organizational culture, with its emphasis on meaning making, and the role of leader influence. During analysis, however, it became apparent that culture alone did not theoretically allow for a complete analysis of the research findings. Therefore, I added a structural organizational lens, noting that although there is meaning in structure, it is not the predominant feature of this perspective.

Findings from this research uncovered two different framing perspectives. The first president studied employed visionary framing and sought to make connections between the future vision for the college and everyday campus life. The president highlighted successes and saw opportunities in challenges facing the college. The second president used operational framing in which challenges were presented to the campus as a series of problems to solve using step-by-step procedures to aid campus members in obtaining short-term goals. The focus was in the present moment.

Both case site presidents used four means of disseminating information on change to campus members, including: talking the frame, walking the frame, writing the frame, and symbolizing the frame. In visionary framing, walking the frame and symbolizing the frame were used more often, while in operational framing talking the frame and writing the frame were employed more predominantly. Leader cognition influenced the ultimate choice of the framing perspective. Factors impacting leader cognition included the presidents' previous experiences, their personal network and resources, how they themselves viewed change, and the role of others.

Framing by presidents started prior to their presidency during the interview process and foreshadowed how they framed change once hired. The leader's frame influenced their preference of mechanisms of information distribution, with feedback from campus members shaping ultimate strategies. The use of all four forms of dissemination were important, though, since campus members' preference for how they found out about change differed.

This dissertation is dedicated to my grandmothers.

Domina Baaklini Eade, who as an immigrant to this country valued education and always told me, "Pamela, they can't take your education away from you."

Marguerite McNamara Eddy Richards, who taught me to laugh and persevere through her story of riding a horse to teach in a one-room school house despite the fact that the horse bit her on the head when she was saddling it up.

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CHAPTER I

THE PROBLEM STATEMENT

Leadership is a language game, one that many do not know they are playing.

(Fairhurst & Sarr, 1996, p. xi)

Introduction

A college president serves an important role in guiding an institution, not only in the symbolic leadership role she or he plays (Pfeffer, 1991) or the administrative functions performed, but also by framing for institutional members various events on campus. How a leader frames a situation can impact the way in which faculty and staff understand the experience and ultimately how they respond to the event of change (Fairhurst & Sarr, 1996). Framing by a leader means "to choose one particular meaning (or set of meanings) over another" (Fairhurst & Sarr, 1996, p. 3). When leaders frame for others then, they assert their own interpretations over other possible interpretations to aid campus members' sensemaking.

Sensemaking allows people to see and understand particular events, actions, objects, utterances, or situations in distinctive ways (Morgan, 1997). Kezar and Eckel (2001) define sensemaking as "the organizational process of structuring meaningful sense out of uncertain and ambiguous organizational situations by restructuring ways of thinking and interpreting by the organization's membership" (p.2). Higher education currently faces times of uncertainty and profound change (Dolence & Norris, 1995;

Peterson & Dill, 1997) as evidenced by changing student demographics (Hurtado & Dey, 1997), shifts to student-centered learning (Barr & Tagg, 1995), economic stresses (Johnstone, 1999; Leslie & Fretwell, 1996), the influx of technology and its impact on faculty roles (Baldwin, 1998), and increased public demand for accountability (Ewell, 1997; Wingspread Group on Higher Education, 1993). Campus members are trying to make sense of all these organizational changes.

How individuals and organizations make sense of uncertainty depends upon how leaders define the situation, with change of the status quo often the response. The way in which leaders frame situations may mean changes in the basic mental maps (Senge, 1990) carried by the people in the organization. Alterations to individual understandings vary both in how much their thinking changes and how pervasive the change is to their basic schema of how they make meaning of situations. Campus members' mental maps provide the framework through which they view the world. When the world changes, it may be necessary to reconstruct their underlying mental maps, with leadership framing providing a compass for these alterations.

Communication plays an important role in framing, both for the leader obtaining information from organizational members and in how the leader disseminates information. Leaders obtain input from the campus environment in the process of constructing their own meaning making prior to framing for the rest of the unit. Leaders gather information through discourse, surveying campus reports, and from the context of their institution's culture. The iterative action of the leader gathering information, being influenced by the information, and then framing for others, underlies the close relationship between campus leaders and followers (Weick, 1979). The focus of this

study, however, concentrated on the college president and framing, not on the relationship between leader and followers.

College presidents must disseminate information on proposed initiatives to influence change. Leaders use various mechanisms to frame their intended meaning at their institutions. Here leaders may communicate their frame via individual conversations with campus members, formal speeches, internal and external publications, and through staged campus events. How a leader shares this information and with whom has direct impact on how change occurs (Kotter, 1996; Rowley, Lujan, & Dolence, 1997).

Reality construction is at the heart of leaders' framing on campus. The construction of meaning and reality (Berger & Luckmann, 1966) on campuses occurs through the interaction of multiple factors that work both up and down the structural hierarchy. Before leaders frame for others, they must first make sense for themselves. Leaders' sensemaking draws from past experiences, interaction with campus members, and their personal way of creating knowledge. The framing tactics of leaders vary, thus resulting in different levels of internalization of changes in the underlying meaning schema of followers (Kelman, 1961). The way in which a leader frames the situation, organizational culture, external events, and personal communication interactions all contribute to meaning construction within the institution. Leaders have different tools available for framing that include using rituals, stories, jargon, and metaphors. All provide frames of reference for campus members.

How a leader frames a situation results in different meaning making by campus members. Neumann (1995b) applied Berger and Luckmann's (1966) constructivist theory of reality in a research study in which two college presidents faced differing economic

stresses. How campus members, and the leaders themselves, perceived the situation was dissimilar. One president was pessimistic about the challenges the campus faced, even though the institution was financially sound, and in turn, the campus members of that institution were pessimistic. The other campus president was optimistic under institutional financial decline and hardship and saw possibilities in the stresses the campus was facing. The employees on this campus held a similar outlook. This finding suggests that how a president frames and communicates organizational change for the campus is central to campus members' sensemaking and their creation of reality.

Framing by the leader is the selection of a particular meaning over others and emerges due to the antecedent of leader cognition. In turn, after the college president frames an issue on campus, staff members internalize their interpretation of the frame. Framing by the president differs from public relations or symbolic management since the latter act merely as promotion, tools, or mechanisms for a leader's framing. The component of leader cognition in framing means that a particular leader will frame situations similarly regardless of context since the leader's underlying meaning schema remains stable over conditions. The goals and strategies emanating from the president's framing are the manifestations of their prior cognition and are the results of how the leader chooses to focus the attention of the campus.

Problem Statement

Recent studies of change on college campuses (American Council on Education, 1998; American Council on Education, 1999) highlight the critical role leaders take in

supporting change efforts leading to organizational transformation. Study sites found to be successful in organizational transformation efforts exhibited an alteration in institutional culture in which the change efforts were deep and pervasive and affected the entire institution. The prevailing view of change at the sites was not as an event, rather as a process occurring over time. In addition, there was an intentionality regarding change on campus. The campus leaders made a decision to consciously change operations rather than take a reactionary posture to change efforts. Sensemaking by leaders on these campuses involved working to develop and communicate new mental maps with campus members to correlate with the direction of the transformation (Kezar & Eckel, 2001).

How leaders begin to frame organizational change often depends on how they understand the situation themselves (Fairhurst & Sarr, 1996). Leader cognition involves this initial level of comprehension for the college president. In turn, how leaders make meaning for themselves impacts the meaning they make for the rest of the campus (Amey, 1992). Since leader cognition provides a critical role in the framing process, it is important to investigate how leaders create meaning for themselves. Previous research on leader cognition (Amey, 1992) studied the notion of separate, connected and constructed knowledge (Belenky, Clinchy, Goldberger, & Tarule, 1986). As the term implies, a person categorized as a separate knower employs knowledge in an objective manner, keeping separate their understanding of a situation and the face value appearance of the circumstances. A connected knower, on the other hand, tries to form associations with what they are attempting to learn, allowing for equal consideration of their own experience and the information presented. A combination of separate and connected ways of knowing results in constructed knowledge (Belenky et al., 1986), allowing for both

objectivity and connections in knowledge construction. Together, both separate and connected approaches to leadership (i.e., constructed leadership) are important (Amey, 1992). Leaders using constructed knowledge draw from an objective view of the situation and their personal experience within the institution to help campus members in their sensemaking. The role of language and communication during meaning making are of central importance in campus sensemaking especially in the conveyance of the leader's message on campus.

The literature in higher education contains few studies of the impact of the college president on meaning making by campus members and does not investigate if there is a difference in how leaders first construct knowledge for themselves on the sensemaking by the campus. As outlined above, Neumann (1995b) researched the way in which the college presidents in her study interpreted and then projected resource issues on campus. Her conclusion was that the leader played a pivotal role in how the campus organization viewed their financial resource situation. More recently, Kezar and Eckel (Kezar & Eckel, 2001) studied institutions undergoing transformational change to determine the strategies leaders employed to aid in campus sensemaking. The authors' findings suggest that leaders of change facilitated sensemaking by campus members through a variety of communication forums (e.g., public statements of support for change, faculty and staff training, venues for public dialogue, etc.). Both studies concur that how a leader frames a campus issue impacts how others understand it. The limited number of studies in higher education investigating the role of the college president in framing campus changes constitutes a research gap.

To date, no studies have specifically looked at how community college leaders frame a change initiative to aid in sensemaking on their campuses. The responsive nature of community colleges, and the historical reaction of these institutions to changing community needs, provides a useful forum for research on sensemaking. The three-prong mission of two-year colleges of preparing college students for transfer to four-year baccalaureate institutions, providing vocational training, and meeting community needs presents an ever-changing and uncertain environment (Cohen & Brawer, 1996). Community colleges are poised to make rapid changes to their curriculum to meet changing business community needs and must now also incorporate larger educational issues of assessment, learning style, and tight resources. The challenges facing community colleges involve both planned change, such as curriculum revisions, and unplanned change, e.g., budget cuts.

This study continues the line of inquiry of Neumann (1995b), Kezar and Eckel (2001), and others investigating the leader's role in framing organizational change. In this research, the change is not necessarily transformational in nature, as defined by alteration of the core values of the institution. Instead, change is self-defined by the case subjects at each site location and without the requirement that it is transformative in nature. To understand the leader's function in aiding meaning making for the campus also requires additional investigation into the role of leader cognition (Amey, 1992).

Changes in campus organization and management practices present institutional challenges that require profound cultural change (Morgan, 1997). Hence, intentional framing by leaders to aid institutional sensemaking is necessary. Sensemaking requires a need to understand the jointly constructed environment of the campus. All campus

members, including the president, create campus reality. Morgan employs the notion of sensemaking most often in his application of the metaphor of organizations as cultures. A cultural perspective of organization provides an understanding of the creation and acceptance of shared systems of meaning. The role of meaning making also runs through Morgan's (1997) other organizational lenses, but not in the forefront as it is when using a cultural lens. The focus on the role of leaders framing and the subsequent impact on campus members in their construction of reality allows for the study of the processes that are a part of the creation of an organization's culture, while realizing that other organizational metaphors contain a meaning making perspective to a lesser extent.

From the limited research in higher education, we know that it is important for leaders to communicate change efforts on their campus for change to occur and we also know that the way in which leaders frame situations can impact outcomes (Kezar & Eckel, 2001; Neumann, 1995b). Further, how leaders understand and make meaning of change for themselves impacts how they in turn choose one particular set of meanings over another when framing issues on their campus. While the leadership literature is replete with references that assert that leaders aid sensemaking (Kezar & Eckel, 2001; Kotter, 1996; Neumann, 1995b; Rowley et al., 1997; Smircich & Morgan, 1982), the research misses the essential question of "how?" The focus of this study concerned the mechanisms of sensemaking utilized by leaders to frame issues on their campus, with the community college providing the site of investigation. Investigating the perspective of campus members serves to verify presidential comments of events on campus and also indicates if framing of issues by the president is recognized by others in the manner intended by the leader. The main purpose in considering the role of other campus

members was to discover how they aided the choice of information dissemination and strategies for the president's framing for the college.

Research Questions

Two research questions provided the basis for investigating how leaders frame organizational change to aid sensemaking on the community college campus.

1. How does a community college president frame organizational change?
    a. What is the role of leader cognition in framing?
    b. What is the role of other campus members in shaping the president's frame?
2. How does a community college president disseminate information about organizational change on campus?

Theoretical Constructs

Morgan's (1997) use of sensemaking within the metaphor of organizations as cultures provided a conceptual lens for this study. "Organizations are mini-societies that have their own distinctive patterns of culture and subculture" (Morgan, 1997, p. 129). The interactions of organizational members jointly construct reality for the institution, with culture emanating from the reality created. While the formal leader's position may allow for a special advantage in framing events that create or alter reality, others also

influence the process. "In any organization there may be different and competing value systems that create a mosaic of organizational realities rather than a uniform corporate culture" (Morgan, 1997, p. 137). Here, culture is the enactment of a system of shared meanings, with the power leaders utilize in the management of meaning for others guiding their definition of reality.

Morgan (1997) outlined a set of questions that are central to analyzing the processes that produce shared meaning in organizations. He argues that it is necessary to determine what references create the shared frames that make organization possible. The goal in positing this question is to better visualize the socially constructed reality of the organizational structure as accomplished by the meaning making of organizational members. According to Morgan, after identifying the shared norms, it is worthwhile to know where they came from. Collective norms result not only from members' construction of reality, but also evolve via concrete structures, rules, and relations. Morgan's final query questioned the origins of the creation, communication, and sustaining nature of an organization's shared norms. It is the last question in particular that drove this study. How did the college president frame the particular norms of situations for campus members?

College presidents have several tools available to aid in framing issues on campus. These tools include metaphors, jargon and catchphrases, contrast, spin, and stories (Fairhurst & Sarr, 1996). The use of rituals, ceremonies, myths, humor, and specialized language also serve to communicate meaning (Bolman & Deal, 1997). Undergirding all these tools is language and the communication of meaning. Leaders can use any or all of these tools to help bracket a specific situation or issue to create a frame

for a particular organizational reality. The form of communication and mechanism of delivery can impact the ultimate meaning inferred within the organization.

To better understand the process of framing this study investigated how and when leaders used communication tools when framing organizational change on campus. The analysis also examined the creation and maintenance of shared norms of reference within the organization to determine how leaders used their framing to create a common set of underlying meaning schemas for campus members. Morgan's (1997) view of organizations as theater, where various symbols and rituals aid in organizational meaning making, provided evocative imagery in which to think of leaders' roles in sensemaking. The metaphor of theater provides the stage for culture to play out. This conceptual lens allowed understanding of complexity and ambiguity within the organization through mediation of symbols, stories, myths, and ceremony. Thus, in these "cultural systems of shared meanings and beliefs...organizational structures and processes are invented" (Bensimon, 1991, p. 422).

Overview of Methodology

Qualitative methods provided the analytical structure and data collection means for this research project. "Qualitative researchers *are interested in understanding the meaning people have constructed,* that is, how they make sense of their world and the experiences they have in the world" (Merriam, 1998, p. 6, italics in original). Investigating how leaders frame organizational change and the role of leader cognition in this framing required consideration of the impact of the jointly constructed realities of the

organization on the leader and their own meaning making. The meaning that both leaders and campus members ascribed to the framing by the college president is at the core of making sense of organizational change and uncertainty. How college presidents disseminate information on change also impacts the meaning campus members make of new initiatives.

The qualitative method used here was multiple case studies. The case design allowed for an in-depth understanding of the situation, in this study of how a leader frames organizational change and meaning for those involved (Merriam, 1998). The design of the study included purposeful sampling using a multiple case study approach. Yin (1994) differentiated between single-case designs and multiple-case designs across two different levels of analysis: either holistic, involving a single unit of analysis, or embedded, involving multiple units of analysis. This study utilized multiple units of analysis within multiple sites. The multiple cases provided an opportunity for both "a within-case analysis, followed by a thematic analysis across the cases, called a cross-case analysis" (Creswell, 1998, p. 63). The embedded approach allowed for the use of different data collection techniques.

Definition of Terms

Often studies of leadership focus on the president as an easily identifiable source of leadership for the campus. This study also used the term leader to refer to the college president. References to other leaders are identified as appropriate, e.g., faculty leader, informal champion, central system leader, trustee leadership, etc.

Leader cognition involves the process of leaders first making sense for themselves. How the leaders process information and create knowledge is at the heart of leader cognition. The construction of knowledge is ongoing as leaders acquire more information, develop, and learn from their past experiences

The use of the term framing specifically refers to the choice by the leader, in this case the college president, of a particular meaning (or set of meanings) over other available options. When leaders frame for others, they assert their own interpretations over other possible views to aid campus members in sensemaking. While campus members may influence leader cognition and the choice of the particular frame utilized by the leader, the focus of this study was only on the role of framing by the leader, not on campus members.

This study used sensemaking and meaning making interchangeably. These terms refer to the process of how individuals and organizations make sense and meaning for themselves out of uncertain situations. The joint construction of reality relies on a number of factors, including each individual's ways of processing meaning and the impact on an individual's meaning making resulting from framing by leaders.

The campuses in the study are two-year colleges of technology, but they also offer a number of baccalaureates of technology degree options. Although this makes these institutions more hybrids in their degree granting outcomes, all students must first complete a two-year curriculum prior to enrollment in the four-year degree options, graduation, or transfer. As such, the classification of these institutions was with other two-year community colleges. Distinct lines of difference between community colleges and technical colleges blur since community colleges now offer technical programs and

technical colleges offer general education transfer programs. Therefore, the literature for both community colleges and technical colleges provided a reference base.

Delimitations and Limitations

The change identified by the leaders is not necessarily transformational in nature. This research does not investigate whether change should have occurred or if the change was effective. This study was delimited to the examination of the college president's role in framing organizational change at two-year colleges.

Assumptions

In this study organizational change was self-defined by each campus. The change involved was not necessarily transformative change (i.e., "Transformative change alters organizational structures, affects organizational assumptions and ideologies, and is a collective, institution-wide undertaking") (Kezar & Eckel, 2001). However, the change initiatives identified intended to alter an existing organizational process or structure.

An assumption of this study was that the college president framed change and impacted meaning making by campus members. The leader, assumedly through articulation of collective and personal vision, provided guidance to the campus in developing the prime intention of organizational change.

Another assumption is that the college president first made meaning of the change for himself or herself prior to articulating changes to the larger campus community.

Individual presidential cognition, in turn, assumedly impacted how the leader chose to frame change.

Significance of the study

Results of this research are important because making sense of organizational change is the maxim for the future. Obtaining a better understanding of how the college president, as positional leader, helps to frame change on campus to aid campus member's sensemaking will help other leaders undergoing similar challenges. One example includes understanding the perception by campus members of the leader's message versus the original intentions of the leader. Discovering the role leader cognition plays prior to framing for others can allow enhancement of presidential professional development opportunities. Moreover, determining how campus members interpret what leaders believe they are framing can provide examples for other institutional leaders on methods for framing that work in achieving the leaders' intended interpretation of the organizational change. The findings of this research begin to establish a topology of framing that will be useful for future research related to organizational change, leadership, and best practices of dissemination.

Overview of dissertation

The following chapter provides a more detailed review of the literature. Chapter III provides a comprehensive account of the methodology employed. Chapter IV

describes the two case sites, while chapter V highlights research findings. Chapter VI presents the discussion and conclusions of the study, with implications for future research. The appendices contain samples of research tools and documentation items.

CHAPTER II

LITERATURE REVIEW

I live for books.

Thomas Jefferson (1743 - 1826)

Introduction

The study of sensemaking on campus and the role of framing by the president require an understanding of the meaning of sensemaking and the function of leadership on campus. Organizational change often provides a site for researching the role college presidents play in guiding their campuses (Astin & Astin, 2000; Kotter, 1996; Leslie & Fretwell, 1996) and helping campus members make meaning out of change (Levin, 1998; Smircich & Morgan, 1982). "As the social and organizational sciences have turned to constructivist perspectives, issues of meaning, sensemaking, culture, and identity construction have become central concepts" (Mills, Bettis, Miller, & Nolan, 2001, p. 4). Morgan's (1997) concept of sensemaking using the lens of organization as culture forms the theoretical framework for this study. Thus, this study drew from several literature foundations including writings on sensemaking, leadership, communication, and organizational change. Specifics regarding community colleges provided the context of this research.

The literature review on leadership involved an investigation of historic concepts of leadership and then branched off to cover several specific areas including cognitive

development and meaning making, alternative leadership, and symbolic/cultural leadership. Organizational issues including the types of organizational lenses, power, and culture provide an enhanced understanding of the context in which leaders in the study operated.

Research on changes to an organization's shared system of meaning point to the importance of the role of communication. Leaders use a variety of communication venues and different means of dissemination when framing change on their campuses (Fairhurst & Sarr, 1996). A review of organizational communication highlights the various communication applications available to leaders.

Understanding the context of the environment of community colleges aids in the perception of how leaders frame change on these campuses. The evolution of the community college, studies of leadership on community college campuses, and current issues facing these institutions allows for an appreciation of the environment in which community college presidents operate.

Sensemaking

As its name implies, sensemaking means how people make sense of what is happening around them and the resulting adjustments to their thinking. "The concept of sensemaking comes from an interpretive perspective where organizations are viewed as ambiguous, and actors create interpretations and construct realities that shape actions" (Kezar & Eckel, 2001, p. 3). Individuals find it necessary to make sense of situations that surprise them or are new situations, e.g., the hiring of a new president or the

implementation of new change initiatives on campus (Weick, 1979). Weick (1995, p. 17) presented seven properties of sensemaking. First, he argued, is the grounding of sensemaking in identity construction. People look at surrounding events and then assimilate meaning into a redefinition of who they are. Identity construction occurs both on the individual level and on the organizational level where people redefine who they are collectively (Kezar & Eckel, 2001). The second feature in Weick's schema involved retrospection. Sense is made of an event after its occurrence or based on the application of past experience to the new event.

Weick's third principle was enactive of sensible external environments. Here people constructively set apart an environment that makes sense. "Sensemaking is influenced by the noticing, manipulation, interpretation and framing of the changing and uncertain environment" (Kezar & Eckel, 2001, p. 6). The social property of sensemaking concerned communication. Discourse and conversation allow for the transference of information among campus members that enriches their understanding. Since events and the environment always change, people are engaged in ongoing sensemaking. Weick discussed how people use extracted cues to point to items of importance in sensemaking or items that have changed. "Extracted cues are the simple, familiar structures that are seeds from which people develop a larger sense of what may be occurring" (Weick, 1995, p. 50). Weick's last property of sensemaking concerned the role of plausibility versus accuracy. If a person believes a leader's framing of an argument supports a credible and plausible reason for interpretation of a situation, they will add this to their individual understanding of reality even if the leader's perspective is not precisely accurate. Political advertisements provide a good example of this point.

In summary, Weick's (1995) conceptual framework for sensemaking indicated that people cannot make sense out of uncertainty while it is occurring, but only afterwards. The sense made is dependent upon how they see the situation impacting themselves. How they make sense changes over time since sensemaking evolves through the social interactions of discourse and events (Berger & Luckmann, 1966). Individuals bracket the situation from the environment and use the cues evident from the new context to aid their sensemaking. It matters more that the conclusions they arrive at make sense to them than that they are true.

Leaders are "sense-*givers*" (Thayer, 1988, p. 250, italics in original) and serve as interpreters of uncertainty in the organization. Leaders frame the reality for the organization whereby individuals can then react to the reality defined. "The actions and utterances of leaders frame and shape the context of action in such a way that the members of that context are able to use the meaning thus created as a point of reference for their own action and understanding of the situation" (Smircich & Morgan, 1982, p. 261).

In a study of sensemaking during strategic change, Gioia and Thomas (1996) determined that the leadership team's perceptions of the image of the desirable future were key to the sensemaking process, again pointing to the role of framing to achieve meaning. The process of sensemaking and influence were interdependent (Gioia, Thomas, Clark, & Chittipeddi, 1994) and served as the loci for change. Instead of the role of influence, this study investigated how leaders framed change, of which influence is an element, and investigated if the interdependent relationship holds true.

Symbols serve as framing tools, with options for presentation including metaphors, logos, or other forms of representation. Symbols aid the president in representing ideals of promotion of change initiatives (Frost & Morgan, 1983; Gioia et al., 1994) and are an integral framing tool in sensemaking. Symbols draw attention to or away from particular interpretations. "Symbols assume principal significance as constructs through which individuals concretize and give meaningful form to their everyday lives" (Morgan, Frost, & Pondy, 1983, p. 24). The use of symbols by leaders serves to focus attention on aspects of reality that the leader wishes to highlight for others to incorporate in their meaning making or to draw attention away from historical items of importance.

Leadership

Heifetz (1994) referenced early writings on leadership from the 1800s where these first texts on leaders defined them as "heroes," a definition that is still prevalent today. In higher education, early leaders served as faculty as well. A distinction between faculty and administration began at the turn of the 20th century as institutions began a rapid expansion and presidents could no longer fulfill both roles (Geiger, 1999). The time of transformation of higher education in the late 1800s witnessed a period of "great" men serving as leaders. Andrew White served as the first president of Cornell in 1869 and ushered in the largest freshman class ever enrolled in an institution a scant three years later (Rudolf, 1990). During the same time, Charles Eliot of Harvard University implemented the use of electives—changing the curriculum from a classical format to a

more specialized form (Geiger, 1999). Also, in the 1870s the president of the University of Michigan worked to standardize high school curriculums so preparatory work for higher education was completed prior to enrollment in college (Stark & Lattuca, 1997). Research universities and the American format of graduate work advanced with the institution of the German university model at Johns Hopkins University in 1876 by President Daniel Coit Gilman (Geiger, 1999).

This period of great leaders corresponds with more recent questions of what was special about these "heroes." Bennis (1989) discussed the common traits of leaders, promoting the ideal that leaders possessed particular qualities. The concept of MacGregor's Theory X and Theory Y (as cited in Scott, 1998) followed the same line of thought. Leaders who exhibited a particular way of thinking and leading were the ones thought to obtain results. Scott (1998) discussed the work of Weber in identifying the sources of authority for positional leaders. Weber identified three areas: 1. Traditional authority (formal authority given to a positional leader); 2. Rational/legal authority (authority resulting from prescribed protocol); and 3. Charismatic authority (rising from the personal traits of a particular leader).

Difficulties with theories based on traits included the fact that particular traits were not always applicable in every situation. As a result, contingency theories of leadership developed (Bensimon, Neumann, & Birnbaum, 1989). Contingency theory allowed that there may be a particular leadership style that works in a given situation of context and time. Examples of this in practice are the general who leads during a period of war, Franklin D. Roosevelt's work during the New Deal, and even the leaders of currently popular reality shows.

In the last twenty-five years, Bass (1974) and Burns (1978) brought attention to transactional and transformative leadership theory. According to the authors, transactional leaders used their position to barter with followers to accomplish goals. Transformational leaders, on the other hand, seek to heighten followers' awareness about issues of consequence and change followers' goals and beliefs. This early work prompted additional research into the role of followers (Kelley, 1998) and the cognitive development of leaders (Amey, 1999; Kuhnert and Lewis, 1989). Kuhnert and Lewis (1989) argued that transactional and transformative leaders possess different cognitive traits where transactional leaders are interested in leading for mutual benefit and transformational leaders lead from a personal value system. While these authors do not say that leaders posses particular traits, it could be argued that highlighting the dichotomy between the two leadership styles does in fact create the ideal that each type of leader possessed particular traits.

Amey (1992) posited that how leaders make meaning for themselves affects how they will make meaning for the organization. Some research suggests that men and women construct meaning differently (Belenky et al., 1986; Gilligan, 1982) and also possess different styles of leadership. Investigations regarding women's leadership style (Blackmore, 1989; Jablonski, 1996; Sagaria, 1988) and the impact of gender on leader cognition (Amey, 1992) add another layer of consideration when studying how leaders frame organizational change. As often, research in postsecondary institutions finds that contextual factors, individual beliefs and values, and the role of followers shape leadership as greatly as sex or gender differences (Amey & Eddy, 2002, in press). "A focus on the links between leadership style and corporate culture often provides key

insights on why organizations work the way they do" (Morgan, 1997, p. 135). Therefore, studying how leaders frame change provided an opportunity of investigating the intersection of leadership, meaning making, and change.

Recent scholarship on leadership advanced the ideal of the cognitive development of leaders and the changing context of the environment's impact on conducting leadership (Kezar, 2000; Lord & Emrich, 2001; Neumann & Bensimon, 1990). The next section reviews the following aspects of leadership: cognitive development and meaning making; alternative forms leadership; and symbolic/cultural leadership.

Cognitive development and meaning making

Investigating how leaders gave meaning to their own leadership style aids in a better understanding how they in turn help to make meaning for the rest of the institution (Amey, 1992). As Neumann (1995b) highlighted, presidents in similar organizational systems can make meaning for their institutions in very different ways. Her research studied two similar institutions with decidedly different meaning making occurring on each campus. On one campus institutional members had a positive view of their future, while on the other, a negative. Neumann concluded that the different outcomes were due to how the leader framed the situation for their respective campuses.

The role of cognition for the college president depends on the number of cognitive frames they use (Bensimon, 1991), if they are an "old" or "new" president (Neumann, 1989), and what type of institution they serve. Neumann and Bensimon (1990) generated four presidential types dependent upon the context of their institution of

higher education (financial stability, faculty morale) along three dimensions relating to the presidents' target of attention, mode of action and relatedness to the institution. They posited that viewing the relative position of the leader on the above dimensions leads to corresponding prototypical "personal theories" of the college presidency (Neumann & Bensimon, 1990, p. 696). This topography allows for a means of analyzing presidential thinking under given circumstances. A difficulty, however, results from the inability to precisely locate any one college president specifically in one of the authors' identified domains of type given the complexities faced by colleges and, in turn, by those that govern them.

Positionality theory investigated the impact of the role of experience on what an individual knows (Alcoff, 1988; Berger & Luckmann, 1966). "Positionality theory acknowledges that people have multiple, overlapping identities and thus make meaning from various aspects of their identity, including social class, professional standing, and so forth" (Kezar, 2000, p. 724). Hence, cognition for college presidents involved decisions on how to incorporate a variety of meaning interpretations arising from their various roles. Previous leadership experiences, as well as current interactions at their campus, contribute to how college presidents made meaning for themselves prior to framing for others. In turn, others on campus juggle their own meaning making within the context of various aspects of their own identity. Presidential framing served to offer others an interpretation of reality to aid their sensemaking.

Current theories offer alternative ways of thinking about leadership. Team leadership provides one example (Bensimon & Neumann, 1993). A model of a team concept of leading supports recent calls for leadership throughout the organizations (Gardner, 1990; Moore, 1998; Peterson, 1997; Rost, 1991; Tierney, 1999). Team leadership allows for diversity of thought and input into campus wide issues. Even while espousing team leadership, applying it in practice is difficult due to traditional hierarchical operations. In addition, a difficulty with the team concept is the tendency to get into a "groupthink" mode of operation.

Another alternative model showcases the leader as servant (Greenleaf, 1977). The leader acts as a guide or facilitator for the institution, advancing ideals that come from institutional members. Along the same vein is the concept of the "web of inclusion" (Helgesen, 1995). The metaphor for this theory is a spider's web with the leader located in the center versus at the top of the organization. Again, in this model the role of the leader is as a conduit for the rest of the institution, helping and guiding, not pushing or leading the charge.

The role of follower in these models differs from historical conceptions of the follower as passive receiver. In alternative theories of leadership, the follower is a critical member of the organization (DePree, 1998; Kelley, 1998). Followers, as do leaders, come in different shapes and sizes. There are followers who are "sheep" and those who are active contributors. The leader works with the staff to develop followers to their greatest potential, creating transformative opportunities for them (Burns, 1978).

Symbolic/Cultural Leadership

Leaders can use a cultural lens to enact their style (Bolman & Deal, 1997), where interpretations of actions are more critical than actual events. In this case, leaders create theaters upon which actions transpire. Heiftez (1994) discussed how leaders create a holding environment and a sense of urgency to enable the accomplishment of an agenda. How the college president uses this theater to create meaning often dictates institutional progress and campus sensemaking. Tierney (1991a, 1991b) outlined the importance of the organizational culture in higher education and how leaders need an awareness of this. He pointed out that part of understanding culture includes a sense of use of time, space, and communication. Deal and Kennedy (1982) used the metaphor of "tribes" to discuss different types of cultures present in organizations and how awareness of the particular culture by the leader was imperative to enabling change. Part of the emphasis for leaders using a cultural lens is the creation of the organizational saga (Clark, 1991). How the leader tells the story and develops the saga can shift the focus of the institution and provide a particular frame of meaning.

Symbols allow individuals to imbue meanings into objects, utterances, actions and so forth that allow them enhanced understanding (Frost & Morgan, 1983). Language, in the form of literal descriptions of events or particular "linguistic codes" provides another medium through which to view the symbolic representation these events. "Symbols assume principal significance as constructs through which individuals concretize and give meaningful form to their everyday lives" (Morgan et al., 1983, p. 24). The use of

symbolism by the leader allows her or him to portray how it might be for campus members, versus how it necessarily is (Thayer, 1988).

Organizational Change

Institutions of higher education often turn to business when considering models to employ during periods of change. Peter Drucker (1994) addressed the need to rethink the "theory of business" and suggested questioning assumptions driving decision-making in the organization. Both these are necessary, according to Drucker, to successfully reshape a corporation. In practice, research on planned change often results in a model with specific steps to follow (Kotter, 1996; Trahant, Burke, & Koonce, 1997). The successful transfer of business concepts to the academy, however, is questionable (Birnbaum, 2000).

The American Council on Education's (ACE) (1998) recent investigation of change in 26 institutions of higher education described the process of intentional change. One of their findings is that radical change in most institutions is unlikely given the historical culture of higher education and its grounding in teaching and scholarship. Changing this embedded culture is difficult. Subsequent investigation by the ACE (1999) found that the success of change initiatives are dependent upon taking intentional action, reflecting upon the initiatives, learning from results, and making appropriate adjustments in plans. A necessary ingredient in the implementation of these actions is the role of leadership. Successful strategies involve the leader being clear about what must change and why (Kotter, 1996; Rowley et al., 1997). The leader focuses the institution's

attention to particular courses of action and communicates this message often, altering the course of action as needed.

Multiple missions of higher education institutions require taking a systems approach to change throughout the institution (Austin, 1998). The simultaneous use of multiple system levers enables more widespread, transformative change to occur. Using the lever of leadership in conjunction with elements of a culture lever (including communication and symbols) therefore, would result in organizational change. What Austin did not test was the specific relationship of leadership and the management of meaning, and the impact of presidential framing on the various levers of change.

Cameron (1989) discussed four types of organizational adaptation that assumed little to extensive managerial influences. On one end of the spectrum was population ecology, with little managerial influence. This form of adaptation focused on changes in environmental niches in which global organizations were included versus single institutions. Next on the continuum of adaptation was the life-cycle pattern of development. Here, a single organization was the preferred unit of analysis with the assumption that there was a natural tendency in organizations to follow a life-cycle pattern of development. Each stage in the life cycle developed certain organizational features that overcame general problems faced by all organizations. This developmental approach assumed a tendency for all organizations to proceed through similar circumstances calling for adaptation.

The latter two types of organizational adaptation described by Cameron (1989) assumed substantial levels of managerial influence. One form involved a strategic choice approach. Here managers choose from a variety of options on how to change. This type

of strategic alteration occurs incrementally or with radical change. The final category of adaptation was the symbolic action approach. This approach closely aligns with Morgan's theoretical framework used in this study. "The logic of this [symbolic action] approach is that organizations are glued together mainly by the presence of common interpretations of events, common symbols, common stories or legends, and so on or by a social construction of reality" (Cameron, 1989, p. 415). Shared meaning develops through socialization in the institution and was more important than the events themselves. "Organizational adaptation comes about through the use of a variety of strategies involving language, ritual, and symbolic behavior designed to modify organization members' shared meanings" (Cameron, 1989, p. 415). The symbolic action approach, however, assumes substantial power on the part of leaders to change the definition of the external environment and to change organizational behavior.

All four approaches to change are required for change in institutions of higher education (Cameron, 1989). The key to adaptation using the four strategies is employing the right choice at the appropriate time. Cameron promoted the use of loose coupling and tight coupling to achieve a balance using all the approaches. Loose coupling conveys the preservation of individual identities of units and some evidence of physical or logical separateness of organizational elements, e.g., financial aid office and faculty. Tight coupling, on the other hand, refers to close linkages between areas with a number of prerequisites defining interactions, e.g., admissions and records (Weick, 1991). While Cameron's arguments appear relevant, they ignore the actual application of the techniques and how leaders implement each option. They also assume that leaders have the power of choice in the method of adaptation.

Organizational frameworks

Morgan (1998) outlined eight metaphors of different organizational frameworks. Each of these metaphors allowed a distinctive lens of focus in understanding organizations. While sensemaking underscores a role in the creation of reality in the organization with use of each of the metaphors, the two most applicable for this study from the eight options are organizations as cultures and organizations as political systems.

Viewing organizations as cultures directs attention to "the symbolic significance of almost every aspect of organizational life" (Morgan, 1997, p. 146). Each action, meeting, communication artifact, and policy, therefore, offers a glimpse of meaning out of which organizational members makes sense. Actions and interpretations influence the shared systems of meanings of the institution, allowing for the creation and shaping of collective and individual realities. "The fundamental task facing leaders and managers rests in creating appropriate systems of shared meaning that can mobilize the efforts of people in pursuit of desired aims and objectives" (Morgan, 1997, p. 147). Effective change, thus, depends upon the changes made to the images and values that guide action.

The consideration of organizations as political systems draws attention to the conflict inherent in institutions when considering multiple interests. "Conflict arises whenever interests collide" (Morgan, 1997, p. 167). Understanding that organizational activity is interest based and that interests may be divergent, resulting in conflict, provides a context for the theater of activity taking place on campus. Critical to the

political systems metaphor is the role of power. The use of power to resolve conflicts highlights the function of influence in an organizational system. "A strong case can also be made for the idea that, although everyone has access to sources of power, ultimate power rests with the people or forces that are able to define the stage of action on which the game of politics is played" (Morgan, 1997, p. 213). Hence, the role of framing by leaders also holds a central place when using the metaphor of the organization as political systems.

Power

Leaders draw power from a variety of sources. Morgan (1997) identified fourteen sources of power starting with the power emanating from formal authority, "a form of legitimized authority that is respected and acknowledged by those with whom one interacts" (p. 172). Weber noted three characteristics of legitimate authority. They include charisma, tradition, or the rule of law (Scott, 1998). Using the structure of the organization, with its assorted rules, regulations, and standard operating procedures also provides power.

Control provides the greatest source of power. Control covers a broad spectrum of items, ranging from control of decision processes to control of knowledge and information to control of boundaries to control of technology to control of counterorganizations to control of scarce resources. Mintzberg (1991) also noted that the edge of the boundaries in the organization where uncertainty resides is a source of power. Since sensemaking occurs in situations of uncertainty, leaders have the potential to gain

power during framing of ambiguous situations. Power emanating from oversight of knowledge and information is particularly critical for this study.

Another of Morgan's power sources is power arising from the use of symbolism and the management of meaning. As W. I. Thomas observed, "If men define situations as real, they are real in their consequences" (Thomas, 1951, p. 572), hence individuals influencing reality construction for others in turn affect outcomes. Leaders acting as gatekeepers of facts supply information to the organization that favors their point of view and the view desired for framing for campus members. The ability to persuade others to redefine realties that allow for the achievement of one's desires is at the center of this type of power. "Leadership ultimately involves an ability to define the reality of others" (Morgan, 1997, p. 189). Morgan defines three aspects of the power source of symbolic management. These include the use of imagery, the use of theater, and the use of gamesmanship. When leaders manage symbolic representations within the organization they shape patterns within the culture, which allow for achievement of their objectives. Using theatrical symbols sets the stage for leaders in meaning making. The meaning derived from the tone put forth by leaders in the staging of day-to-day events and special activities lends power to leaders in framing reality for the campus. In gamesmanship, players have their own set of rules for operating within the system and have an understanding of what is at stake.

Other power sources outlined by Morgan (1998) include: the ability to cope with uncertainty; interpersonal alliances; networks and control of "informal organization;" gender and the management of gender relations; structural factors that define the stage of action; the power one already has; and the ambiguity of power. While the act of framing

does not confer power to leaders, leaders may gain power as they successfully frame realities for campus members that correspond to the desired direction of the college president. Of interest in this study was what power sources leaders drew upon when framing and if they followed the sources outlined by Morgan.

Communication and Framing

Communication venues in the organization are often included as integral steps in change efforts (Kotter, 1996; Rowley et al., 1997). Fairhurst (2001) discussed the role of communication in what she identified as the "dualisms" in leadership theories. The prime dualism for Fairhurst was between the individual and the system, whereas her secondary dualisms dealt with cognitive outcomes and conversational practices, and a transmission view of communication and a meaning-centered view of communication.

Cognitive structures that study what people mean may lead to different message interpretations or plans of action, as previously shown in the discussion by Kuhnert and Lewis (1989). Conversational practices study what behavior means and view leadership as an accomplishment where leaders and followers relate to one another based on the leader-follower relationship. Because of the difficulty of obtaining and transcribing actual organizational talk, most leadership communication research is based on a conception of messages that fails to take into account the actual interactive practices associated with message production (Fairhurst, 2001).

Fairhurst's (2001) transmission view of communication assumed a constructed social world. In this view the separation of reality from the knower means the leader

merely prescribes reality for listeners. A meaning centered view, on the other hand, views leaders and followers as creators of reality. The use of language and symbols creates meaning for the organization.

Fairhurst (2001) presents a topography of individual and system dualisms in leadership communication. A leader's communication style aids in assigning a leadership style to that person. For instance, leadership as monolog with a transmission view of communication concerns itself with cognitive outcomes that are often associated with transactional leadership. Transformational leadership, on the other hand, finds leaders viewing leadership as dialogue, concentrating on the meaning centered view of communication. The transformative leader uses conversational practices to help in sensemaking for the organization.

The connection between the primary dualism of the individual and the system and the sets of secondary dualisms highlights connections between individuals favoring cognitive outcomes and a transmission view that sees leadership as monologue (Fairhurst, 2001). Systems thinkers reject the individual notion of leadership and look rather at interactions. In this case interactions involved via conversational practices serve to create a jointly constructed meaning for the organization.

When you overlay the concepts of transactional and transformative leadership (Bruns, 1999) with the dualisms presented by Fairhurst (2001), a rough correlation between transactional leaders and the individualists and transformational leaders and systems thinkers emerges. Considering both leadership styles on a continuum provides a means of viewing the topography presented by Fairhurst in investigations of leadership in

practice. Observations of conversational practices and leaders' self-reports allow for insights into the role of communication by leaders.

"Leadership is a language game, one that many do not know they are playing" (Fairhurst & Sarr, 1996, p. ix). Language helps focus; helps classify information into categories; helps retrieve memory through association; and creates meaning through use of metaphoric language (Fairhurst & Sarr, 1996, p. 5). As such, anyone within the organization can add to the creation of meaning for others in the organization. The leader needs an awareness of the context in which the framing occurs and a clear idea of the frame for themselves before framing for others. The mental maps (Senge, 1990) that individuals bring to the organization guide the interpretations of meaning that occurs. Assumptions made by the leader and followers and the culture in place impacts the interpretation of framing. The framing of the leader requires others believing in it before the organization embraces the leader's view.

The language tools for framing include the use of metaphors (Morgan, 1997), jargon and catchphrases, the use of institutional stories and sagas (Clark, 1991), and spin. A consequence of combining these tools or using complex metaphors is that leaders run the risk of sending mixed messages that have either no shared meaning for constituents or even contradict one another. The leader needs to observe care to ensure that the intended message and the meaning actually understood are the same.

Kelman (1961) created a theoretical framework for looking at how attitude and opinion data provided the basis for how different people infer meaning by reviewing the antecedents of the importance of the induction, the source of power of the person trying to influence, and the manner of achieving the response. He identified three processes of

social influence, each characterized by a clear set of antecedents and a distinct set of consequent conditions. The three levels of process are compliance, identification, and internalization. Kelman also discussed the consequences of the processes with each antecedent. This research provides a way of thinking about leadership as transaction—mutual tradeoffs for the leader and the follower—and as transformation—as associated with a change in the follower that corresponds with the ideal of a change in the individual's meaning schema. Thus, how the leader frames and communicates the change to campus members ties back to leadership style. The attempt to use opinion data for the prediction of subsequent behavior is useful in thinking about how leaders may use this information to create a framework of meaning on campus.

Generally clear and concise communication is desirable within institutions. There are situations, however, when the use of ambiguity may be more effective. Eisenberg (1984) used the term strategic ambiguity to refer to "those instances where individuals use ambiguity purposefully to accomplish their goals" (p. 230). A particularly useful application of strategic ambiguity occurs when promotion of unified diversity (Contractor & Ehrlich, 1993) or facilitation of organizational change (Eisenberg & Goodall, 1993) is desirable. Organizational missions and goals are often intentionally ambiguous since they "allow divergent interpretations to coexist and are more effective in allowing diverse groups to work together" (Eisenberg & Witten, 1987, p. 422).

Communicating at a certain level of abstraction provides a location for agreement to occur. At this level individuals focus on the more abstract concepts on which they agree instead of the specific points upon which they disagree. Strategic ambiguity provides a mechanism whereby "various constituencies can claim victory" (Eisenberg,

1984, p. 423). In the absence of a clear disconfirming message a receiver will "attach a meaning that is congruent with his [sic] attitudes, thus assimilating the message" (Goss & Williams, 1973, p. 166). The listener constructs meaning for themselves in accordance to how the message fits into their individual understanding of a situation. The speaker, on the other hand, gains a wider receptive audience to their message since the message can be interpreted in numerous ways. Moreover, the speaker retains deniability since the message is not clear. This characteristic preserves future options (Eisenberg, 1984), allows the person to save face (Goffman, 1955), delays conflict, tests reactions to ideas, and avoids personal responsibility (Clampitt, 1991). The framing message chosen does not have a single interpretation, rather multiple interpretations.

Community Colleges

A fading in the distinction between community colleges and technical colleges occurred over the years. Since the actual sites for this study are technical colleges, a review of the history of technical colleges leads off this section. Technical colleges have evolved since their inception in the early 1900s from institutions whose purpose was the instruction of agricultural science and mechanical arts (Calhoun & Finch, 1982; Hillway, 1958). These original programs resulted in terminal degrees to meet societal needs for an educated workforce, placing a heavy emphasis on application. The state-supported technical colleges in New York State and Wisconsin represented a typical example of this type of two-year college (Calhoun & Finch, 1982). Today the primary focus of the technical college is still on the sciences and technology, but many of these colleges have

expanded their mission to include other academic programs and degree options. In addition, the discrete separation of community colleges and technical colleges is blurring since community colleges now also offer degrees and training in the vocational arena.

Much like other institutions of higher education, community colleges and technical colleges face the pressures of increased costs of operation (particularly acute in operating high cost technical and laboratory programs), competition from for-profit providers of training, and changes in financial aid for students. While the Higher Education Act of 1965 sought to open the doors to higher education for the financially needy, the trends of the 1990s illustrated a growing imbalance between grants and loans for students (Harlte & Galloway, 1997). This imbalance impacted community colleges since larger percentages of students attending are from lower social economic levels and are often first generation college students (Cohen & Brawer, 1996). Complicating this was the reluctance of some ethnic groups to borrow money for school, reducing access to college to those in most need and making it less likely for them to finish their degrees (Harlte & Galloway, 1997).

Transferability of students to four-year programs was also an issue. Students enrolled in strict vocational programs with terminal degrees may transfer, but would require additional general education courses, increasing the length of time to completion of the baccalaureate (Farmer & Fredrickson, 1999). In general, college transfer programs provide twice as many transfer students as technical programs (Fredrickson, 1998). What is changing at the technical colleges is a phenomenon known as reverse transfers, whereby students who already have a baccalaureate degree or higher opt to attend a

technical college for a different degree or to obtain particular skills (Townsend & Lamber, 1999).

Community colleges provide a site in the larger system of higher education institutions to obtain terminal degrees or the foundation work for a four-year degree. Given the nature of the vocational training offered, community colleges and colleges of technology often host workplace training programs for local employers. A demand exists for increased employee skill levels by employers and credentialing of individuals to verify possession and improvement of their skills, allowing for improved marketability and job prospects (Findlen, 1994). Increased competition for training dollars from for-profit providers and large land-grant colleges, however, has put pressure on two-year colleges and their ability to market these outreach programs (Farmer & Fredrickson, 1999). Other community outreach programs include participation by colleges of technology in school-to-work programs. These programs provide a link between high school students interested in occupational work and employers demanding skilled employees.

A function of community colleges is involvement in economic development of the locality in which the college is located. For technical colleges this is especially pertinent when considering enhancement of vocational skill levels for the workforce. Higher employee skills attainment is particularly acute in rural areas of the country that graduate one-third of all community college students (Katsinas & Miller, 1998). The recent expansion of career prep programs versus the transfer option (Cohen & Brawer, 1996) further supports the notion of considering technical and community colleges together. Both types of institutions serve the same populations and oftentimes only one

type of college may be available in a community for students to attend, especially in rural areas.

A current issue on community college and technical college campuses is how to increase the representation of women in non-traditional occupational programs (Stephenson & Burge, 1997). Outreach into the primary and secondary school system and the establishment of mentoring programs offer methods to enhance female representation in technical areas. Another change is the development of baccalaureate degree options available on the two-year college campus. Four-year institutions may enter articulation agreements to offer the degree on site or the technical college itself may grant the degree. Post-associate level degrees offered on campus by the institution are generally baccalaureates of technology. A progression of degree options is then available from a certificate to an associate's degree to a baccalaureate.

Another issue for two-year colleges includes the role of remedial education. Because community colleges are where many first generation college students get their start and the institutions have open access missions, there results a dilemma of having a large contingent of underprepared students (Shaw, 1997). Students have diverse backgrounds and abilities, making for a wide spectrum of students in the classroom with different needs. Community colleges provide access to higher education by means of their location within a 25 mile radius of 90-95% of a state's population (Cohen & Brawer, 1996). Since 50% of college graduates get their start at a community college, the significance of how leaders frame change on their campuses has great impact on achievement for both students and the institution.

Since the majority of community college presidents come to the presidency through the community college ranks (Vaughan, 1989), how campus members make sense of their current situation impacts how they in turn may frame for the institution when they become president. Those entering the community college presidency via other avenues learned to make meaning for themselves within a different context and, therefore, may frame differently than those who came up through the two-year college setting.

The maturation of community colleges and the changing environment for higher education calls for different roles for community college leaders. Vaughan (1989) identified three areas of focus for the college president. These include: 1) managing the institution, 2) creating the campus climate, and 3) interpreting and communicating the institution's mission (p. 8). The latter factor directly corresponds with framing. Providing an interpretation of the college's mission through framing impacts the sense that campus members make of the direction of the campus. Framing by the college president targets campus attention in the presence of competing issues and problems facing the campus.

Theoretical Framework

To understand how a leader frames change at a community college it is necessary to understand the scaffold that established the parameters of this study. The conceptual framework for this study included investigating the processes used by leaders that determined the ultimate frame they employed (recall framing by the leader is the choice

of one particular meaning or set of meanings over another). As noted, how the leader cognates the frame for herself or himself leads to the frame chosen for the rest of the organization (Amey, 1992; Fairhurst & Sarr, 1996). This individual construction of reality for leaders impacts the social reality constructed for other campus members through framing and the creation of shared meaning.

Morgan's (1997) emphasis on meaning making within the organizational lens of culture provided the analytic framework for this study. Reality formation within a given organization impacts the everyday lives of its members. The process of reality construction through enactment (Weick, 1995) occurs in the common day-to-day operations of business; it is ongoing and constantly adjusting. The summation of everyday activity and the patterns formed create the culture of an organization. "To come to grips with an organization's culture, it is necessary to uncover the mundane as well as the more vivid aspects of the reality-construction process" (Morgan, 1997, p. 143). The routine aspects of everyday life within the organization provided clues to the underlying systems of meaning. Looking at the everyday occurrences using a cultural lens allowed understanding of observations in a new light that saw the symbolic meaning inherent in the event.

The basis of leader's descriptions of their actions in framing organizational change was their understanding of the inherent organizational system on their campus. Within the cultural lens, particular attention to a leader's framing tools (including metaphor, jargon, stories, rituals, ceremonies, and myths) (Fairhurst & Sarr, 1996; Morgan, 1997) provided insight to the shared meanings on the campus and to how these meanings influenced the effects of any one of the tools.

Several attributes contributed to the conceptualization of framing by leaders. Consideration of the way in which community college presidents lead and the influence of individual cognition were necessary to obtain a fuller understanding of the framing process. Gender and leadership style, as influenced by the leader's cognition, also played a role in how leaders made sense for themselves first.

The communication tools leaders employed offered a glimpse into choices made in framing. How leaders used metaphors, stories, ceremonies, or spin impacted the framing process. Obtaining a better understanding of how leaders choose among these tools provided insight into how leaders frame. The influence of the existing organizational system impacted the communication choices leaders make.

Another influencing factor in framing was the possession of various sources of power by leaders. As outlined by Morgan (1997), leaders obtain power in a variety of ways. Critical to the framing process was how leaders used available power sources and if the source of the power impacted how leaders frame situations. Sources of power from managing the boundaries, controlling information, and coping with uncertainty played an important part when leaders framed change. Framing tools by their nature deal with spotlighting particular points of information that leaders wish to highlight. The uncertainty present at the boundaries of organizational change provided another key source of power.

In the development of shared meaning for an institution (Morgan, 1997) and alteration of individual's mental maps (Senge, 1990), a critical component was the perception of individual campus members. Kelman (1961) discussed how the leader's choice of the process of influence impacted meaning making. The process of influence

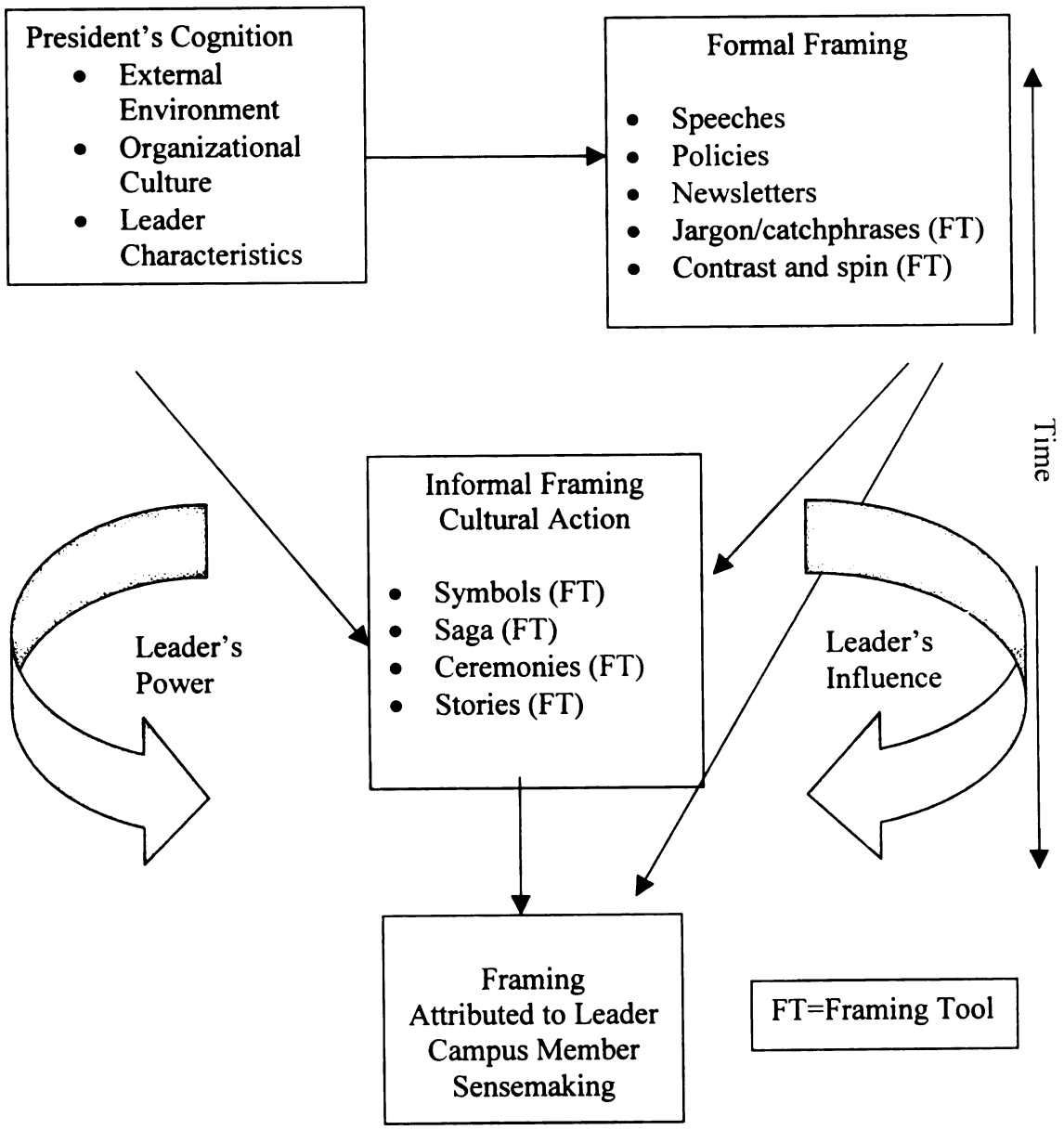
utilized by leaders results in compliance, identification, or internalization by campus members. When campus members comply with the influence of leaders they do so only when the behavior is observable by the influencing agent and because they hope to achieve a favorable reaction from the individual, in this case, the leader. In the situation of identification, the campus member adopts a change in behavior because they wish to identify with the leader and believed in the adoption of the opinions and actions. Internalization, on the other hand occurs when leaders' actions correlate with the campus member's internal value system.

Kelman's (1961) schema of the interplay between agents of influence and individuals is reminiscent of Kuhnert and Lewis's (1989) discussion of leaders' cognition based on transactional and transformative leadership styles. Kelman's process of identification correlates with the cognition by leaders with transactional leadership style, whereas the process of internalization by campus members parallels the cognition schema of transformative leaders.

The process of meaning making at an institution and the development of shared meanings within the organization occurs with the interaction of leaders and campus members. Understanding how leaders use symbolic management to frame events provided a spotlight on the items of critical interest in this study. Specifically, the impact of leaders' cognition on the framing process, the role of others in developing the cognition process, and the role of the development of shared meaning on the framing process all helped illuminate how leaders frame.

Figure 1

Theoretical Framework



CHAPTER III

METHODOLOGY

> Choosing a study design requires understanding the philosophical foundations underlying the type of research, taking stock of whether there is a good match between the type of research and your personality, attributes, and skills, and becoming informed as to the design choices available to you within the paradigm.
>
> (Merriam, 1998, p. 1)

Introduction

This study used qualitative methodology, which allows a researcher to seek answers regarding the "how" and "what" of a topic, and provides a mechanism for exploration into an uncharted question on a detailed level (Creswell, 1998). An additional benefit of this research method was that it allowed the researcher to study individuals in their natural settings. The underlying philosophical assumptions of qualitative methodology provided a good match with the study of investigating how leaders frame organizational change on two-year college campuses. To reiterate, framing by a leader means "to choose one particular meaning (or set of meanings) over another" (Fairhurst & Sarr, 1996, p. 3). When leaders frame for others then, they assert their own interpretations over other possible interpretations to aid campus members in their own sensemaking.

Qualitative methodology provided a particularly appropriate choice for this study considering the assumptions about the method. Merriam (1998) mentioned five assumptions about this form of research. The first referred to the researcher being primarily concerned with the participants' perspectives versus their own. In this research

study the main purpose was to understand the process of how leaders frame organizational change on their campuses. Merriam's second and third assumptions reviewed how the researcher is the primary instrument for data collection and analysis that is done in the field, i.e., for this study the researcher went to the institutions for observations and mediated an analysis of the data. Her fourth assumption was the employment of inductive research strategies. Inductive strategies allowed for theme construction via observations and for multiple reality construction by individuals. Completing the assumptions was the descriptive nature of the research with the utilization of the participants' own words to support the findings of the study.

The research questions for this study asked: How does a community college president frame organizational change? What was the role of leader cognition in framing? What was the role of other campus members' influence on leader cognition? How did the community college presidents disseminate information about organizational change on campus? This research involved conducting case studies of leaders at two colleges of technology through on-site interviewing, document analysis, and on-line website reviews to better understand how the college president framed organizational.

The use of a theoretical framework of viewing meaning making using a cultural lens and the construction of reality in the organization builds on other studies of organizational culture (Bechler, 1995; Chaffee & Tierney, 1988; London, 1978; Stevens, 1996; Tierney, 1991a; Tierney, 1991b), which employed in-depth interviews and participant observations. The contextual nature of sensemaking and its emphasis on the meanings people attribute to their description of the culture made qualitative methods an appropriate manner of research for this study. Understanding how leaders performed the

framing function required observations of that leader in the natural setting of the campus. A naturalistic feature of qualitative research is that it "explicate[s] the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations" (Miles & Huberman, 1994, p. 7).

The following section includes a discussion of the choice within qualitative research methods of the case study. The final section will outline the study design including sampling and data collection issues, procedures for data reduction, and selection of themes and patterns emerging from the study. Limitations, biases, and the situation of the researcher in the study round out this chapter.

Case Study Method

The defining feature of a case study is the boundaries that establish the parameters of the unit of study. "By concentrating on a single phenomenon or entity (the case), the researcher aims to uncover the interaction of significant factors characteristic of the phenomenon" (Merriam, 1998, p. 29). Choosing to use a case study method hinged on the desire to bracket the main research question regarding how leaders frame organizational change within the specific context of two-year colleges. This approach allowed for observation of the phenomenon of framing within the context of its occurrence (Yin, 1994). In this study, each case was the bounded system of one college of technology.

Several features of case study methodology distinguish it from other qualitative designs. Merriam (1998) identified three kinds of case studies: particularistic, descriptive, and heuristic. Particularistic studies focus on particular situations, events,

programs, or phenomena. In this study, the phenomenon was how leaders frame organizational change. Descriptive means that the final writing of the case contains "thick" description (Denzin, 1989) of the process of how leaders frame for the campus. Thick description includes a complete literal description of the phenomenon and creates for the reader the feeling of personally experiencing the event. Finally, "heuristic" means that the study points out for the reader a way of understanding the process of the particular case.

Stake (1995) distinguished between the knowledge learned from case studies and other research knowledge in four important ways. He argued that case study knowledge is more concrete since it makes connections with a reader's own experiences through a vivid thick description of the case. It is more contextual in that it places the phenomenon within a specific context. The knowledge created from the case study is dependent upon reader interpretation and what experience the reader brings to understanding of the case. Finally, Stake argued that case study knowledge relies more on reference populations determined by the reader. When readers interpret the case study, they have a particular population in mind and are able to extend the generalizations they make to that population.

In addition to the distinctive knowledge created by case studies and the characteristics of the methodology is the overall intent of this type of research. Merriam (1998) reviewed three types of intentions for case studies. One is to describe phenomena through a detailed account. This type of case study serves to fill gaps in areas of research that have received little study. Innovative and new programs are good sources for the intentions of these case studies since they provide a foundation upon which further

research and theory building occurs. Interpretive case studies also make use of thick description, but they use already developed conceptual or theoretical frameworks to illustrate, support, or challenge previous assumptions. This research study on how leaders frame organizational change falls under the rubric of an interpretive case. The conceptual frame of culture provides a basis for interpreting the findings. Evaluative case studies are another goal for case studies. In this situation the case study allows for the presentation of information for the reader to make a judgment.

A multiple case study includes the above distinctions regarding the methodology of case research, but applies them to more than one site. "The more cases included in a study, the greater the variation across the cases and the more compelling an interpretation is likely to be" (Merriam, 1998, p. 40). Using multiple sites strengthens the validity and generalizability of the findings.

Issues of validity and reliability are different for qualitative research than for quantitative research. The concern for quantitative researchers is attention to the details of the procedures, while the qualitative researcher must attend to the processes involved in interview data collection by critically questioning and corroborating observations and participant perceptions. Crucial to this is how closely the research findings match reality. Since the researcher is the prime instrument of data collection in qualitative research, "interpretations of reality are accessed directly through their observations and interviews" (Merriam, 1998, p. 203).

Given that the researcher assesses the situation and reports out their interpretations, it is necessary to provide substantiation of the findings. Strategies used for enhancing internal validity include:

1. Triangulation: using multiple sources of data to confirm findings.
2. Member checks: taking transcripts of interviews and interpretations of data back to the participants for verification of intent and conception of findings.
3. Long-term observation: repeat observation of the same phenomenon over time insures that the finding was not a one-time occurrence.
4. Peer examination: review of the findings by colleagues to assure logic of findings.
5. Participatory or collaborative modes of research: involvement of the participants in making sense of the findings throughout the study.
6. Researcher's biases: upfront clarification of the researcher's assumptions and theoretical orientation. (Merriam, 1998, pp. 204-205)

While it is desirable to apply all of the suggestions listed above, time and study design did not permit the use of all. The following provided verifications for this study: triangulation, peer examination, and identification of researcher's biases.

Reliability refers to the ability to replicate the findings of the study in other instances. Because of the emergent design of qualitative research and the role of the researcher in obtaining the data, reliability in the traditional sense appears inapplicable to qualitative research. Lincoln and Guba (1985) instead suggested thinking about "dependability" or "consistency" of the results obtained from the data. For the researcher this means questioning if the results are consistent with the data collected. Precisely outlining for the reader the methods of data collection, identifying research decisions, and explaining the derivation of findings aids in this process.

Generalizability of the results of qualitative case studies is problematic since choosing a case study method occurs precisely because the researcher wishes to

understand a particular phenomenon in depth, not to find out if it is true everywhere. One way of thinking of generalizability for case studies involves reader or user generalizability. Firestone (1993) labels this case-to-case transfer. "It is the reader who has to ask, what is there in this study that I can apply to my own situation, and what clearly does not apply?" (Walker, 1980, p. 34). Providing enough description for the reader to determine if the situation is similar to her or his own and using more than one case example enhances the applicability of case-to-case transfer of generalizability.

Research Design

This study investigated presidents at two colleges of technology located within a state higher education system that includes a total of five two-year colleges of technology, three four-year colleges of technology, and some 30 community colleges representing the population of interest. The design of this qualitative study began with the purposeful selection of sites for the cases. "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 1998, p. 61). The two case sites were part of a smaller study conducted in 1999 that investigated how the five colleges of technology dealt with a threat of closure through the formation of a strategic alliance (Eddy, 1999). Studying these colleges undergoing organizational change provided a platform to investigate how a leader framed change to aid campus members' understanding. In the original study the specific changes investigated were the formation of the alliance and the subsequent implications for each campus. The current

study, on the other hand, allowed the participant college presidents to identify what they perceived as current organizational change efforts on their campuses. While the prime current change efforts within the case studies did not directly involve the alliance partnership, the consortium impacted operations at the case sites and how the two presidents chose to frame change on their campuses.

The basis for selection of the two presidents from the original five for this study was their recent tenure within the state's system of higher education. One individual became president in 1998; the other in 1999. Studying new presidents affords an opportunity to discover definitions of framing when they are fresh for a campus. New presidents must decide on the meaning of the framing messages they send and the path they identify for the campus (Jablin, 2001). Campus members are receptive to new messages with a new president and studying the president's frame close to the time of arrival on campus allows for better recall on the part of staff of the sense they made of the frame. Both presidents came from out of state to assume their new roles, and their new positions were the first they held in higher education within the state, although not necessarily their first presidential positions. Since both campus leaders came from out of state, neither had exposure to the operations of the state's system of higher education nor connections to the state's hierarchy.

Findings from the original study (Eddy, 1999) further aided in the selection process since the discoveries of the initial study indicated one campus embraced the concept of the strategic alliance while the other tried to abdicate its membership. I thought the diversity of this support could be a factor for framing, either as an antecedent for framing or a result of how the president frames. Another contributing factor to the

choice of these two sites was the fact that both colleges experienced enrollment increases since the tenure of their new presidents. Thus, while the two colleges took different stances toward the alliance, they both achieved levels of success as measured by enrollment. Two of the other three colleges in the original consortium experienced enrollment decreases during the same time period and the third retained steady enrollment numbers. Finally, one of the college presidents was a woman and the other a man, allowing for an opportunity to study gender influences on framing.

Data Collection

The three data collection techniques of interviewing, observation, and document analysis provided a holistic view of leader framing occurring on the campuses. Site visits on each campus lasted two to three days. The prime source of data collection was individual interviews. Each college president was interviewed to obtain a better understanding of how they framed organizational change on their campus. Of interest was the role of the president's cognition in framing. Campus members were interviewed to seek verification of the president's account of framing and to better understand the role of others in framing. Interview questions sought to discover how the president disseminated information on organizational change to the campus.

The College President and members of the campus leadership cabinet comprised the core interviews. In general, the leadership team included the Vice President of Academic Affairs, the Vice President of Administrative Services, the Vice President of Student Services, and the Vice President of Institutional Advancement. The precise titles

varied on each of the two campuses, but the job functions were similar. Members of the inner circle of leadership were chosen to interview since their exposure to the president was greater than other campus members, both because of physical location in the administrative building and because of weekly cabinet meetings.

The information director or officer on each campus was also interviewed in anticipation that they possessed the most information on formal routes of communication by the president, including: newsletters, policies, memos, and speeches, as well as the formal public relations campaigns for each campus. Interviews with faculty members, department chairs, and staff members provided a view of interpretation and verification of what the president identified as being the organizational change framed. Faculty were chosen from the humanities, vocational programs, and sciences. Similarly, department chairs were chosen from the same broad areas, but not necessarily the same departments. Each campus assigned a liaison that established the agenda for the site visit and recruited campus members to interview.

The format for the interviews was semi-structured. The interviews with the college president probed how she or he first framed change for herself or himself. Questions queried what resources they used in decision making, how they liked to disseminate information, and how they would describe their leadership style. A review of their experience during the search process and early foci of change provided information on the ways they framed and interacted with campus members. Appendix A contains the interview protocol.

The interviews with campus members were one-on-one. The purpose of the interviews was to discover the interpretations the participants had about the framing done

by their president. The intent of questions to these participants included discovering how they made sense of the organizational change occurring and how the college president's framing of the change influenced their understanding of change. Probing questions built on the participants' responses. A crosstable in Appendix A illustrates the connection between the interview protocol and the research questions.

The interview protocol was pilot tested with two current community college presidents. I developed questions to obtain an understanding of the antecedents to framing for the president and to discover the details of how the presidents went about framing on campus, including dissemination routes. Testing of the interview questions for campus members occurred with two faculty and adjustments made accordingly. Attention to particular reoccurring themes resulted in the addition of suitable probing questions. During the course of the on-site visit, interview questions were further refined and additional probing questions added given feedback from informants. Each informant was asked if follow-up questions could be directed to them via e-mail and all agreed to this procedure. Follow up with one informant sought clarification of a statement made, but I received no response from the individual. Since the question did not pertain to a critical aspect of presidential framing, no other follow up was sought.

All interviews were audiotaped with prior participant consent. Appendix B contains a copy of the University Committee on Research Involving Human Subjects (UCRIHS) consent form from the study. Verbatim transcriptions of the interviewees' responses provided the basis of the data for analysis. Field notes from the interviews offered an understanding of the interview context not always apparent within the transcriptions.

Elements of consideration in observations included a description of the physical setting, a verbal picture of the participants, a description of on-going activities, subtle observations of nonverbal communication, and the behavior of the researcher. Observations of interactions between campus members while waiting for informants, meal times in the cafeteria, time in the library, and walking around the campus provided additional sources of information. Since the role of the researcher as data collector was important using qualitative research, notes on how I felt when interacting with the participants had bearing on the observations.

Document analysis complemented interview data collection. Since the focus of this study was on how leaders framed events for campus members, artifacts associated with presidential communications were important. Communication included both written and spoken language. Reviewing documents that leaders used on their campus helped in determining the use of framing tools. Unfortunately, a recorded videotape of the college president's state of the union address to campus members was unavailable. When obtainable, I gathered notes from these speeches. A collection of copies of presidential newsletters, forms of communication on policy, and minutes from campus meetings helped determine other framing tools of the leaders.

The authenticity of documents helped to establish veracity. "It is the investigator's responsibility to determine as much as possible about the document, its origins and reasons for being written, its author, and the context in which it was written" (Merriam, 1998, p. 121). A content analysis of the documents paid attention to the use of the framing tools of metaphor, jargon, stories, ritual, ceremonies, and myth on the campus. A leader's connection to the use of these framing tools was particularly important in

understanding the process of framing; therefore, authorship represented one of the codes. Appendix C contains an outline of the coding scheme for this study.

Managing and Recording Data

To protect the confidentiality of those interviewed, all original audiotapes were stored in a locked file cabinet. The list maintaining the actual name of the individual interviewed and its pseudonym were separate from the tapes. After the initial transcription of the interviews, a comparison of the printed transcript with the tape recording allowed for assurances of accuracy. The use of the software package Microsoft Word maintained all the data; no specialized qualitative software programs was used.

All project documents were assigned a number to aid in tracking. The document track included the name of the document, the publication source, and the date of publication. To further protect anonymity of the case sites, citations of quotations from the documents do not reveal the source.

A researcher's journal for the project contained notes on field observations and initial thoughts on themes. This reference allowed for documentation of the analytic process during the study. The journal also contained observations, researcher impressions, and notable occurrences over the course of the research study.

Analysis

Data analysis occurred simultaneously with data collection. Ongoing adjustment happened during the progression of the interviews and depended upon outcomes and insights obtained during the process. A comparison of interviews allowed for further refinement of questions to obtain a better understanding of the framing process, and investigated the emergence of potential themes. Ten suggestions offered by Bogdan and Biklen (1992) provided a mechanism for simultaneous data collection and analysis:

1. Make decisions to force a narrowing of the study.
2. Make clear decisions concerning the type of study the researcher wants to conduct.
3. Develop analytic questions that focus data collection.
4. Plan data collection sessions according to what you find in previous observations.
5. Write many "observer's comments" as you go.
6. Write memos to yourself regarding what you are learning.
7. Try out ideas and themes on subjects.
8. Review the literature while in the field to enhance analysis.
9. Play with metaphors, analogies, and concepts.
10. Use visual devices to jump start how you are learning about the phenomenon.

(pp. 155-164)

Coding of the data involved both an initial coding of the interviews, field notes, and documents regarding basic information and then a follow up coding upon identification of final themes. The information included the assignment of a pseudonym to the participant, the date and location of the interview, and demographic information

regarding sex, position, and race. Site observations and initial document review served to augment this first stage of analysis. These data provided information for a descriptive account of the two sites.

The second level of coding dealt with emergence of themes and patterns as the analysis progressed. The interviewer's journal documented initial thoughts on the interviews, and speculations and hunches about developing patterns. "Categories and subcategories (or properties) are most commonly constructed through the constant comparative method of data analysis" (Merriam, 1998, p. 179). A comparative method of data analysis employed a continuous reflection on the different units of data from the interviews, observations, and documents that begin to show common patterns or themes.

Category construction is the heart of qualitative data analysis (Merriam, 1998). An initial coding scheme correlating with the research questions served as a starting point of data analysis. (See Appendix C.) The review of a single transcript began this stage of analysis, with the notation of researcher comments and observations. A review of a second interview provided the basis for comparison of patterns and themes and the beginning of the findings construction. The naming of the categories reflected final interpretation of the data. Naming followed Merriam's (1998) suggestions and reflected the purpose of the research, i.e., to be exhaustive, mutually exclusive, sensitizing, and conceptually congruent. Coding of the data from the study upon completion of the category naming resulted in the identification of findings. Keeping the data on a word processing file enabled copying of relevant sections to the appropriate category, and allowed for multiple coding of a single entry.

The use of a peer reviewer helped to strengthen the analytic process. "Peer review or debriefing provides an external check of the research process" (Creswell, 1998, p. 202). The peer reviewer acted as the "devil's advocate" and questioned the methodology and final interpretations of meanings and findings. Peer debriefing notes provided an historical accounting of the development of themes (Lincoln & Guba, 1985).

Stake (1995) advocated four forms of data analysis and resulting interpretation for case studies—categorical aggregation, direct interpretation, establishment of patterns, and formation of naturalistic generalizations. In categorical aggregation, bringing together similar information anticipates that issues will emerge. I first looked for the means of dissemination by both presidents. Each president used similar mechanisms to distribute information on change on their campus and compiling this information together began to show themes for the study. Direct interpretation involves the researcher looking at a single instance and drawing meaning from it without looking for multiple instances. Here, the single occurrence for this study focused on the college president's self description of their leadership style and preferred way of communicating with campus members. These observations allowed one way to construct the president's framing style. Looking for patterns between two or more categories began to illustrate relationships between different aspects of the study. Upon initial coding of each president's framing preference, patterns became apparent in what comprised elements of the frame. Interviews were coded based on the relationships between the components and the president's frame. Naturalistic generalization, as outlined by Stake (1995), required the creation of generalizations from the data that may be applicable in other cases. The

beginning of a framing topology established the structure for applying the findings from this study to presidential framing in other institutions.

Since this study employed multiple case studies, another level of analysis was in order. Once the within-case analysis for each site was complete, a cross-case analysis began. Here I attempted to provide a general explanation covering the individual cases, even though each of the cases varied (Yin, 1994). I tried to see "processes and outcomes that occur across many cases, to understand how they are qualified by local conditions, and thus develop more sophisticated descriptions and more powerful explanations" (Miles & Huberman, 1994, p. 172). A replication of the processes employed in the initial individual case analysis aided the cross-case analysis.

Limitations

One of the limitations of this research design was the selection of the faculty members and department chairs by the campus liaison versus a random selection. The choice of the particular campus members may have been biased in their support of the president and the president's framing. I did not conduct a precise breakdown between the demographics of the informants and the rest of the campus. Therefore, time on campus, gender, and race characteristics may not be reflective of the campus as a whole. Only one informant was hired after the start of the president on their campus.

The time of year of the campus visit may have provided a different perspective of presidential framing. I visited the campuses after Thanksgiving, toward the end of the colleges' semester, and shortly after a regional accreditation visit. All these factors may

have influenced informants' responses compared to a different time of the academic year. The length of the site visit may have influenced the amount of information obtained via observations since campus visits lasted two to three days.

Given the time of my campus visits, I was unable to observe opening meetings on either campus. During these sessions the college presidents normally presented their state of the college addresses and plans for the upcoming academic term. Thus, information on the opening meetings was obtained via informant reflections versus researcher observation.

The "I" in Research

The role of the researcher is a critical factor in qualitative research. The researcher provides the primary instrument for data collection and analysis in the field. As such, it is important to acknowledge any researcher biases and to situate the researcher in the study.

During the 1990s I worked for one of the colleges of technology within the state system of higher education, but not at either of the institutions studied in this research. During my tenure in the state system I never visited either of the campuses under study, although I had contact with some campus members through cross campus work teams. During my site visits I did not see nor attempt to contact any of these previous acquaintances.

I still worked within the state system during the time of hire of one of the college presidents and was aware of general opinions and speculations on this hire. I met the

interim president serving at the other campus, but this person was no longer employed at the college during my campus visit.

As a result of my previous work history within the state system, I had more awareness of the general context in which the site colleges operated. I also knew about the processes and requirements required for initiating some of the changes proposed by the college presidents.

Each college president knew of my previous employment at one of the other technical colleges in the state, as did many of the other informants. During interviews, references were often made by study informants to campus counterparts located on my previous campus. Given my job responsibilities on my previous campus, I knew all of the references brought up by informants.

My perspective was that informants felt especially comfortable with me in the role of researcher knowing about my previous work in the system. I was "one of them." The fact that I worked closely with the president of my former campus may have prevented total disclosure regarding intercampus accounts by the site presidents. No negative comments were made regarding my former employer or on relationships with that campus.

During this study, my previous role on a similar vocational campus appeared to grant me insider status. I understood references using acronyms and recognized names and corresponding positions of individuals within the state system's hierarchy. My awareness of the system and the colleges, however, may have blinded me to information due to my closeness to the colleges. To counter this, I used peer reviewers to discuss findings and evaluate themes. I kept a researcher's journal to document the research

process and to report initial thoughts and ideas during the site visits. During interviews I attempted to listen to each account as if it was the first time I heard a particular reference and not jump to conclusions that shut out other possible themes or interpretations of findings.

CHAPTER IV

CASE DESCRIPTIONS

> Never regard study as duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs.
>
> Albert Einstein (1879-1955)

Introduction

Two community colleges in Northeast United States were chosen as case study sites for this research to investigate the role of presidential framing on campus in aiding campus sensemaking. The colleges are located in the same state. Throughout this report, I refer to these colleges by the pseudonyms Middle State College and Down State College. Dr. John Grillo leads Middle State College, and arrived on campus in April of 1998. The president of Down State, Dr. Suzanne Plane, began her presidency in August 1999. The basis for the selection of the case sites for this research resulted from an earlier study conducted in 1999, which included Down State and Middle State colleges. The previous study investigated a consortium alliance formed among the state's five two-year colleges of technology in response to a state mandate that threatened closure of the institutions.

In deciding on sites to investigate the role of framing by college presidents I first considered the colleges that participated in the 1999 study, since the presidents of these campuses and their staffs faced periods of uncertainty, and reacted differently under the guidance of their presidents. One basis for selecting Down State and Middle State

College was that new presidents led these colleges. Moreover, Plane and Grillo came to their presidencies from outside the state system thereby carrying no preconceived ideas about the campus or the state system. Another basis for site selection were the findings from the first study. Middle State College and Down State College represented two sides of the continuum with respect to how colleges in the alliance reacted to the newly formed consortium. One set, representing three of the smaller colleges among the five schools, was content with participating since their institutions were struggling with enrollment and finances, and perceived a greater threat of closure. Down State was among them. The other set of colleges, comprised of the remaining two colleges, resisted the consortium and desired to find ways to leave the alliance since they felt they were strong enough on their own to weather the current difficulties. Middle State College was included in this set. The location of each of the site colleges within these categories set part of the context in which President Grillo and President Plane framed change for their respective campuses. Indeed, some of the each president's framing incorporated and reinforced the situation of the college within the original alliance.

Presidential History on Campus

The founding of Down State College and Middle State College occurred shortly after the passage of the Morrill Act of 1862 (Rudolph, 1990). Middle State College started in 1908 as a school of agriculture and domestic science and Down State College opened with a similar mission in 1913. The colleges became part of the state system of higher education in 1948, the same year the Truman Commission (U.S. President's

Commission on Higher Education, 1948) called for providing equal opportunity for higher education for all citizens, in particular returning military from World War II. During the past fifty years, since joining the state system of higher education, the colleges experienced a familiar pattern of long-term presidents punctuated with short periods of interim leaders. These acting leaders generally came from within the institutions. President Plane and President Grillo arrived on campuses where previous presidents left a lasting mark through their long tenure of leadership at the colleges. Long-term campus members, especially, recounted stories of these previous presidents and used these relationships as comparisons by which to judge the current presidents and to make sense out of the attempts of the new framing perspectives that Plane and Grillo brought to their campuses.

At Down State College President Patterson was at the helm from 1955 until 1973. Down State then went through a period where an interim president served for one year (1973-1974) and the next leader was on campus for only four years (1974-1978). The next president at Down State came through the faculty ranks, having been faculty from 1958 until 1977. President Spencer led the college from 1979 until 1991. Following President Spencer was President Doud, the college's first woman president. President Doud left the campus in 1998 and the then Vice President of Academic Affairs served as an interim president prior to the hiring of Dr. Plane.

Middle State College's tenure of presidents held a similar pattern to Down State College. President Luderman led Middle State College from 1957 until 1978. After President Luderman retired, President Kelsey led the college from 1978 to 1987. President Thomas provided leadership from 1988 until 1997. Like Down State College,

an interim president held the position until the hiring of Dr. Grillo. President Grillo promoted the interim president, a long time faculty and administrator at the college, to Vice President of Academic Affairs. Figure 2 highlights each college's presidential history and corresponding enrollment trends at both institutions.

Declining enrollment and lack of state board connections with the colleges of technology was behind the announcement by the state in 1994 of the potential closure of one or more of the colleges. Increases in vocational offerings at the state's community colleges, lack of unification between the technical colleges, and the lack of understanding on the part of the state board of trustees of the technical colleges' role in higher education in the state exacerbated the lower college enrollments. The state desired to cut higher education budgets and the colleges of technology provided an easy target. The formation of the consortium of the five colleges of technology led to an upturn in enrollment. The consortium worked diligently to educate the state board of trustees and state legislators on the distinctive role of the colleges of technology within the state's system of colleges. As a result, the colleges received an influx of state funding to create new programming and upgrade the technology infrastructure. The charge of the colleges was to avoid duplication of services and to identify their unique market niche. Since John Grillo took over as president of Middle State College, enrollment increased 9.4% (Fall 1998 to Fall 2000). President Plane's time on campus (Fall 1999 to Fall 2000) corresponds with enrollment increases of 4.8%.

The history of past presidents on both campuses set the contexts into which Grillo and Plane arrived to begin their presidencies. Informants referred to past presidents when describing their current president's leadership and communication styles, comparing

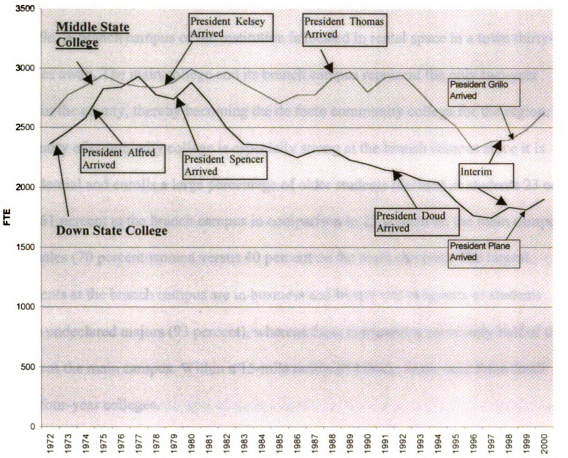
Grillo and Plane's way of leading to the styles of long serving previous campus presidents. The micromanagement styles of President Spencer at Down State College and President Thomas at Middle State College were often mentioned by informants. This context served to juxtapose current presidential framing and offered a point of reference of comparison for campus members.

Enrollment history also established an important element of the environment in which both presidents arrived. Since the funding formula for state monies was enrollment driven, the level of current and past enrollment directly impacted the campuses. The next chapter on findings highlights the role enrollment took when Grillo and Plane framed for their campuses.

The following sections describe each case site. I used pseudonyms in place of the names of the institution and the names of any of the participants in the study. An overview of each site location, the faculty, and the president provides the reader with the backdrop for investigating how the college president framed change on his or her campus. Recall that framing by the president entails the selection and communication of a particular point of reference on the campus.

Figure 2

Enrollment Trends Down State College and Middle State College



Middle State College

The founding of Middle State College in 1908 provided technical educational opportunities for students seeking practical knowledge. As its name implies, this residential college is located in the middle of the state in a rural region. The closest large city is forty miles away. The college began as an institute of technology and agriculture and still retains these foci in its mission. It became part of the state system of higher

education in 1948, a time when national attention turned toward educating returning veterans.

The main campus of Middle State comprises 150 acres of land in the small village of Middle. A branch campus of the institution is located in rental space in a town thirty-five miles away. The main college and its branch campus represent the only two-year college in the county, thereby becoming the de facto community college for the region. The identity of community college is especially strong at the branch campus since it is nonresidential and enrolls a large percentage of older students (defined as students 23 or older—61 percent at the branch campus in comparison to 15 percent on the main campus) and females (70 percent women versus 40 percent on the main campus). The largest enrollments at the branch campus are in business and liberal arts programs or students who are undeclared majors (93 percent), whereas these curriculums serve only half of the students at the main campus. Within a 15-mile radius of Middle State were three small private four-year colleges.

There are 17 academic buildings on Middle State's main campus. An explosion of new building projects occurred over the last five years, including a hockey rink and skating facility with two sheets of ice, an expanded horticulture center, and a new Automotive Performance Center, Dairy Complex, and Equine Center. Within the next two years construction on a new student center will begin. The vision and design for this center is much like a shopping mall. The center itself will bridge together several existing buildings and provide services unavailable to students in the village of Middle.

Middle is like any of a number of small towns dotting the landscape in the rural portion of the state. There is one traffic light in town, two gas stations, a small grocery

mart, and a pizza shop. It has the appearance of a sleepy town that time forgot. The college is the main employer in the town and is among the top employers for the entire county. The region is not diverse; minorities represent only 2.4% of the county's population. The faculty likewise represents the composition of regional diversity with 93 percent white faculty. There were more men (63%) than women (37%) among the 113 full-time faculty. Adjuncts almost double the faculty numbers; 97 adjuncts teach classes on campus. Anecdotal information indicates that a number of the staff have strong ties to the region, either having grown up in the region or attending Middle State as a student and then returning after obtaining more education elsewhere.

The make up of the students is more diverse than the faculty or immediate region. Sixty-nine percent of the students are white, 16 percent African American, 5 percent Hispanic, 1 percent Asian, 1 percent Indian or Alaskan, 2 percent International, and 6 percent unreported ethnicity. The gender breakdown for students splits almost evenly with 54 percent male students and 46 percent females. The campus draws one-half of its students from the county and surrounding counties. Twenty-five percent of the students come from the state's largest city and the remaining twenty-five percent come from other counties in the state, neighboring states, and most recently, from Florida.

The age composition of students reflects the residential feature the school. One half of the students are 19 or younger, one-quarter of the students are between 20 and 22, and the remaining one quarter are over 22 years old. Students at Middle State College were traditionally aged, although at the branch campus there were more adult learners. A lack of emphasis on non-traditional learners is evident in the lack of evening courses and weekend class options.

Since President Grillo's arrival, the college has been in the midst of a mission change. Historically, two-year degrees and certificate programs were offered, with a focus on agriculture operations and vocational technology. More recently, a move to offer four-year baccalaureate degrees occurred. The 2000-2001 college catalog listed 94 degree and certificate programs. Bachelor of Technology (BT) degrees are offered in Equine Studies and Information Technology. Expected new BTs include programs of automotive management, resorts and recreation management, and information technology management.

Technology permeates almost all curricula at Middle State. The campus is a ThinkPad University campus with a number of programs classified as laptop programs. Students in these programs must buy a laptop computer, which was fundable by financial aid, and faculty in these curricula integrate technology in their teaching. Originally the laptop programs were to have been a consortium initiative, but shortly after beginning his presidency at Middle State College, President Grillo opted to breakaway from the rest of the alliance and proceeded with the initiative for his campus alone. Since that split, the other colleges have taken a variety of routes to fulfill their technology needs on their individual campuses ranging from offering selective laptop programs to making a commitment to a central technology center. Middle State College has received national recognition for its work in integrating laptop technology into its programs and, most recently, for creating a wireless campus.

President John Grillo began his presidency at Middle State College in the spring of 1998. He was formerly a president of a two-year technical college in the Midwest. In fact, the five college consortium's laptop committee visited Grillo's campus as an

exemplar program utilizing laptops in their curricula the year prior to the presidential opening at Middle State College. Grillo did not meet any of these team members during their visit to his old campus.

President Grillo's experiences include time spent in the automotive industry, a Ph.D. in higher education administration, and a stint as an administrator at a small two-year college in the Midwest. The most frequent descriptors by informants of Grillo were as a "regular guy, down-to-earth." His demeanor during conversation is very soft-spoken, but he exudes an infectious sense of excitement about his work. During his interview he talked about new ideas and practices for Middle State and mentioned how happy he was at the college. Grillo had competing job offers, but opted to lead Middle State College even though it was not financially his best offer. Since arriving on campus, another institution in the statewide system approached Grillo to become a candidate in a presidential search on their campus. He declined to become a candidate.

Grillo wants to "graduate students who not only have a very valuable degree, but walk across the stage with a degree in one hand, the laptop loaded with software—it's theirs—in the other, and their own business waiting for them when they walk off the stage." His statement reflects the campus's three-prong mission of educating students through hands-on application of learning, preparing students as entrepreneurs, and providing students with technical skills to succeed.

Grillo's background included growing up on a farm, working in the automotive industry, and time leading another two-year college on a laptop initiative. The president seemed well liked on campus. There appeared to be consensus regarding the direction of

the campus on integration of technology, offering four year BT degrees, and the focus on entrepreneurial activities.

During a recent visit for accreditation, the self-study team identified several challenges for the future. These included increased emphasis on college entrepreneurial activities in light of declining state funding support, the aging of the professoriate, keeping pace with technology advances, and incorporating changes in teaching and learning into classrooms. Also mentioned were the college's difficulty portraying its true image to the general public and its lack of attention to institutional assessment and research. An identified strength by the campus self-study team was the strong leadership of the president. The report stated, "This College [Middle State] has a great president who inspires loyalty and focus. Grillo has brought the campus into a working whole with many individuals interpreting and producing the reality of the campus vision statement." The findings chapter highlights the role President Grillo takes in framing change for Middle State College campus members.

Down State College

Down State College started in 1913 as a college of agriculture and technology. Over the years its focus shifted away from the original agricultural mission. Symbolically, this change in concentration occurred with the closure of the college farm in 1985. While the college still owns the farmland, the area now houses a few large animals for the veterinary program and is a complex for the automotive technology program. Former tillable lands are now grounds for a golf course. The course serves as an

outdoor classroom for several new programs revolving around golf course management and maintenance.

While the location of Down State College is also in a rural section of the state, the town of Down is the county seat and the main street exudes a Norman Rockwell sense of small town life, complete with white ruffled curtains at the downtown diner. The opening of a new Greek restaurant, by a Down State College graduate, and a new Victorian teashop represents the sense of vitality in town. The town is located three hours from the large metropolitan region of the state, often allowing the campus to host national headline acts for students. The college also recently hosted a national sporting final for two-year colleges that informants said was a highlight for both campus members and area residents.

The situation of the campus is atop a hill just at the end of the main street of town on a total of 625 acres. There are 16 academic buildings among the 42 buildings on campus, with the recently completed Applied Technology Center representing the latest building efforts. A sorely needed residence hall is in the planning stages of construction. Of the five residence halls on campus, the most recently constructed is now 40 years old, resulting in serious maintenance expenses and space issues. All dormitories are at capacity, and the lack of space to house students is a factor limiting increasing enrollment. Approximately 1500 of the college's 2000 students live on campus. Student visibility on campus is high, both during the day and night. Students and faculty speak to one another when passing on walkways or in the halls between classes, and professors greet many students by name.

There is an underlying sense of anxiety on campus driven by financial pressures and worries. President Suzanne Plane took over a campus fraught with financial difficulties. One of the financial hurdles she faced was a bad debt incurred by a failed attempt to buy housing units in the town of Down to extend bed numbers for residential life. At that time the state bailed out the college, but required the college to reimburse the state half a million dollars before approving the construction of a new residence hall. The second financial obstacle involved the college's auxiliary corporation, which manages housing, dining, and the bookstore. This corporation ran its operations at an annual deficit upwards to three hundred thousand dollars a year between 1996 and 1998, draining the already strained college operating budget. The final financial difficulty related to the college foundation. The foundation's endowment of two million dollars is declining due to the awarding of more student scholarships than income generation from interest and an annual operating loss on the college's golf course.

During her first two years in office President Plane succeeded in eliminating the first two financial problems. She paid back the state for its bailout efforts, thereby paving the way for construction of Down State's much needed residential dorm and turned around the deficit of the auxiliary corporation. The auxiliary corporation not only overcame its operating deficit, it now returns a profit of one hundred thousand dollars a year to the operating budget. Part of this positive financial situation came from the establishment of a student run nighttime pizza service under the domain of the hospitality department. At the time of my visit, the college foundation was still chipping away at its financial problems. The college anticipated help with its finances with the recent hiring of a college fund developer.

Like Middle State, the faculty at Down State College reflected the lack of diversity of that region of the state. Of the college's 103 full time faculty, 98 percent are white. Augmenting the faculty ranks are 97 adjuncts. A feature prevalent, and much discussed, on the campus was the bifurcation of the faculty between senior staff and newer faculty. The basis of the chasm was not necessarily age, but rather the length of time on campus. Many senior faculty have been on campus for twenty to thirty years, representing the trend of mass hirings for community colleges during the 1960s and early 1970s. They form the majority of faculty on campus. There is an absence of a cohort of faculty of the middle era that corresponds to hiring freezes during the 1980s. The newer faculty on the campus were hired in the 1990s and recent years of the new millennium.

One process implemented during Plane's tenure evaluated both academic and non-academic programs to determine their viability and contribution to the goals of the college. Ratings of curricula on a scale placed those marginal areas "in jeopardy." This designation targeted areas with a more intense review to determine resource requirements and changes needed to shore up the weak areas. Programs not improving were eliminated, but to date there have been no job losses.

Student diversity at Down State College more than doubled between 1990 and 2000, with students of color now comprising 21 percent of the student body. Women made up 46 percent of the student population, a five percent increase over the last decade. Adult students, defined by the college as those over age 22, comprised 20 percent of the students. Most of these students are from the immediate surrounding area and are non-residential, but some represented students enrolled in the baccalaureate of technology programs.

President Plane's position prior to her presidency at Down State College was as the Vice President of Enrollment Management at a two-year college in the Midwest. She also consulted for a national firm concentrating on enrollment issues. Plane originally served as a faculty member in the communication program at the same Midwestern college and as an adjunct faculty at a nearby four-year college. Informants commented that they were not surprised to hear that the president's background was in communication since they felt she excelled at public speaking and was an engaging presenter. They also noted that she interacts well one on one with staff. Plane holds a doctorate in higher education administration and continues to teach an on-line course on strategic planning at a southern university.

Informants spoke of President Plane's energetic style, her ability to communicate, and the fact that she can relate to a variety of types of people. People noted that she is not afraid to make hard decisions, but also holds an optimistic attitude. More senior faculty, while not disparaging Plane, either noted other previous presidents they liked better or stated that who is the president does not bear on change and progress on campus.

The regional accreditation self-study team recently identified challenges to the college, which included a need to raise more funds, improve retention, work on outcomes assessment, and decide upon image. While the team pointed out the improvements made to the college since the inception of the self-study team in May 1999, they mentioned that change was limited due to budgetary issues.

The only references to President Plane in the self-study's conclusion referred to the structure of campus governance. The report noted that the administration seemed eager to work with and engage the College Senate in key events and decisions, however,

recommended more collaboration between current and former members of the Senate and top administrators in campus governance. The introduction to the study further noted, "The leadership of the College is appropriately focused on the need for more resources and is receptive to new approaches to fundraising and development." The report also stated that the ultimate responsibility for the "college's success in defining its mission and meeting its goals and objectives rests with the campus leadership." The self-study report contained no overt value judgment on President Plane's leadership at Down State.

Summary

These case descriptions provide background information on the context in which President Plane and President lead their colleges. Both campuses are located in rural regions of the same state in the northeastern United States, have relatively the same length of time of operations, and focus on vocational, transfer and baccalaureate of technology programs. Each president is new to the campus and came from out of state to their presidency. President Grillo was a college president prior to joining Middle State College, whereas President Plane was a Vice President.

The colleges differed in their focus on technology, the solidarity of their faculty, and their buy in to the college's new mission. President Grillo embraces the use of technology to advance the college mission of training students in business practices to become entrepreneurs. The faculty and staff at Middle State College are behind the president and his plans for organizational change on campus. Down State College is struggling with the role of technology within its mission. The focus of campus attention

is on increasing enrollment, but the faculty are split on how to achieve this goal. Long time faculty are more reticent to continue changing their practices, while newer faculty embrace the challenges of creating new changes more readily. President Plane has overcome several financial obstacles since arriving at Down State. She has targeted her attention to building community at the college in addition to her work on enrollment management

The findings chapter that follows outlines the specific frames of President Grillo and President Plane. Discussion highlights the factors contributing to the president's formation of their individual framing perspectives. Finally, a review of the ways in which each president disseminates information allows an enhanced understanding of how framing occurs and how the same types of distribution of information result in different meaning making by campus members that is dependent upon the frame of the president.

CHAPTER V

FINDINGS

Discovery consists in seeing what everyone else has seen and
thinking what no one else has thought.
Albert Szent-Gyorgi

Introduction

The prime research question driving this study related to discovering how college presidents frame organizational change for campus members. Since framing means choosing from multiple options of how to interpret a situation, the choice of selection of meaning by the president directed the focus of attention of campus members, and in turn influenced how staff made sense of the change. Other research questions included questioning the role of leader cognition in framing and determining the part of other campus members in shaping the president's framing. Finally, this research sought to discover how community college presidents disseminated information about organizational change on their campus.

A number of important themes evolved from the data during consideration of the research questions driving this study. First, two forms of presidential framing emerged: Visionary Framing, for President Grillo and Operational Framing, for President Plane. Visionary Framing involved the president focusing the attention of the campus on the future, making the vision seem obtainable, and campus members working together to achieve the vision. Operational Framing focused the attention of the campus on the

moment at hand, seeking to achieve solutions to campus issues via establishing processes for evaluation and for change, and laying a solid foundation for campus operations.

My identification of these two framing options lays the groundwork for a framing topology. The two framing styles so far identified do not necessarily represent a dichotomy and, hence, I apply no value judgments to the two styles. Both Middle State College and Down State College witnessed organizational change with their new presidents. The meaning the campuses inferred from these changes, however, was different. This research did not attempt to evaluate the effectiveness of the leaders, rather focused on the meaning ascribed to the frames by both the presidents and campus members.

A second finding of this study related to the role of leader cognition in the creation of a framing perspective by a president. The role of past experience, presidential networking and resources, and the role of others all contributed to leader cognition. While all these elements influenced each president's thinking, they did so in different ways, ultimately impacting the framing perspective chosen by the president.

Finally, the presidents disseminated information on organizational change on their campuses using the same methods of delivery, but with different priorities and frequency between the forms. The meaning derived by campus members was dependent upon the framing by the president and the framing perspective of the leader dictated the predominant means of distribution of information on change. I identified four methods of dissemination, including: 1. Talking the Frame; 2. Walking the Frame; 3. Writing the Frame; and 4. Symbolizing the Frame.

Grillo, using his visionary frame, relied more on walking the frame and symbolizing the frame for disseminating information, whereas Plane, using her operational frame, utilized talking the frame and writing the frame more frequently. The procedure oriented foundations of operational framing were disseminated by Plane via formal presentations where she talked about campus changes and through the use of written documentation, allowing for the explanation of details of the processes. Grillo most often made the connections between the vision for the future and day-to-day campus operations through discussions with campus members during walks around the campus and via symbolic representation of ideas for campus members.

Following is an outline of each of the unique framing styles of the presidents and the four ways they disseminated information on their campus. Examples highlight the role of the president in using these particular delivery modes. A discussion of the function of leader cognition and the role of other campus members in formation of the president's choice of frame provides a connection between the antecedents of framing, leader cognition and the part of others, and the ultimate framing by the president.

Frames of the Presidents

Framing by President Grillo and President Plane began during the process of interviewing for the presidency and continued after their arrival on campus. Although the consensus on both campuses was that each president was a fit for the campus' needs and each campus was happy with their respective presidential hires, Plane and Grillo had decidedly different ways of framing. Framing for the presidents was different since they

each possessed a different cognitive orientation. President Grillo exhibited visionary framing. I categorized Visionary Framing as entailing the creation of global campus goals with associated detailed plans to obtain those goals. The focus of the president's frame was on the future and changing campus thinking in ways to stretch frontiers of possible actions at the campus. In addition, Grillo's visionary framing sought to connect current practices with future goals and viewed challenges as opportunities. Thus, Grillo thought about change more holistically and interpretively. I identified President Plane's Operational Framing, on the other hand, as more routine oriented and concentrating on establishing campus procedures to allow for change at the college. The president focused on short-term goals and then outlined a corresponding set of specific recommendations to reach these goals. Traditional solutions to problems were applied, drawing the attention of the campus to the moment at hand. In operational framing, the campus did not view challenges as opportunities, rather as situations in which to apply problem solving techniques to seek resolutions. Therefore, the framing resulting from Plane's cognitive orientation reflected her tactical and incremental approach to problem solving. In both visionary framing and operational framing the college president worked behind the scenes to solve problems and to pave the way for change.

Both of these means of framing brought success to their campuses. President Plane overcame three of the four financial burdens she inherited from Down State's previous presidents and ushered in a three-year period of increasing enrollments. Marking President Grillo's success was the implementation of laptop computer programs and the increase of building projects to house new and expanding programs, with a corresponding increase in enrollment. Both campuses participated in the addition of

selected baccalaureate degrees as part of the thrust for the five schools in the state's college of technology consortium. The two frames utilized by Grillo and Plane are discussed below.

Visionary Framing

President Grillo's visionary framing contained a number of specific components. First, his frame encouraged stretching the frontier of problem solving to include new solutions or alternative approaches to campus issues. For Middle State College this meant using the latest technological innovations and applying business perspectives to problems within the college. Second, a visionary framing perspective meant Grillo attempted to connect the college's vision to the everyday lives of campus members. He did this often and in a variety of ways. For Grillo, visionary framing meant coming up with ideas by drawing parallels taken from other fields and applying them to Middle State College's programs. Third, instead of viewing challenges as threats to the college, he portrayed them to campus members as opportunities. Finally, he constantly strove to direct the attention of the staff to the long-term vision of the college and reinforced a forward focus for the campus. The next sections provide a review of each of these distinctive characteristics of visionary framing.

Stretching New Frontiers

One feature of framing new frontiers for President Grillo entailed implementing creative and innovative solutions for new initiatives. The metaphor of stretching new frontiers highlights how a component of visionary framing was thinking differently about how the college should operate. New approaches to academic program offerings, borrowing ideas from business and industry, and reconceptualizing student life on campus, were all part of stretching boundaries within a visionary frame. The first of Grillo's campus initiatives was the initiation of the laptop program. At the time of the president's hiring, the five-college consortium was investigating starting a joint laptop program for all five member colleges. Shortly after his hire, Grillo broke with the group and initiated the laptop program at Middle State alone, without waiting for the other four colleges. The president was familiar with the laptop program since he oversaw a similar setup during his previous presidency. He outlined his vision for this program during the interviewing process and fulfilled this initial goal during his first six months on campus. One faculty member noted how this initiative pushed boundaries for the campus.

> Laptop University was a big chance. It could have run through our auxiliary corporation and if it hadn't worked out they could have gone broke. Grillo's a gambler. But that was not the style of the president [President Thomas] here over the last seven, eight, nine years ....Grillo goes out and gets things done and it's working out. .... Now if it doesn't that's when the college president gets in trouble! Right? (CG)

An aspect of stretching boundaries was the willingness to take risks. Another calculated risk involved the construction of a new equine arena. Credit through a bank financed the building of the facility. Historically, construction at the state's public institutions primarily involved state funding of some sort. Grillo broke with this tradition in applying private business practices of financing to an institution of public education, where operating income from the equine center paid back interest and principal on the loan. The horse facility rented space back to the state for part of its income stream and sponsored a series of horse auctions for additional revenue, making the center more self-sufficient.

The latest discussion on campus that pushed new frontiers was a program for students involving electronics. Under the prospective plan each student would be issued a cell phone. Using the phone the students could access their dormitories, check e-mail, and the phone would serve as a general form of student identification on campus. Another proposed idea pushing the conception of the tri-fold vision for Middle State College involved the creation of business incubators on campus to support both students and residents in promoting economic development for the region through entrepreneurial ventures. The new dairy facilities served as another prototype for the marriage of business and education for the campus. Plans for the products of the dairy barn included marketing gourmet cheese and other products. Milk from the dairy operations was already used in the student dining halls.

Connecting Future Visions to the Present

Part of visionary framing involved connecting the vision and the goals for the college with everyday life for campus members. The vision for Middle State College involved a blend of high technology, business and entrepreneurial practices, and solid academics. President Grillo discussed how he used national recognition to help campus members to make connections between the vision and life on campus.

> You know we were ranked number one by Yahoo! Internet Live as the most wired campus. The first time that happened I think people were in a state of shock. Now we just got it again and that's something they never envisioned.... Being written up in the *Chronicle of Higher Education*, being recognized as being very technical. They believe that now. They believe we are the most technical campus around.

Making the connections between the vision of becoming the premiere technical school in the region and the current accomplishments of the college in these efforts aided Grillo in moving campus members to see the college as a technical institution and not as a "cow college."

When Grillo discussed the next phases of the strategic plan to campus members he reported,

> They [staff] just sort of look at me and shake their head. This concept of understanding the application of technology and it being integrated throughout the classroom activities and student life on this campus is pervasive. They understand that. That's been accomplished. The next

> phases are so far out there that they are...'holy cow' ...But, that's the way we are. They already accept that.

Campus members are able to accept this since they have past changes to guide them. Grillo was clear about connecting past successes to perceived future success.

Grillo began connecting the role of technology to the future of Middle State during his presidential campus interview. During his interview he discussed examples of the potential use of technology at Middle State College, including the implementation of laptop programs. Another example of connection of vision and practice occurred during the campus open session that was part of the interview process. As one faculty member recounted,

> One question asked by the librarian of each of the candidates that were interviewed was something to the effect of 'How do you see libraries in the future?' He [Grillo] was one of the few people who tied in technology and the availability of journals and books, the Internet and so on. He did a good job. (CG)

A strong presence of technology was part of the vision for the college and a means for drawing connections for campus members. Grillo talked about the integration of technology in every aspect of college operations from the library to the college barn.

Faculty began to see the connection between using technology and rewards. The registrar noted, "People who use the technology in their classes get the best classrooms. Others that traditionally had those classrooms are beginning to change and incorporate technology into their curriculums so that they can access to the better classrooms. No one is forced to do it." (MW) Even though they were not required to use technology,

faculty noted the link between using new innovations, a key aspect of the vision for the college, and access to better classrooms, a present day reality.

President Grillo used the strategic plan at Middle State College to help tie the overall goals and vision for the campus into specific tasks. The generation of the strategic plan occurred during campus wide meetings where staff discussed the future of the college. The symbol for the plan was a set of three circles overlapping in the center and situated within a larger circle border. One circle represented business practices, another emphasized entrepreneurial training, and the final circle characterized strong academic programs. These three connected circles were situated within a larger circle. The background of the encompassing circle represented the infusion of technology into the three key foci of the campus's plan. Using the symbol for the plan, Grillo recounted, "We have to have solid academics or we don't even play in the ballgame. But the applied business emphasis and the entrepreneurial focus keeps showing up in different ways. As does the total integration of technology."

The implementation of the laptop program provided an example for campus members of building on a basis of strong academics with technological tools. As one informant recalled, Grillo took an outline for the laptop program to the faculty and said, "Before we do anything, what do you guys [sic] think?" (JD) The president sought to make connections between the planning process for laptops and campus feedback. Since the program was voluntary there were some early adapters who opted to start in the initial pilot program. Current levels of support for the laptop initiative were high, with new programs and curricula applying for inclusion. Grillo sought to provide connections for

staff on the benefits of following and participating in programs supporting the new vision for the campus without dictating to the campus by mandates.

Opportunities and Successes—The Silver Lining

Visionary framing involves viewing the challenges facing the campus as chances for improvements. For example, the buildings at Middle State had deferred maintenance for a number of years and some, built in the 1960s during a period of expansion, were architecturally dated and beginning to show signs of age and neglect. President Grillo noted, "The campus had gone a long time without an investment in physical plant, which, from my perspective, represented an incredible opportunity, because then anything was perceived as great." As improvements were made and new buildings completed, he made use of occasions to highlight changes to the college infrastructure to campus members. To spotlight growth on campus he rotated the beginning of the semester campus wide meetings to different buildings. For the Fall 2001 meeting, he hosted the opening semester ceremonies in the newly constructed automotive building. Not only did this allow campus members to see the new facility, it reinforced the important role of vocational technology to the college's mission and showed forward momentum with growth of the campus's physical plant. Campus members were excited about the building occurring on campus and pointed to the new construction projects with pride.

When discussing the faculty, Grillo noted that many are rather senior and beginning to retire, with more retirements expected within a five-year time frame. He said this, "gave me opportunity to develop some perspectives there, develop some new,

not only new programs, but new views within the traditional programs. To bring in some new blood if you will." Grillo described the campus faculty as being "ripe for change." He went on, "They [campus members] were ready. They were simply looking for someone to say, 'What should we do?' So, there was a receptiveness to any idea and a willingness to try things." The president provided direction to the campus via his visionary framing by highlighting opportunities and past successes.

Campus members now saw prospects for the campus as well. One cabinet member noted, "In the past few years people have been energized. They go out and are part of the campus community. There is a sense of excitement. An infusion of energy permeates the campus. People view events positively versus negatively. There is a crossing of boundaries." (MW) When talking about the high levels of energy on campus, staff talked about the fact that the president was excited and happy about being at Middle State. The pervasive thought on campus by informants was that Grillo believed in Middle State College and its future.

President Grillo built his visionary framing by highlighting the successes of the campus. He reflected,

> ...I used the power of the presidency to communicate those [visions and goals] and constantly refined them and amazingly even though a lot of people thought these [technology implementation, e.g., laptop computers, wireless, etc.] were nice things, they really didn't think they would happen. And it wasn't until some of these things started to happen that the bandwagon became crowded. Because then everybody said, 'Wow, he's not just talking about things.'

The President bracketed projects as chances for the college to advance its mission and showcased successful endeavors as proof of possibilities for the college. By framing situations as opportunities, Grillo guided campus members to see what could be done. Successes reinforced that Grillo's viewpoint of opportunity was accurate.

Forward Focus—Keep your eye on the ball

The president framed the attention of campus members towards the future, drawing the view of staff forward to new prospects on the horizon. The Vice President of Administration highlighted the path the campus took since Grillo arrived. "I think we went from laptop to wireless and now his vision would be to do something with cell phones...." (JA) This illustration, which highlighted the technological aspect of the vision for Middle State, showcased the forward momentum for the campus. Comments from staff reinforced that they understood Grillo's forward focus. One faculty member pointed to possible ventures for the campus when she noted,

> I know there is talk of introducing cell phones....and certainly initiatives to join with businesses in joint college-business ventures. I know there's talk of trying to do training for people in other countries in the automotive area, to try to bring in some non-traditional types of students. Not even in the age type, but just nontraditional like that need specific training in specific areas. Something like an industry-school type of connection. (PE)

The focus on what was ahead provided a road map for the campus to follow. A long time faculty noted, "He's probably the closest to a visionary I've seen in many

years." (CG) Providing a new vision of the campus as one heavily involved in technology aided in the creation of Grillo's new image for the college. The president strove to succeed in building a new image by focusing campus members' attention on future opportunities and goals to obtain the vision. A recent hire at the college told of her first encounter with the campus and Dr. Grillo.

> The reason I came to work here is because I'd met Dr. Grillo. I was doing an interview, I was a reporter and I interviewed him about his philosophy. I had heard that some really dynamic things were happening down in Middle State College, in the middle of nowhere. And I went down to interview him and a half hour interview, ended up being an hour and a half discussion. ...I was very confident in Dr. Grillo, in his leadership and his leadership style and in the goals that he wanted to accomplish. (JD)

The success of the laptop program attracted students to Middle State College. An initial concern with implementing the requirement for students to purchase laptops was that they would not enroll at the campus due to the increased cost. According to the Vice President of Administration, however, "We probably ended up going farther in the other direction, where students were opting to come because of the computer." (JA) The Vice President added that the laptop program worked well as a pilot and demonstrated to the entire campus what could be accomplished.

Behind the Scenes--The Idea Man

Part of the behind the scenes work for President Grillo entailed deciding what features to choose to draw campus attention. The philosophy at the heart of visionary framing centers on highlighting positive events for campus members and focusing on the future of change for the campus. President Grillo explained,

> Now part of the change that I didn't dwell on, at no point did I dwell on the negatives or even really talk about them much. The lack of funding, the sort of depressed state of the physical condition of the campus. I started working on the new stuff while I was dealing with the other stuff. I guess the message there was that I am trying to get them to take their eyes off the problem all of the time and look at where we're headed. 'Join me and this is where we're going.' And let that become the focus and it seems that a lot the concerns one has then become less important.

Focusing the attention of the campus on the future and achieving some of its goals allowed campus members to feel positive about change. The challenge remained, though, for Grillo to be able to successfully solve the problems that were inherent on the campus that may prevent the achievement of the vision.

The national catastrophe of September 11, 2001 resulted in pending budget shortfalls in the state. Despite these financial concerns, campus members in general did not speak of the impending budget crunch for next year. President Grillo, however, noted,

> The biggest challenge is the budget for next year. The reason for that in the State is because of September 11th. So, survival for next year is

> critical. And survival will require that I've got to resolve about a million dollars at best, a million dollar cut without it affecting where we're going or what we're doing.... I've got to raise more funds outside of traditional means. Really finding ways to improve the economic development right here. Those are some big challenges long term that I've got to attack.

Other campus members observed that state funding declined over time, but did not mention the impending budget deficit for next year. One faculty member noted the President's success in funding of the Equine Center with private money as an example of the college increasing alternatives to state funding. There did not appear to be a campus concern over declining resources. President Grillo did not frame the budget issue as an area of concern for campus members. Rather, he focused on drawing campus attention to work on future projects like new laptop programs, the cell phone initiative, and the business incubator projects.

Part of the behind the scenes work for President Grillo involved the generation of new ideas for the campus. He tested new ideas out on individuals and his cabinet and was excited about the possibilities for the future of Middle State. According to informants, the optimistic attitude of the president rubbed off on campus members. Long time campus members pointed out that "people have more faith in the president," especially when compared to the previous president. While the former president, President Thomas, was described as a "great guy, [he] had trouble making the hard decisions.... John [Grillo] doesn't have that problem. I think people respect that." (TD) Grillo's "straight shooter" traits engendered support from campus members. Another faculty noted, "[Dr. Grillo's]

visionary. He has ideas. Some of his ideas like putting a telephone in every student's hand and those kinds of things were well received. .... He's always thinking about something." (CG) The president acknowledged that he had a tremendous amount of ideas, but noted a caveat. "The problem I've had everywhere I've been is, 'John, we have more ideas than we have money or time to deal with, so slow down.' And that's fair, a very fair concern."

Operational Framing

President Plane used what I labeled operational framing at Down State College. In general, operational framing differs from visionary framing in its approach to campus issues from a perspective that first assesses issues and then proceeds to build a set of discrete plans and ideas to elicit necessary changes. First, President Plane drew on her past experiences in enrollment management to apply traditional approaches to the campus's self-identified main problem of enrollment. She used tactics that previously worked for her to help focus the attention of campus members on ways to increase enrollment. Second, her approach was methods oriented. Plane worked to establish procedures and protocol to accomplish changes on campus. Third, the president approached new situations from a problem solving perspective. In her framing for the campus she first defined the latest campus issues, then aided staff in deconstructing the larger concern into smaller, controllable components with manageable steps to reach a solution. Finally, Plane paid attention to present day issues and their resolution to begin stabilizing the college and to build a foundation for future growth. President Plane, like

President Grillo, also attempted to solve problems behind the scenes to help staff focus on other issues. A major difference, however, was that Plane did not report out the successes resulting from her unseen work.

Traditional Operations

A critical focus of the strategies employed by President Plane at Down State College involved increasing enrollment numbers. Her framing of means to accomplish this goal on campus was through traditional enrollment management strategies. During the presidential search process, the campus identified increasing student numbers as a priority since the formula for state funding was based on full-time equivalent students. Plane's position immediately before coming to Down State was as the Vice President of enrollment management at another community college. She also was a consultant for a national enrollment management firm. As such, Plane was well versed in tactics to increase enrollment. The Vice President of Administration noted the success of the campus using traditional strategies, "We became very aggressive in our recruiting. That's enabled us to grow significantly in our enrollment, which is key to a college like this or to any college in the state system because the funding formula is enrollment driven." (BH)

The president initiated a number of changes that led to growth in enrollment numbers. Enhanced marketing strategies, changes in the number of credit hours recommended for students during the semester, and the addition of new programming options—primarily new baccalaureate degrees, all worked to erase the prior declining

trend. The implementation of new bachelor programs was enrollment driven, as pointed out by one dean. He noted, "I think that [new bachelor programs] were also driven by the desire of the college as a technology college to find a more secure market niche." (JN) Filling a niche reflected on a core campus question of determining the identity the college wished to have. Generally, programs targeted for new bachelor degrees built on areas of strength within the college, e.g., the hospitality program.

One of the first organizational changes President Plane made was to reorganize the reporting structure below the cabinet. This process took her approximately a year and a half to accomplish. The college went from a chair structure to a dean structure, hiring all the new deans from the existing faculty. Again, this highlighted a traditional form of operations by establishing a hierarchical reporting structure. Restructuring of operations allowed for structural adaptation of the existing bureaucratic form and for new divisions of work.

President Plane developed a Program of Work for the campus, which she announced at the end of her first semester as president. The program contained eight goals for the college. The plan formulated by the president addressed goals to increase enrollment, improve retention, and cut costs. The president dealt with these issues using traditional linear or long-range planning techniques, setting short-term goals and taking steps to achieve these goals. Planning was responsive versus strategic or proactive.

In dealing with issues and problems confined within the parameters of the planning process, President Plane identified challenges for the campus. One challenge involved breaking away from the past and "letting go of stuff." Plane elaborated, "You know, it doesn't feel comfortable, but there's no way a campus of this size can do

everything it wants to do and add new stuff. It can't." Her conclusion was to eliminate programs and processes that were hindering growth in other areas, often an uncomfortable option considering potential layoffs for the employees of the organization. Another challenge she identified was the physical maintenance of the facilities. Deferred maintenance and lean budgets have taken their toll on the campus. The expectation of the influx of state building funding targeted a new residence hall and recreation center. The most recent building construction on campus was a new technology center in 2000. These building initiatives were funded via traditional state funding mechanisms.

Methods Orientation

The methods orientation of President Plane's operational framing fit into the bureaucratic organizational structure of the state system. Her methods orientation involved a reliance on procedures with associated accomplishment of tasks. One feature of the state system involved a hierarchy and chain of command, with many programming options dictated by the system's central office. President Plane opted to work on the relationship between Down State and the central system office to build a base of support. Plane was the first president installed by the new Chancellor of the state system and now serves in some leadership positions on state committees. She noted, "...I think our relationship with [the state central office] is very good and that's important to Down State. Very important. I have to spend time with the legislature, our congressman, Federal, and our senators." The cut backs in state funding for public education made interrelationships a delicate balancing act for President Plane. She stated, "There's a

perception that the state is doing a lot and that makes it politically very challenging for a president because the last thing you want to do is put yourself between the governor and the legislature and your campus." Cabinet members pointed out they felt the president was doing a good job in her role interacting with the central office.

An example of Plane's orientation to structure pertained to the newly formed dean structure. President Plane made use of the campus hierarchy to hear about issues through the deans rather than directly from the faculty. The protocol of the new configuration established routes of communication, both up and down the newly established hierarchy.

The Program of Work outlined by President Plane contained eight overarching goals for the campus and under each of those there were some very specific tasks. The main thrust was increasing enrollment to solidify fiscal solvency for the campus. One of the programs established to accomplish this evaluated academic programs through a formulized procedure to determine their viability. The Vice President of Academic Affairs oversaw this project and reported on the procedures,

> Well, what [President Plane] did is that October [1999] she asked all supervisors, function heads to answer 14 questions. She called it a comprehensive plan. Some of the questions were information that we knew already. But we wanted to see if our data matched with what they said. Some of them were open ended, 'What are your strengths?' 'What are your weaknesses?' 'How could you maximize enrollments if you are not already there?'...And those programs that were weak, which we called "in jeopardy", I would notify the department chairs.

The Vice President went on to say that this was the first time in his 30 years on campus that a method of evaluation occurred. Other campus members spoke in support of the procedure and commented on Plane's "courage" to deactivate programs. The implementation of the review system by Plane employed a specific set of criteria in evaluating programs. Borderline programs were placed "in jeopardy" and received special assistance to help them turn around. If programs did not succeed with the additional help, they were eliminated.

Another step in the process to shore up enrollment numbers involved shifting credit hour loads for full time students. Historically, full-time students took the lowest possible credit hour load to meet financial aid requirements, resulting in longer time to degree completion. This practice placed Down State behind the other four campuses of technology in amount of credit hours taken by full-time students. The president said, "I did a series of educating that one way to help ourselves was to make sure the students, I didn't want to overload students, that wasn't the goal, but we needed to be at maximum or closer to maximum for students to graduate on time." Two years into Plane's presidency, Down State moved from last among the five school of technology to second in credit hours taken by full-time students. This change meant an increase in funding for the campus without increasing the number of students on campus. The president framed how to use the existing state bureaucratic system and an established process to benefit the college.

Problem Solving Campus Issues

President Plane approached troubles associated with tight resources at Down State College by individually highlighting problems and considering alternative solutions. Financial constraints permeated all discussions with the president and campus informants. When asked to recount her first impressions of the college, President Plane said,

> People put a good front on, they put a good face on, but it was clear that there was some underlying cynicism or just a concern about how this campus was going to be viable. I don't think anybody said that to me, but I just felt like people were, I don't want to say morale was low, but I think people had a lot of concerns on their plate. Financially the college had been hit over, and over and over. And I did not begin to understand the staggering financial challenges here.

One of the most frequent comments from campus members was, "We are constantly being asked to do more with less." The expectation was that the 2002 college budget would finally reward the hard work of the campus and their efforts in increasing enrollment. The events of September 11, 2001, however, dashed that hope. As one campus member noted:

> I think currently we're probably feeling a little victimized in that part of the carrot for enrollment growth is increased resources and the college for the last couple of years has been moving up with respect to its enrollment and expecting to reap the benefits and then NYC and we are victimized by

> the events of September 11th and all of a sudden, and obviously that was a pretty outrageous occurrence, but it was just another occurrence in terms of its fiscal impact on the institution. I think a lot of people feel that if it wasn't that, it would be something else. We never seem quite able to grasp the brass ring. You know, it's always appears to be within reach. So I think that people really struggle keeping a stiff upper lip and doing all the positive things we do on a daily basis and it continually seems to be one step forward and two steps back. (RC)

Plane attempted to frame the financial challenges as a series of problems to solve. The main tool in addressing financial issues was increasing enrollments. Program evaluations and credit hour requirements for students provided different solutions to the financial problem. New retention tracking software attempted to provide another solution. A focus on increasing summer programs was another way in which President Plane sought to focus campus attention on alternative enrollment solutions to campus financial issues.

Another pressing concern for the campus entailed facilities improvement. The proposed construction of a new residence hall expected to alleviate some of the housing demand issues. When President Plane elaborated on other facilities plans she again approached the project breaking down the problem into discrete pieces. She commented:

> What I would like to be able to do is renovate perhaps a wing or floor at a time, vacate it in mid-December when students leave at the end of fall semester and have it up for the following August. So, I might take the first floor of a residence hall and vacate it and try to renovate it in that 10-

> month period of time, because our peak is fall semester and I can't really afford to be without any rooms during that from August to December. But I could afford to take part of one off line long enough to do that.

The foundation for problem solving was on a priority basis and a set method was enacted to find solutions.

Campus Focus In the Moment

One component of operational framing for President Plane involved getting campus members to attend to immediate issues. She sought to establish a solid financial foundation for the college upon which to build in the future. As noted, she concentrated resources and energy on enrollment numbers. A campus dean, however, highlighted the potential difficulty in constantly addressing issues from a short run perspective.

> Sometimes the fact that we don't have very much money means for me, that [conserving resources is] always the first solution that everybody goes to and we don't maybe problem solve in a way that we could. But the fact that we don't have any money pervades everything, every single thing. Sometimes we do things in a way that eventually is going to cost us more money. We're like the people who can't afford a car, so we take a cab. (JA)

Concentrating on the moment at hand precluded some future options. The ideal of operating in the moment, coupled with the campus' tendency to rely on historical processes presented some issues for the president as she related in this vignette,

> The construction students do for-profit projects. It's a way of generating money for their program. And they always charged 13% overhead. But they complained that they didn't have enough money to do some of the things that they wanted to do. So I said, 'Why do they charge 13%? Why isn't it 18% or 20%?' Well, nobody could answer that question. Somebody just said let's charge 13% out of the blue. And so, those are the kinds of things, those are the kinds of questions I asked. If we want to earn more money, why don't we charge more? Nobody ever asked those questions.

Plane's framing for the campus included asking questions of past practices, but the answers still focused on finances and short term solutions using traditional resolutions. The president, however, was successful in meeting present day campus issues.

Behind the Scenes—Solving Problems

As with President Grillo, President Plane worked to solve some campus problems behind the scenes. When she arrived on campus she was faced with a number of financial challenges. As she outlined them,

> We had four big financial problems. The first had to do with our enrollment. ... Then the auxiliary was losing $300,000 a year. That is, let's see, food service, the bookstore...That was losing $300,000 a year and had been raided to support a lot of other things and the State actually

> put the campus on notice that they would dissolve the auxiliary if the problem was not resolved within a year....The third was that we wanted to build a residence hall because the students were complaining about the quality of the [dorms]...but we owed almost $500,000 on a failed venture in town purchasing private apartments and the dormitory authority had bailed us out of that bad debt and would not allow us to consider building until the debt had been repaid. And the fourth thing was the foundation, which owns the golf course is losing money, had over awarded scholarships, they were spending more money than they were generating in revenue.... And three of those four problems are resolved!

While Plane was successful in managing the financial challenges she inherited by prioritizing attention and resources on them and vesting authority in her Vice President of administration, few campus members noted these successes, other than to comment on increased enrollment numbers. The financial officer for the college led the changes in the auxiliary corporation. In a two year time period the corporation went from a $300,000 annual loss to a $374,000 profit—an astounding turnaround for the campus. Campus informants did not, however, note this feat with pride or as an accomplishment of the new president. Indeed, one of the new deans and head of the campus self-study for accreditation noted, "[The turnaround in the auxiliary corporation] may not be so visible to some people on campus, but as close to the self-study that I was, that's something that I know about and it may be the case that not enough of the campus does know." (JN)

The lack of awareness of these recent financial successes extended to the planning process. Members of the campus often referred to the Program of Work outlined by

President Plane after her first term on campus as "her" Program of Work versus "our" Program of Work. While Plane utilized coffee meetings with small groups of the entire campus and other campus wide meetings to discover staff concerns and to seek advice on the future direction for the campus, informants did not feel personal ownership over the planning process. One dean addressed the notion of inclusion:

> I certainly think you would find that dichotomy of opinion on the questions of planning for instance. I think some people think that it is going on and it's going on about as well as it can be expected given that it's hard to plan without having a budget. Others I think either sense there's an absence of planning or more likely believe that not enough people are included in the planning process. (JN)

Members of the campus self-study team preparing for accreditation appeared to have more information on operations of the campus that they discovered during the self-study process. The larger campus, however, did not share this general understanding of campus success due to the behind the scenes work of the president.

The president also spent considerable time working with the legislators from the region and the central office to gain favor for Down State College. One cabinet member noted, "Probably a lot of the people further removed from her have no clue how much time that takes." (BJ) Another time consuming effort was the reestablishment of the Alumni Association. The previous president dissolved the association and Plane was working to reinstate the area to build fund raising opportunities for the future.

The president pointed out that one of her initiatives since coming to campus involved hiring a new dean to consolidate records, registrar, and computer information

into one area. The Dean hired to fill this position had been on campus for one year and instituted a number of changes and improvements. As the president noted in describing this area, however, "I would say that she's worked very hard and probably the campus will perceive her as being the least effective. She's had huge challenges that the campus probably doesn't even know about." The challenges and successes of this one campus area impact the entire campus in a manner similar to the other financial issues the president resolved. The general campus population, however, was unaware of these successes because President Plane did not broadcast this information. Instead, she focused on attending to the details of solving the problems and then moving forward to the next set of issues.

The Role of Leader Cognition in Framing

Framing involves the selection of one meaning over others by the leader. Critical to framing, then, is how leaders first make sense for themselves. An antecedent to how the presidents framed organizational change on their respective campuses was leader cognition. I identified a number of different elements impacting the formation of the leader's framing perspectives. First, past experience influenced the president's perspective. Second, the use of networking added to the leader's choice of a frame. Third, the preference of resources the leaders drew upon reflected their ultimate viewpoints. Fourth, how Grillo and Plane thought about and defined organizational change influenced outcomes of framing choices. Finally, the role of others impacted leader cognition, both as an element of consideration by the leader prior to framing and as

feedback to the framing process itself. The actions of leader and follower feedback were iterative. Overarching these components of leader cognition was the role of leaders' power.

This research study confirmed the functional role of leader cognition in the creation of sensemaking on campus. The leaders first made meaning of change for themselves and then framed organizational change for the rest of the campus community. Grillo's cognitive processes relied on strategic thinking, taking consideration of contextual elements in an interpretative fashion. Plane's cognition, on the other hand, was more discrete and incremental. The initial element in framing is how the leader first understands the situation at hand prior to explaining it to others. Once the leader establishes for herself or himself a personal understanding, the next step is choosing how to call attention to a particular focal point for others. Campus sensemaking occurred as a result of the staff focusing on a set of issues highlighted by the president's choice of what to frame for attention.

Past Experience

The previous work experiences of President Grillo and President Plane affected how they approached framing on their campuses. While the actual events of their lives prior to coming to their current presidencies differed, their reflection on these events guided their current choices. The following examples highlight the role of experience for each.

President Plane's experiences included work as the Vice President of enrollment management at a two-year college and consulting for a national firm specializing in enrollment management issues. Plane's prior college did not experience low enrollment, rather sought to expand the type of students accepted, making this college's situation different compared to Down State College. As a result of this breath of experience, however, Plane applied familiar enrollment strategies upon her arrival at Down State. During her interview she mentioned the importance of program evaluation to determine which college programs were strong and which were weak. She implemented an evaluation process shortly after her arrival on campus.

A dean at the college noted another example of the connection between current changes at Down State and the previous experiences of President Plane. "I know that we recently put in a recreation type of program that she was familiar with in her former college and she said, 'Gee, we ought to have it here.'" (DA) Another cabinet member elaborated that Plane had, "far better banked experiences to draw upon and to get people to looking at what they do and how they do their jobs differently." President Plane borrowed on connections from her previous position to establish a collaborative program with students from Jamaica wishing to complete a bachelor's degree in hospitality at Down State. The prime focus of change at Down State College centered on increasing enrollment. President Plane's past experience as a consultant for a national enrollment management firm and day-to-day work in enrollment management at a two-year college shaped how she made meaning of this change. To capitalize on this, Plane described her plans for the campus,

> We can do corporate training, we can do certificates, Associates degree and Bachelor's degrees. And it's not one at the cost or the expense of another. And what it seems to me my vision has been is for us to pick a few things that we do very well and that is where we ought to offer this menu.

The crux of Plane's vision was to change the campus by focusing on fewer spheres of program offerings. She said, "My initial impressions were that this was a campus that really needed, for a lack of a better term, a shot in the arm. Somebody who would inspire some trust and some confidence that this campus was going to be okay." Plane worked at achieving this vision by applying tactics that worked for her in the past.

President Grillo served as president at another community college and drew from that experience when considering changes at Middle State College. He also worked in business in the automotive industry, which added to his thinking about the role of business practices in the college's vision. When reflecting on his past experiences he described himself as follows:

> I guess I would classify myself as a visionary. So, I tend to be more creative, more in that arena, and if you look at the matrix [on leadership] I'm probably, as it relates to management, more participatory type of person. Balancing that with, you can't lean too far in that direction or you end up in a quagmire and can't do anything. But you try and figure out ways to blend the participatory management into a you know truly autocratic style.

Walking the line between participatory and autocratic styles of leadership and management, Grillo noted that persuasion was part of his job:

> But persuasion is a little different than manipulation. I'm not trying to manipulate people into thinking the way I do, but I'm trying to persuade them with enthusiasm and vision. But, my passions for these ideas are self-evident. I think they are fun, I think they are exciting, and it comes through.

Grillo displayed a level of self-awareness regarding the down side of how he thought about change when he noted the concern of others over his having more ideas than resources to fulfill all the new concepts. The meaning of change for Grillo involved constantly pressing the boundaries of what could be done at the college by borrowing ideas from business and industry; all this applied to keeping the campus focused on accomplishing the mission of Middle State College.

One campus member at Middle State College stated, "We were looking for someone who perhaps had experience with laptop environment because we realized that was the direction we seemed to be heading and John Grillo seemed to have that." (TD) Grillo commented during his interview that moving to laptop programs was one of the things he wanted to do. As the president described his vision, "My vision involves the integration of technology in the classroom, integration of applied business principles, an entrepreneurial sort of spirit. Technology was part of that vision."

Past experience working at an institution that was a ThinkPad University allowed Grillo to draw from his experiences in making decisions on how to frame this change for Middle State. He used his previous connections to accelerate the implementation of the

laptop program during the fall of his first year on campus. As the Vice President of Academic Affairs described this process, "I think John Grillo brings to the institution a history and a background that he can see some statement that may have potential and transformed those statements into more of a vision of what ought to be or could be." (CB) The role of technology and business in Grillo's cognition of his vision was central. One dean stated,

> Kind of the way he puts it, if we're up to date with today's technology then we're behind. 'I don't want today's technology, I want tomorrow's technology.' And I think that's where he's at. He's really business wise, the business trend isn't that we're going to work for someone else, the business trend is that we want our kids to go out and be able to work for themselves. 'That's what I want to prepare the students at Middle State for—tomorrow's technology and tomorrow's ideas.' That was his. (MC)

Both Plane and Grillo called upon old contacts in implementing new programs on their campuses. They used these connections and their network to replicate previously successful programs at their new campuses with similarly positive results.

Networking

Both Grillo and Plane relied on their personal networks to clarify their thinking on issues. Each used their campus's inner circle of leadership to aid in decision making and direction for the campus. To clarify their own thinking, each president pushed members

of the inner circle. Each January President Plane hosted a cabinet retreat for three or four days at the president's house. She noted that these meetings were where "we ask hard questions." President Plane raised questions of "Why not?" to press cabinet members to give her reasons why ideas may fail or should not be tried. As one Vice President commented of the cabinet meetings, "She likes to throw out new ideas, likes to get feedback and if she has an idea that she thinks is really good, if you say no, she'll ask you a million and one questions." Plane herself said that she often hears that she "asked questions that were never asked before."

Cabinet meetings at Middle State College also involved asking hard questions. As one Dean described, "At those meetings he'll [the President] challenge. And that's the thing. 'Why do you think that has to happen?' 'I don't think that is, but I've got my own opinions.' 'You tell me why.' And if you've got a line and it's logical and if you make your point, then the point is taken." (MC) Another campus member went on to describe the delineation between President Grillo's style with the cabinet versus the rest of the campus.

> I think you have to look at it from two ways. One, if you are an administrator in that kind of inner circle, there is one style. And then you have to look at it from a campus wide perspective....So his leadership style is populist for lack of a better term. When you get right down into like the middle of the administration, it's still populist but he can be much more aggressive because that's where things get done. There the language is a little bit harder. All of our language is a little bit harder. His favorite thing to say is when he says something in a senior counsel meeting or a

small group of administrators, when he comes out with something he goes, 'Okay tell me why I'm wrong, knock me down.' And he'll play the devil's advocate too, with our ideas. (JD)

With the inner circles of leadership on campus both presidents took a posture of being more demanding in the questions they asked and their expectation of receiving frank responses. The presidents asked tough questions of these campus members to aid in their own thinking in deciding how to ultimately frame change.

Outside of campus President Grillo networked primarily with businesses, colleges and universities to form partnerships to advance the vision of Middle State College and to build on areas of expertise. President Plane relied on building her network within the political system of the state's central office to develop strong connections between her campus and the central office and to create a professional network to ask specific questions regarding leading the college. Grillo paid little attention to this network.

Resources

Presidents Grillo and Plane described a number of resources they used when making decisions. By his description, President Grillo relied more on written materials. While President Plane also read a great deal prior to making decisions, she also utilized her people network as a resource.

President Grillo pointed to a variety of materials he read that allowed him to draw connections between disparate topics and the vision for Middle

State College. He expanded on the role written information played in his thinking:

> I read a lot of periodicals. And I try to draw parallels. This is *Wired* magazine [pulls a magazine out of a stack on the table] and this is a story of the surveillance society. Well, we have a program where we have some outstanding facial recognition software. And it's pretty slick. And I'm trying to find ways to integrate that program. We're working on a project where we have some animal identification systems that are non-intrusively integrated. ..... And I just got off the phone this morning with a company in California that wants to partner with us [on this project]. Here's another magazine. We're working on this whole hydroponics area. ...Here's another article on [a university's] web page. We do a lot of the same things, but they've got one thing on here that's really slick that I've got to talk to our people about...Well, there are parallels in other areas that are very transferable. We're working with [a university] right now on a project that all they're doing with it is applying it to humans. We think we can apply it to the dairy industry. And if it works, it will be slicker than slick. And it's a parallel kind of thing. Taking things that apply over here and applying them to the academic world.

President Grillo relied on obtaining information from several periodicals to keep up with current affairs and new technologies. The periodicals Grillo read described the latest applications of technology and cutting edge programs. This information influenced what Grillo then saw as important to frame for campus members regarding the future of

Middle State and alerted him about new and innovative ideas. Using information from other contexts enabled him to think of their application within the college setting at Middle State. With the written materials as a starting point, Grillo then followed up with contacts within business and other colleges and universities to develop partnerships.

President Plane described her network of contacts as her greatest resource when reflecting on how she makes decisions. She relied on her inner leadership circle on the campus and the political connections she cultivated within the state's central office. These interpersonal connections added to her cognition. From them she learned about the best procedures to implement at Down State to help increase enrollment and how to make the most of the bureaucratic processes within the state's central system. When campus members reflected on how they thought Plane made decisions one dean noted,

> I think that she's very logical. I think she really weighs the pros and cons of the alternatives. I think she gathers a lot of information. I think she, I don't think she makes snap or quick judgments. I think she is rational, careful, thoughtful. (BJ)

Support of this idea came from other campus members as they commented that Plane took time to learn how the campus operated prior to instituting any change initiatives. Campus members noted that Plane was "well informed," "took time to know the campus," and "asked questions."

Given Plane's reliance on people as a resource, one Vice President pointed out her skill in communicating with others,

> Suzanne could talk with the guy from Harvard and she could talk to the person who has no education and is unemployed and they all would feel

very comfortable with her. And they would feel very comfortable with her because she's very sincere. It's not a put on. She really likes people, she likes to talk. (DC)

Leader's Definition of Change

While both Grillo and Plane used similar resources to aid their thinking about change, they perceived the meaning of change differently. Their different definitions of change in turn influenced the way in which both presidents ultimately thought about change for their campus and how they framed new initiatives on their campuses.

Grillo viewed change as a vision "out there" to which the campus aspired. He did not see change as static as supported by his motto, "Seeking tomorrow's technology and ideas." How he thought about the goals of the educational process at Middle State for the students also exemplified his forward thinking. He thought the focus of education was on transferable skills for students, with heavy investments in technology and business. For example, the prevalence of his vision of a student graduating with a laptop under their arm, a diploma in their hand, and an operating business plan expanded old ideas of skills necessary for graduating students from Middle State. In thinking about change, Grillo brought connections obtained from other resources to his thought process.

President Grillo's background brought a great deal of diversity to his thinking about change for the campus. Part of President Grillo's underlying schema of understanding of the mission of change on campus was reflected in the following recounting by a long time campus Vice President,

> He's the sort of guy who could give you a discourse on the history of the industrial revolution, tell you how it's changed society and give you a great speech about it for two hours. And then take a pair of wrenches out of his pocket and rebuild the internal combustion engine. I've seen him do it with outboard motors for example. So, he runs the entire gambit of theory and practice. So, he's a fit. If you can't go along with him, there's something wrong with you. (JA)

President Plane saw change more directed to solving the tasks at hand. Down State College needed a solid and stable foundation upon which to grow. Therefore, change initiatives of the president focused on current problems and establishing sets of procedures and routines for initiatives. One of the new deans at Down State commented on the role of task details to accomplish ultimate success for the college.

> The other thing I would say is she's really very good at the big picture. She's really very good about thinking about where she wants the place to be. There's a lot of attention to detail that needs to be paid here. And it stinks. It's not fun. I don't think it should fall on any president's plate necessarily to do that, but it's a small place which is administratively I think pretty lean and so some of it's going to have to be on her plate. (JN)

The focus on short-term goals and necessary task orientation for change was how President Plane thought about change. The oversight of additional details due to the lean administrative structure fit in with how Plane viewed change.

Role of Others

The role of other campus members impacted the thinking of both college presidents as they developed their framing perspectives. Feedback was both formal and informal and involved comments from the inner leadership circle, as well as from other campus members. The process of feedback was iterative. Grillo and Plane sought input as they developed plans for change and also after they synthesized information and presented a formal planning document to campus members. Adding to the development of the leader's framing perspective was their view of the support of others. Two perspectives were discovered: the president either sought the support of others or sought consensus of others.

Feedback

Both President Plane and President Grillo gathered feedback on planning efforts from campus members, but the views of the role of this feedback on the two campuses differed. For example, language used referring to the plan at Down State College indicated campus members thought of the strategic plan as the president's, evidenced by informant statements referring to the Program of Work as "her" plan or "she" came up with the plan. The president herself referred to the strategic plan as hers when stating, "In January at the opening of the spring semester, I presented my Program of Work...And I did it kind of in a generic way and I said that these are the areas that I'm going to paying

attention to over the next 18 months." One campus member spoke for many when commenting on the lack of a broad based committee to review the plan.

> I guess my initial impression when I saw and sat in the meeting and listened to the first presentation of the president's plan of work I said, 'This is really good.' My observation was that first of all that she was right on, that these were the things that should be addressed, should be institutional priorities. And I said, now it's time to put together the plan to implement or to carry out these agenda items, but that part never really materialized to the degree where the general campus again was involved in any planning process or the development of strategies, etc. etc. It seemed to be very much an hierarchical approach as opposed to a campus, a broad based campus input that either sought and I don't mean to say that people don't have the opportunity, but they're, because of the individual departmental requirements for planning contribution to the cabinet to review, but there's not, I'm not aware of any opportunity for exchange... (RC)

President Plane announced during presentations to the campus that she sought staff feedback on plans. If an individual desired to provide comments to the president at that time, they had to take the initiative of making a personal contact with the president, usually by e-mail or by phone, or make comments on the part of the plan pertaining to their specific area in department meetings. These later comments, then, may or may not have been incorporated in the final departmental response to the president. There were no open sessions in which general campus feedback was sought.

Many noted that they felt that the prominent source of feedback for President Plane was at the cabinet level. As one director commented, "My impression is that if something is coming up that she is going to be making a decision on, she initiates discussion at the cabinet level and then seeks input from the offices involved before she makes a decision." A cabinet member substantiated this when noting, "She's very inclusive, at least at the cabinet level. I've not seen her go out to the campus community for input on big decisions. But our discussions in cabinet are quite open and she changes her mind." (JA) The inner leadership circle served as a feedback mechanism for Plane in making decisions. There was an impression that cabinet members in turn relayed information up from those serving under them. One faculty member elaborated,

> She has her executive committee who are basically the Vice Presidents and a couple of others or so that she works with. They in turn supposedly get the information fed from their people. So, our academic Vice President hopefully would take the suggestions and information that now the deans give to him that he now takes to the executive team when they discuss these. So, I'd like to think there's a lot of bottom up and not top down kind of decisions made. (JG)

The reliance on the hierarchy for feedback conformed to the bureaucratic and methods oriented aspects of the operational framing that President Plane employed. Feedback was obtained, but through the channels of the organizational chain of command.

The president noted that she ran into Art Levine, president of Teachers college at Columbia during a conference prior to beginning at Down State and during their conversation she brought up the move into her new presidency. Plane recalled,

> "He said, 'Well, I've got a couple of pieces of advice for you. The first is rest, rest, rest, right now, because you're going to need a lot of energy when you get on campus....The second is to take a significant amount of time to get to know the campus, do a lot of outreach. Find out what they're feeling and what's on their minds.' And so, I took the job and I was on campus in the middle of August. And from August until the end of December I listened. I made the rounds."

Campus members indicate that she did just that, listened. One cabinet member confirmed, "She seeks input from a wide variety of sources. Previous presidents relied say on the inner circle. Suzanne is far more inclusive and goes out of her way to solicit input from others."

While some campus members felt Dr. Plane was very inclusive, others commented on a disjuncture on campus. According to one dean, "My sense is that a lot of faculty don't believe either the faculty or enough people on campus are engaged enough with the planning." (JN) Another informant added that feedback from the general campus "tends to be in forums where there's information being given as opposed to other forms where there is discussion, debate, exchange of ideas." (RC) This same informant said,

> I guess part of my perception during that first year [of Plane's presidency] was that I don't have a perception. People would stop me on the street and say, 'What do you think of your new president?' And I would say, 'Well, I really haven't seen her very much.' So I really don't have, and I'm not even sure today I could give you a perception because we just haven't

been in that kind of situation where we've had significant interaction on issues of substance. (RC)

The perception of disjuncture between the president's office and the rest of campus had historic roots on campus. The president herself noted, "There is certainly a history of McCormick Hall [a pseudonym for where the administrative offices are located] where you get locked up in there and you never come out." One faculty member noted that McCormick Hall was referred to as "The Puzzle Palace," while another commented that people working in the building were referred to as "them."

One of the outcomes of the oral summary report from the recent accreditation review at Down State was that the visiting team would like to see improved communication on campus. President Plane found this frustrating since she employed a number of forums where staff heard about plans and changes and the campus community also received information via e-mail and memos.

During conversations with President Plane it became apparent that she utilized a series of informal coffee sessions as a venue for obtaining feedback from campus members. This forum for comments was a useful tool for the president in devising her Program of Work, but few campus members connected their involvement in these informal, small meetings as impacting any of the planning efforts. Instead, they saw the inner leadership circle having more feedback than campus members in general.

At Middle State College members from all ranks of the campus knew about the strategic plan and talked about their role in designing the plan through the open campus planning meetings. Grillo talked about how feedback altered his thinking about planning on campus, when stating,

> The first thing I had to do was engage the college in a strategic planning concept or process. From which ideas emerged, not in purely the way I thought of them, but in expanded ways. So there was universal ownership. Much more universal ownership than the [original] direction I wanted to go.

The final product of these meetings was the generation of seven broadly stated strategic goals. Under each of the goals was an associated listing of objectives. The listing of objectives got transferred to an operational plan to measure progress and plan initiatives. The operational plan was updated and adjusted annually. As one Dean describes the plan, "It's defining. We review it, we go through it and we make sure that's where we're headed." (MC) After obtaining input from the campus on their concerns and desires for the future direction of the campus, the president put the plan into the context of Middle State College. He reported telling the campus community,

> This is the strategic plan, you've been involved in it. This is where I want to go. I want you to go there with me. I can't go there by myself and I'm asking you to support this and to buy into this. And I want your feedback on this stuff.

As one cabinet member shared, "It's an overall opinion the [strategic planning] is an interactive process with the president as one of the participants. And in a lot of cases he's certainly one of the drivers. In other words, he'll have a perspective and we need to put that on the table as well." (JA) The strategic plan and its associated operational plan were viewed as fluid documents with regular points of review and adjustment. Faculty informants reported feeling involved in the process.

In discussing the role of feedback to his vision, President Grillo said, "I talk with faculty about those [seven strategic goals], add to it, subtract from it, that kind of stuff." One Vice President verified this process,

> I think he talks to his people. He talks to his Vice Presidents and some of the assistant Vice Presidents. I think he instills faith in his people. He lets them do their job. He asks their opinions and I think that means a lot to them, to the staff, I really do. It makes them feel that they have input and he listens to what they have to say. (TD)

The role of feedback served to guide planning, as one faculty member pointed out.

> My impression is that the final decision comes from [the president] on whether it's going to go forward or not, but I think he's perfectly receptive to an idea bubbling up from the faculty, and in fact, I think he encourages faculty to come up with something and to go with it. Pick it up and run with it. (PE)

Grillo obtained faculty input by direct contact with the teaching staff and also via information shared by the deans.

When people provided feedback they did so without thought of retaliation, as one Vice President pointed out.

> People can air their views and I'll be very honest with you, one of the nice things about John [Grillo] is you can speak your mind and not feel intimidated at all. And not feel, if I disagree with the president, then I'm

going to have to pay for that. He's not that way at all. He's very, very approachable. He's what you call a regular guy. (TD)

This same Vice President added, "Very seldom have I perceived that he's made a clear-cut decision on his own without consulting his people and I admire him for that. He's got some good people under him and I think he takes advantage of that." (TD)

President Grillo used his ideas for the vision of Middle State to begin campus strategic planning conversations. While he had a general direction in mind for the college, he altered the original plan to incorporate the feedback from the campus. He sought broad based feedback to ideas and incorporated associated changes into final planning strategies. Campus members felt they had an opportunity to comment on plans and that their contributions were noted.

Support Versus Consensus

The two presidents differed on the importance of having consensus within the cabinet before proceeding with planning and decision-making. President Plane preferred to have consensus on issues at the cabinet level and made sure members of the inner circle felt the decision making process was clear and fair, even when they did not agree with the final decision. One Vice President commented about Plane, "Her leadership style is she is a consensus builder, everything is done within a team exercise, we as a cabinet." (BH) He went on to share an example of Plane's preference for obtaining consensus:

As a matter of fact, I can't remember what the issue was, but it was at a cabinet meeting and I said, 'I'm sorry, but I don't agree with you.' And

> that upset her because I was the one guy who was outside the circle of the wagon! And she kept saying, 'But...' and I said, 'Suzanne, it's not a problem. I just don't agree with you. I'm not going to fight you on it.' Then she'd say, 'But...' And I'd say, 'I'm not going to argue with you on this. We just don't agree.' And there was no way that I was going to change my position. But she was trying to negotiate with me and it wasn't really necessary. So, her leadership style is she's the type of person that builds consensus that people want to pay attention to. (BH)

Another cabinet member commented on Plane's desire to obtain consensus:

> If she [the president] has an idea that she thinks is really good, if you say 'no,' she'll ask you a million and one questions. So, if she asks me, 'Should we do X?' and I say 'No, because of this.' If she doesn't have a vested interest, if she doesn't have a real need or wish to do this, then she'll say 'Fine, no problem.' But if she really thinks, and sometimes thinks, no a lot of times thinks, 'No, this is the right thing,' she'll say to me, 'Well I hear what you're saying about X, but did you look at it this way?' So, we'll go back a half dozen times, a dozen times and sometimes she will change my mind and sometimes I'll change her mind. (DC)

These examples by members of President Plane's inner circle illustrated her reliance on cabinet level consensus building. She wanted to have all members agree on a unanimous direction for change at the college.

President Grillo, on the other hand, was clear on his opinion of the role of consensus on campus when he stated, "Just because I had the vision I couldn't implement

it. I needed to do something before that. I needed to develop a consensus. Consensus is the wrong term. I needed to develop strong support for that from a group of faculty and staff." He elaborated, "You've got to make some decisions and move forward. You can't always run things through committee." Grillo sought to get a mass of campus members excited and on-board with respect to the direction he sought for the campus, adding to the momentum of change on campus. He called these individuals the "early adapters." Grillo sought support from the wider campus audience versus seeking consensus merely from his cabinet.

When queried if there were dissenting views at Middle State regarding the direction the campus was headed, the president stated, "Amazingly no...I think that to a great extent they were so appreciative that we wanted to go somewhere that even if they didn't agree with where we were going that overcame their disagreement. And I'm still riding that sleigh." One of the ways in which Grillo garnered support on projects was his practice of allowing those impacted by the proposed changes involvement in the planning. The Vice President of administration provided an example.

> For instance, we know that we're building a new dairy operation. Once we got that set, then the faculty and the administrators involved with that building went through the design of it with the architect and so on. So, you form a fairly tight knit cohesive group and that same group works on how do you operate it. How do we buy the cows? And once we buy the cows, what do we do with the revenue stream? What do we need to staff the building? So, it's that kind of a small group that was used in this case to set up that business model. (JA)

The laptop initiative started in a similar fashion. Departments requested to participate in the pilot in response to an RFP (Request For Proposals) created to solicit internal interest. Since the initial departments participating in the program had to have one hundred percent agreement to participate, only those supporting the idea of laptops applied. These departments were the early adapters, as Grillo called them, to change. Emphasis on technology in the classroom reached increasing levels of participation each year, as more departments became laptop programs. One cabinet member recounted,

> The more faculty that came on board, the better the program would be. It worked out very well. Under his [the president's] guidance I think the faculty felt very confident that we were moving in the right direction. Even some of those who at first said 'No way, I'm not going to do this, I want my old chalk board' or whatever, have come on board. (TD)

Grillo relied on getting a few supporters interested in changing and built upon that success rather than first seeking across the board consensus. One cabinet member described the process, "He [the president] can be a cheerleader, has been in many cases, gets really excited about things. Gets to the point where, you know he's so excited, he gets you excited and we're rolling along. We're having a ball with this stuff." (JA) Seeking support of planning efforts allowed Grillo freedom to frame a vision for the campus that was more innovative since he did not require that all campus agreed on the direction before proceeding. Rather, the support of some was needed to get started.

Presidential Power

Another factor influencing the role of cognition on framing change for the presidents was how the presidents viewed their individual power on campus. Part of the power both presidents drew upon was the forward momentum resulting from the success of some early initiatives. An example of the power of success for President Grillo was the implementation of the laptop program on campus. For President Plane an early success was the process for program evaluation and subsequent deactivation of low enrollment programs. As Plane stated, even though her change involved the elimination of degree options, "That helped me because there was kind of a campus-wide buy-in that 'Oh! She's really going to do what she said she would do!'" The idea of follow through added credibility for the president's other initiatives.

President Grillo noted a similar experience when he presented the final strategic plan to the campus:

> Of course, then I used the bully-pulpit, no that's the wrong term, then I used the power of the presidency to communicate those [goals] and constantly refined them and amazingly even though a lot of people thought these were nice things, they really didn't think they would happen.

Upon implementation of the laptop program Grillo recalled campus comments of "Wow, he's not just talking about thing." The power the presidents obtained for future change initiatives found its basis in building on past successes.

Power, also, came to the presidents by virtue of their ability to make tough decisions and move forward. Although the presidents relied on engagement with the

campus to make decisions on change and future direction, they also used the authority of their office. As one faculty noted of President Plane, "She is willing to use her authority, but she uses it I think fairly gracefully. Other presidents that I've worked for have either not been that graceful or have been afraid of their own authority." (LD) Even when exerting presidential authority, one campus informant notes, "in most instances she will not have to assert herself with this 'I am the President!' type." (BH)

The power inherent in the office of the presidency provided one tool for the presidents to employ their particular frames of change for campus members. A Vice President at Down State College summed this up well,

> Because I'm convinced having watched five chief executives that the campus really does model the leader. He or she sets the tone for what the campus attitude is going to be, campus performance, and really its perception and interaction with the state, with the local community, all the external constituents. (JS)

Since both campuses had autocratic Presidents in their recent past, campus members drew from this memory and institutional epic when commenting on the way in which the current presidents wielded their power. The view of Grillo and Plane by campus members was that they utilized power appropriately. What the presidents thought of using power influenced their practice of framing for their campuses.

Disseminating the Frame

Leaders used various means to showcase particular understandings of situations of change for campus members. I identified the four means of dissemination as: 1. Talking the Frame; 2. Walking the Frame; 3. Writing the Frame; and 4. Symbolizing the Frame. While both Grillo and Plane each used all four ways to distribute information, they relied on some forms more than others depending on their individual framing perspective. President Grillo utilized walking the frame and symbolizing the frame for his visionary framing more often than President Plane. Plane, on the other hand, more frequently employed writing the frame and talking the frame within her operational perspective. While both presidents relied on talking the frame, they used very different means of talking. Plane chose more formalized ways to talk the frame, whereas Grillo's talking of his visionary framing was more informal.

I included in the category of *Talking the Frame* formal speeches in open forums and casual conversations with the college president in small groups. In *Walking the Frame* the college presidents enacted their individual frames by taking their message out to campus members. Obviously in walking the frame, talking also occurred, but the greater point was where the president talked to campus members and the informal content of conservations. Yet another method for the president to bracket change for campus members involved *Writing the Frame*. In these instances the presidents used memos, meeting notes, web postings, or e-mails to spotlight particular events for campus members. A less tangible, yet important, means of getting information across to campus members was by *Symbolizing the Frame*. In this instance, the use of particular symbols,

either literal or metaphorical, provided a lens through which the president framed change initiatives for campus members.

A variety of framing tools were associated with each of the methods of dissemination of the president's frame. Framing tools included metaphors, jargon and catchphrases, contrast, spin, stories, and rituals. Each method of the president's distribution of information on change relied on these tools to varying extents. Utilization of particular framing tools are noted where applicable. The following descriptions highlight each of the four manners of message delivery of the president's frame.

Talking the Frame

The prime means the presidents used on both campuses for talking about change initiatives involved hosting public forums. Forums were open sessions on campus to which the entire campus community was invited. Generally, the majority of campus members attended these public meetings even though attendance was not mandatory. Open sessions on both campuses occurred at the beginning of the fall and spring semesters, with other public meetings called on an ad hoc basis. Forums ranged from a scripted format to more freestyle, and from topic specific to town meeting style. These style differences emanated from the particular framing approach of the president in question.

I defined incidents of talking the frame as broadcasting the president's frame to a larger audience and distinguished this from walking the frame, where the president held one-on-one conversations with campus members, generally outside of the president's

office. While the distinction appears fine, the two manners of disseminating framing resulted in decidedly different ways for the president to highlight their frame. The fact that these two forms of distribution resulted in different meaning provided additional nuances to how college presidents frame. Discussion of how the president framed via talking and to whom they framed occurs in the following sections.

Visionary Framing

At Middle State College previous presidents required attendance at the opening semester meetings and noted absences. The tone set by President Grillo during his first meeting with the entire campus established a break with the prior formality of the sessions. One dean went on to relate, "At his first meeting on campus he starts by saying, 'My name is John.' He [Grillo] is very down to earth." The president did not track attendance at these sessions.

President Grillo used an unscripted format for talking during his public forums, meaning that he did not use audiovisual equipment when presenting, nor did he prepare a speech with specific topics. One campus member described these campus meetings as follows:

> [Grillo] dislikes formal [speeches], especially when he's addressing his own faculty and staff. He'll go up with a list of bullet points of things to talk about. And so once he gets those updates and talks about those. I mean in that sense it's formal like he knows what he wants to talk about.

> But it's not a prepared speech. And I think it wouldn't fit him. People would think that was strange for John. (JD)

This same campus member described President Grillo's style when addressing students at the fall welcome ceremony in a similar manner. Here, too, Grillo prepared a few paragraphs of general points to cover, "but then he'll go off and if something catches his eye, he'll go off and talk about it." (JD)

When he first arrived on campus, President Grillo initially met with smaller groups of the campus. As one department member described these meetings, Grillo "started out by meeting with schools, one of the four schools and talked a little bit about some of his vision, but more so asking questions, trying to get know thoughts, feelings." (CG) The next phase of campus meetings occurred in the format of a campus wide strategic planning session, the first of which occurred in June of 1998, shortly after Grillo came to campus. As Grillo described it,

> Our strategic planning sessions were interactive, more of a dialogue and smaller groups in the summer and in the beginning and end of summer. Those were more effective to try to sort out the problems and to shift through all of the stuff so that the more generally agreed upon ideas surfaced.

The senior assistant to the president talked about these meetings in a similar way, noting, "We had never done a meeting like this before." During this all day event the campus members attending were broken into small teams and spent time brainstorming ideas regarding the mission and vision of the college. One member who was at these session spoke of how "the faculty and staff opened up. 'This is what we'd like for our missions.'

This is what we did, paper stuck all over the wall type of thing." (MC) President Grillo's sessions were like town meetings, with a give and take in discussion. While the focus of this first meeting was topic specific in terms of planning, it was open in its format and focused on the future.

Campus members described the energy President Grillo brought to campus meetings. One faculty member commented, "I think part of it that helps is that he's very enthusiastic and energetic. And his enthusiasm is kind of contagious. So, even when we do have a meeting, he is typically entertaining." (PE)

Meeting time at Middle State College was protected by a special time labeled the "holy hour." On assigned Tuesdays and Thursdays each month an afternoon time was dedicated to particular meeting purposes. These meetings included all faculty meetings, college meetings, and cabinet meetings. The schedule allowed groups to meet without conflicting with others and gave the president an opportunity to call meetings with various groups of campus members or the entire campus without fear of conflict.

Operational Framing

Down State College also hosted opening semester public forums. President Plane described the change in these meetings since her arrival:

> I always do an opening one at the beginning of fall and an opening one at the beginning of spring semester. So that's kind of my call. Historically people on the cabinet stand up and report on what was going on in their

area. People said they didn't feel that was very useful. And so, I've kind of done a State of the College and an update.

President Plane used the forums as a platform where she talked to the audience about different initiatives. She also referred to additional public sessions held at random times during the semester, indicating that attendance at these sessions was lower due to scheduling difficulties. The purpose of the ad hoc meetings served to update staff on campus progress and to announce any changes in funding or programming.

President Plane relied on a scripted, formal format for her presentations. Her official presentations utilized PowerPoint programs with outlines of important points and corresponding graphics. The use of this presentation mode made a positive impression on campus members, but set up the meeting more in a lecture format. Many informants noted the president's use of technology when describing the open sessions. Copies of one of Plane's PowerPoint slideshows identified particular points that updated progress on enrollment, resource issues, campus life, academic excellence, and accreditation issues. For instance, her presentation from Fall 2000 contained 25 slides, all with eye-catching graphics. President Plane used a similar format to describe her eight-point "Program of Work" to the campus mid-way through her first academic year on campus. This plan identified the focus of the campus's change initiatives and served as a roadmap for future projects on campus. One cabinet member described the presentation of the plan as where Plane discussed "what her expectations were in what she felt Down State needed to do, what was its emphasis, where it needed to go, what direction it was going in." (JG) The program of work provided a template for the campus and the president on goals and objectives and Plane used it to assess progress, both for herself and the campus.

Forums at Down State College were topic specific, but in the past were similar to the open format witnessed at Middle State College. President Plane explained:

> The one thing I don't particularly care for that has been a tradition here is what has been classified as the forum. And that is, historically the President stood up in the front of the room and people have asked questions. And, it's not that I have anything to hide. People will tell you I'm pretty open, but I feel uncomfortable because I have no idea of what the focus is or what the discussion is. I feel tense about it and so my own personal feeling would be I don't have any problem with holding these open meetings, but I would like them to be more structured. I would like them to not to be a free for all where anyone can ask the president about anything. But if this is about governance or this is about finances or if this is about quality of student life or student outcomes, then let's say that's what the topic is. I think that's more productive for the campus and less negative. And so I will tell you that I'm not crazy about that .... And I've tried to get away from it saying 'This is what we're going to talk about.'

To try and address the tradition of the open formats of meetings, President Plane hosted special sessions on open topics. She recounted laughing, "I went over and stood in the theater up on the stage and eight people came!" Thus, the open format option no longer appeared at Down State; instead, President Plane announced the topic at the time of the beginning of the session forums.

Down State College does not have a specifically set aside meeting time comparable to Middle State's "Holy Hour." Due to the need to maximize the campus

resources and the fact that the college has many laboratories, Plane stated, "I'm a little reluctant to say, 'Well, we aren't going to hold class from 4-5 on Mondays so that we can all be together.' In a way I think that's kind of an artificial barrier." Therefore, the only meeting times where the entire campus is free to gather occur at the beginning of the semester prior to the start of classes, limiting the number of times President Plane can formally address campus members.

Walking the Frame

When the presidents were out on the campus or in the community they had an opportunity to interact with campus members differently than they could in formal campus functions. In these less structured contexts for framing, the presidents talked more one-on-one with campus members. Occasions of walking the frame when off campus often found the president in a different role, e.g., non-profit board member, sport spectator, family role. In informal settings, stories about the college's past, and particularly past presidents, also surfaced. When campus members related stories about Grillo and Plane they frequently referenced past president's behaviors and campus practices as a counter-example to highlight the current campus president. Both Down State College and Middle State College were lead by autocratic leaders in the past, a point referenced by campus members as a counter to the more participatory and inclusive styles of Plane and Grillo.

President Grillo and President Plane used occasions of informal connections with staff for framing differently. Grillo liked individual conversations with staff and often

used these opportunities to elicit ideas and opinions on current and projected projects. Plane espoused a desire to increase the amount of time she spent informally speaking with campus members, but also indicated a desire to protect her privacy. The following sections highlight how walking the frame appeared when a visionary frame and operational frame was employed.

Visionary Framing

When referring to the president being out on the campus, many informants described how President Grillo attended athletic contests and played basketball with campus members at noon in the recreational center on campus. Grillo commented this his favorite way to get his message out was via "Face to face dialogue. One, two, three, four. Not in a planned meeting. Just walking around and talking to critically placed faculty and staff." He recalled how "early on I was out and about more. Just engaging faculty one on one with ideas." Campus members confirmed Grillo's preference to communicating personally with campus members when they said, "He just gets out there. Just gets his face in front of everybody. Whether it be in a large group or a small group, or one on one, you know walking about campus shaking hands. 'How are you? How are the kids?'" (JD)

President Grillo used the informality of walking around the campus to disseminate information on what he was doing and the direction the campus was headed. One faculty member noted, "I'll see him walking through the halls and poking his head in doors and talking to people and asking them what they think.

He listens. He really listens to people when they express their opinions to him." (MO) Another campus faculty noted that he and the president serve on the board of directors for a community organization. The faculty said, "John knew that I had served with previous Vice President's Baire for a long time. John had some campus issues....he bent my ear about those and asked for advice and those kinds of things. So he's out there actively seeking influence." (CG)

Another dean elaborated on where and how the president communicated one-on-one with campus members:

> He's very visible at the little things on campus. The football games, the sporting things. He also is a data hog and a little bit of a brainiac. He'll meet everybody; he'll communicate on every level that people will communicate. I mean if he's got to go, if he's got to talk architecture, he talks architecture. If he's got to talk computers and gadgets, he'll talk computers and gadgets. I mean he can be well informed, but he'll communicate on those levels. (MC)

Other campus members discussed President Grillo's availability for individual conversations. "People don't have a problem with approaching John. People will say this to you." (MW) Indeed, campus members felt Grillo was approachable. When queried about mechanisms for airing conflicting viewpoints one faculty member commented:

> Anybody who has dissenting views could very easily go and speak to him. At least in my opinion that's the case. I sound a little hesitant because there aren't really a whole lot of dissenting views here. At least that's my perception. People are very happy with what he's doing and very happy

where the college is right now, especially as compared to a few years ago. (MO)

When referring to campus members, one Vice President noted that campus members' sense that everyone gets along. "People aren't so territorial here." Employees participate in other social activities outside of their work on the campus. Another cabinet member said,

> There is now more a sense of camaraderie, a sense of where we are going and what we need to do to make it work. I get the feeling that John actually does care and that he wants us to move forward. There was a rumor that they [state administration] wanted John to go to [a State four-year technical institution] to be their new president. I went to talk to him and he said that no, he wasn't going to go, although he had been approached. He said he likes the challenge to turn Middle State College from the old vision of cow-college to a premiere ag-tech school. (MW)

Employees felt they could individually approach Grillo, as noted by the employee's comment above. Since Grillo was often out on the campus, opportunities for one-on-one conversation were high. The perception was that individuals suffered no ill consequences as a result of approaching the president with issues.

Operational Framing

Comments regarding President Plane walking and talking to people on campus were often stated as a counter to the reclusive style of the previous president, President

Doud. Campus members at Down State College recounted how President Plane had the ability to talk to various constituents on multiple levels around the campus. When Plane talked about walking around the campus and partaking in one-on-one conversations she said, "I try to get out and walk around. I frighten people when I do that. [Laughs] 'What's she here for?' 'What's she looking for?' But I hope the more I do it the more accepted it will be. People will sometimes talk to me informally when you know they wouldn't set up a time." Plane was aware of the value of conversing with employees on an individual level some of the time versus always during larger group meetings.

When President Plane arrived on campus she instituted a series of informal coffees with the campus employees. One cabinet member described these meetings:

> She came in and analyzed what had been done in the past, what worked and what didn't work and she really worked to communicate in every form possible through the campus .... First of all she met with them by, I think it was birthday, rather than by department. So it wasn't just the traditional old gang sitting by the table. It was people from all walks of campus. It was a wonderful way to promote change, and even though we're a small campus, we still don't know everyone. So it was a chance for people to have an opportunity to meet people that they never had. (JS)

President Plane continues these small group meetings, organizing them in different ways, for instance alphabetical by last name, to constantly change the mix of the groups. Employees often used these coffees as examples when they described Plane as approachable. The coffees provided a mechanism for feedback about concerns or questions, although campus members did not always realize how their comments

impacted plans. The mix of staff and faculty was notable, extending to work on joint staff and faculty campus committees.

While informants discussed Plane's congenial and approachable manner, they did not comment on her visibility outside of the administration building. When employees said they had individual conversations with her, they were generally in the president's office or before or after some type of campus meeting. Despite Plane's valuing of walking around campus, she did not utilize this manner of dissemination as often as President Grillo.

President Plane commented on a discovery she made upon ascending to her new presidency.

> ... There's no anonymity for me in the community. And that was something that was kind of a surprise to me. Something that I had not been prepared for in any way. It's not that I need to be anonymous, but you run out in your jeans and sweatshirt to get something for dinner and somebody talks to you about an issue on campus or I'm trying to learn to play golf....I'll go down to the golf course to have a lesson and 4 or 5 people buttonhole me about this problem or that problem and so it's a small fishbowl! And that wasn't something I had really thought about all that much.

Plane did not see these off campus chance meetings as another opportunity to frame change on campus or influence thinking of the staff.

Writing the Frame

Writing the frame took a number of forms on both Middle State and Down State College campuses. Memos, newsletters, policy, and the strategic plan were some of the means of written dissemination. The main thrust was actually written documents, be they memo or planning documents. Another aspect of writing the frame dealt with the forms of dissemination, e.g., electronic or hard copy.

Generally information received by campus members from writings by the president was not new information; rather reiterations or updates of items previously covered or containing more detailed coverage about projects. The exception to this was campus-wide e-mails that were used to get out information in a quick fashion, with follow-ups occurring via talking in forums or more detailed memos. The styles of writing of Grillo and Plane were similar to their speaking styles, Grillo's writing style was more informal and Plane's writing contained precise and detailed messages.

A common mechanism utilized by both presidents was sending out memoranda or newsletters to campus members. Lack of time to constantly get together in large groups made the use of memos an advantageous means for staff to get information. Information of all planning enterprises on both campuses, the strategic plan for Middle State and the Program of Work for Down State, was sent to employees in memo form. A hard copy gave individuals the opportunity to read and study about planned changes at their leisure and allowed for more depth in presentation of details. Updates on specific budgetary issues were often sent via hard copy memos.

Members of both campuses commented that they, also, liked to receive information from the president via e-mail. Electronic messages from the president allowed staff the opportunity to read the message at their leisure, to keep it in an electronic folder for easy retrieval, or to print it off to read from a hard copy.

Visionary Framing

At Middle State College the special assistant to the president was in charge of reviewing all written campus policies. Part of the new review process she organized entailed initial evaluation by the faculty congress or student affairs division of current policies. Updates were made accordingly. Written policy was created during the process of implementing laptop programs. Formulation of the criteria necessary for consideration as a laptop program, and the steps necessary for selection, were the first steps. A request for proposals was sent to all staff outlining the policy for selection as a laptop program, in which all students were required to purchase a laptop computer and faculty altered their teaching strategies to incorporate technology. Included in the criteria was the requirement of the unanimous support of all faculty members in the curriculum.

As one faculty member at Middle State described the strategic plan, "He [President Grillo] has this scheme that's on a spreadsheet. And everything this campus wants to accomplish is on that program goals. And the goals are spelled out in a time line." (JVR) This description closely mirrors how Grillo himself described the planning process: "Then we translated [the strategic plan outcomes] into an operational plan.... And then our seven strategic goals, they are broadly stated. And under those are

objectives. Those got transferred to an operational plan, so this document is out there and won't change until 2007."

Campus members referred to the plan as the president's "roadmap" and commented that they revisited the plan annually to update progress. Members of the senior council referred to the strategic plan often during conversation, with many pulling it out for view while explaining it. The display of the operational plan was on a computer spreadsheet with the seven goals providing the first level. Under each of the goals specific strategic objectives were listed, breaking down to multiple levels of detail, e.g. accelerate the program development process within the college (with a list of 33 new programs spanning from AOS to BT). The spreadsheet listed a time line beginning in 1999 and going outward to 2006. A column marked the status of current activities, with completed projects marked in red on the time line at the point of completion. Some objectives were eliminated since the inception of the plan and were noted.

Middle State College's website contained many of the "bells and whistles" of new technology. President Grillo said that while the campus website was good, he was always seeking ways to enhance it. The website reflected the campus' focus on technology with slogans and text referring to the ThinkPad University programs and the national recognition received by the campus for being a wired campus. The student newspaper was an important aid to President Grillo's framing at Middle State. For example, students complained about the speed of the Internet at Middle State College and President Grillo met with student representatives to discuss their concerns. A headline in the student newspaper quoted President Grillo stating, "Our goal is, 'Okay, you need more? [Internet

access]? We are going to find a way to get you more.'" The college went from one T1 line in the 1999 to a total of eight T1 lines in the fall of 2001, with four more planned.

More recently President Grillo started sending out periodic e-mails that he called "Presidential Ramblings," in which he addressed numerous issues, large and small. As one member recounted,

> Anytime he's got anything to say you know he'll just tick off a list of things updating the campus on what progress has been made, if any, or if this is a new thing or if this is different than when we last talked, or you know my wife has been visiting her cousins for the last two weeks and I'm having trouble cooking and you know... My door's always open; hope you have a great holiday, that kind of stuff. He's been doing those once every, once every couple weeks, once every week, which I think it's a great idea because it's very informal. JD

President Grillo's writing the frame reflected his informal style and his framing perspective of reinforcing connections between the future vision for the campus and everyday campus life.

Operational Framing

At Down State College President Plane used writing to provide more information to campus members than she could via the public forums. For instance, information on the change in administrative structure from chairs to Deans went out in memo form, as did the postings for the openings in the search for the newly created Dean positions. The

information in this announcement was detailed, explaining the entire process of the search for the Dean's, the responsibilities of the Deans, and outlining the structure. To alert campus members that paper information was coming from the president's office, Plane used a particular colored paper to send out memos from her office. One of the campus deans also noted, "Suzanne does a ton of personal notes." She sends short notes of thanks to campus employees for accomplishments and congratulations. These informal notes provided a personal connection of appreciation for campus members from the president.

Written policies at Down State revolved around program evaluations and the criteria for placing areas "in jeopardy." Again, the writing from the president was detailed and outlined the precise steps of implementation for evaluation. President Plane outlined her eight-point Program of Work in a six page, single spaced memo. The general direction of each category was outlined, with the evaluation process for placing programs "in jeopardy" defined. Updates and progress on the plan were noted in follow up memos and during the beginning of the semester forums.

When the communication director at Down State College surveyed the campus to query about moving hard copy communications to the web to save costs, the overwhelming response was "They want the paper." The director went on to admit,

> Our website needs help. It really needs a lot of work, but we haven't been able to get it fixed because we haven't had the money. You know most institutions say well the only way to fix this thing is to go out and hire a Webmaster. Well, guess what? I haven't got the bucks to go out and hire a Webmaster. And in fact, you know I had the tough decision this year. I

> had two vacancies. I had a designer and a fundraiser and one of the first things any institution does is look at not filling vacancies. They said, let's not fill the fundraiser and I said you know, we've got to fill the fundraiser. We're going to have to live without a publications person even though we need more publications to continue the marketing assault to keep the enrollment up. (JS)

While many of the written documents at Down State were on the campus website, response time and ease of locating them made this avenue of dissemination not as helpful.

Symbolizing the Frame

President Grillo and President Plane made use of various symbolic representations to reinforce their particular framing perspectives. New buildings and their use acted as one way of reinforcing messages from the president. Logos and taglines were another means of support. The initial interview for the presidency also served as a point of symbolism for Grillo's and Plane's framing and set expectations for the campus. Ceremonies and rites served to symbolically reinforce what the presidents chose to highlight for campus members.

Visionary Framing

The physical location of campus buildings and programs and how the buildings were talked about on campus played an important role when the president framed change on campus. Recent building projects provided potent symbolism at Middle State College. The campus had five ceremonies demarking the grand openings of new or renovated buildings. One campus member noted, "And the reason [that morale is so high] is that we have so much going on in terms of new buildings. We opened four new buildings and that in itself gets you all charged up." (JA) Some of the building initiatives were already in the planning process prior to President Grillo's arrival on campus—a fact he himself points out. A faculty member noted,

> Although he [Grillo] wasn't instrumental in getting the new agriculture facility, he certainly has supported that. Those plans were in place before he got here. He wouldn't make a big point of that, but we've had college presidents here that would take credit for everything even though they weren't here when the planning was done they would quickly assume that—he's not that type of person. He very openly acknowledges, which I admire, that these building were in the planning process before he arrived...(CG)

Even though Grillo was not responsible for all the building projects, he used the grand opening ceremonies to reinforce the forward momentum of his visionary frame for the campus. The new buildings represented connections between the future vision of the college and the life of campus members now.

Part of the new dairy complex targeted establishing new business enterprises, one of the three prongs of Grillo's vision for Middle State. One campus member noted, "With the mini-dairy incubator that we've got going on, they'll be able to produce cheese, milk, ice cream, and gourmet things. With the way that the new dairy operation is going to be run I think we're looking at entrepreneurialism as another thing that's really kind of fueling what we're doing." (JD) The campus used some of the milk currently produced by the campus cows in the student cafeterias. This not only served to cut costs for purchasing off-campus milk products, but also reinforced the central role of agriculture to the mission of Middle State College.

The Fall 2001 forum was hosted in the new automotive area. By using this opportunity to spotlight the new building to all campus employees, Grillo symbolically reinforced the technical focus of the campus and again showcased the forward direction of the campus as represented by the new buildings and growth on campus.

Upon completion of the strategic plan at Middle State College a logo was created to visually represent the ideals of the plan. President Grillo was conscious of the intended use of the logo as reflected in his statement referring to the process used to generate the strategic plan, "The creation of a symbol to represent our vision was so we could be succinct from the mission statement." Campus members participated in planning exercises in which papers were stuck up on the walls indicating the strengths, weaknesses, opportunities, and threats facing the college. Individual involvement was high and individuals used sticky notes to indicate which of many planning ideas were most important to them. The areas with the most "votes" by campus members were identified for inclusion within the final strategic plan for Middle State. The logo visually

symbolized the campus wide planning effort and informants referred to the planning process and logo together when talking about change at Middle State College. Another visual representation of the strategic plan were the Gantt charts associated with the operational plan, containing color coding and timelines.

A variety of marketing plans and taglines highlighted the role of technology and business practices on campus. As Grillo noted, "We've had several [taglines] as it relates to technology because we've been emphasizing our success with technology. One was, 'no wires, no limits' to emphasize our wireless stature when we first went in that direction. We're the first in the country to do that." Another slogan was "Yesterday's tradition. Today's technology, Tomorrow's leaders."

The issue of Middle State College's image was one of President Grillo's chief concerns. He stated, "Marketing is a major piece of this [vision]. We have not done that well." The public relations officer identified changing the college's image as the president's primary goal. She saw President Grillo using the role of technology on campus to change the image. She stated, "You know [the college] is primarily viewed as an Ag and Tech school where kids are all hayseeds and you know basically, you know they're all morons. That's the old school view. Now the campus is so diverse." (JD) Funds were dedicated to run advertising campaigns in local media outlets, billboards, and radio spots. The current campaign utilized the tagline "There can only be one number one," which referenced the college's national selection as the most wired campus. All print media featured students with a laptop computer.

Campus members also related that President Grillo took the message about the work done at the campus to wider audiences.

> John goes to conferences to speak on the laptop programs here at Middle State. He just got back from England where he talked about Agriculture and Marketing. Next summer he is going to Russia to meet with the heads of state about their new automotive facilities. Ford is building over 70 dealerships and has hooked up with Russia. John will talk about training for the automotive workers. He has spoken at a number of prestigious places. (PR)

While implementation of technology on campus was good, one faculty member noted,

> ...When the President came, he said that every faculty member on this campus would have a laptop. He's been here more than two years and not every faculty member does. So I remind him of that occasionally. And the last time he was reminded of that, he was at a faculty meeting and I remember him telling that we are going to something else. ...So, he's already visioning the next step in electronics, but I think he also needs to follow through with everyone. (JVR)

Technology was constantly symbolized as striving for the next frontier. The next stage was the campus wide use of cell phones by students.

During the presidential search process Grillo laid out his preliminary vision for the campus. As one search committee member noted,

> I think probably in a nutshell what he communicated was what the institution got, to the culture and to the institutional epic...He gave evidence early on that he agreed with, supported and had a professional orientation that was consistent with our mission, vision, and institution I

think. And when he came here, he demonstrated that that was all true. (CB)

The prominence of the role of agriculture was noted by one of the 30-year employees on campus. "The agricultural mission is still critical to us and more so than [the other four campuses of technology]. Agriculture is still big with us. We just added 200 cows; we have a $6 million dollar dairy operation. We have probably the best Equine operation in this part of the United States, which is all agriculture. So, it's still a key element with us." (JA) Grillo sent the message during his interview that he valued the agricultural mission of the college and supported the efforts of the new dairy complex.

The campus was aware that President Grillo was pursuing other job openings in addition to Middle State College. Grillo described his feelings about Middle State during the interview stage, "...I was struck by the compatibility. Now I had two other offers on the table at the time, and this was not the most financially attractive, in fact by a long shot, but it felt very good." One director talked about Grillo's competing offers, "He had some lucrative offers beside Middle State College, you know, and we were kind of amazed he came. But we're glad he did." (TD) The symbolic value in Grillo's choice of Middle State over others made campus members feel like winners. The feeling was that if Grillo picked their campus over others, there must be something special about Middle State College. The Academic Vice President reasoned, "One of the reasons that John Grillo came here because he saw that a large proportion of faculty and staff that said, 'Show us, we're willing.' I don't think that all institutions are comparable along those lines. ...There has to be that fit between the institutional and the individual." One faculty

thought of the interview process as an opportunity for the candidate to set out at least an initial vision that they have and set the stage for organizational or institutional change.

The fact that framing occurred prior to presidents even arriving on campus was succinctly observed by the current Vice President of Academic Affairs. This person served as the interim president for the campus prior to John Grillo's hire.

> On the assumption that the president did not misrepresent themselves and what they said [during the interview] is truly what they are, it is sort of a no brainer. They step in and tell people what they've already decided they want to hear. I mean the institution, before the president even sets foot on the campus has said this is the way in which we want to change and we evidenced that in a large measure by our choice of you. So continue to do and say those things, pursue those initiatives that you delineated during the search process that made you the successful candidate. (CB)

Grillo used symbolism to reinforce his visionary frame by his choice of the beginning semester meeting in the automotive lab, the message of technology in marketing materials, the creation of the logo representing the strategic plan, and during the course of his campus interview for the presidency. He reinforced his belief in the agricultural mission of the school by asking to see this aspect of the campus during this interview and by supporting the new dairy complex. His use of symbolism reinforced his forward looking component of visionary framing and making connections for campus members.

Operational Framing

At Down State College one of the points in President Plane's Program of Work was to enhance the sense of community. Towards this end, upon arrival to campus she instituted a holiday party. She related, "My fiscal guy said, 'Well, we've got to charge five bucks a head for the food.' And I said, 'No! We're not going to charge. This is going to be a celebration, a party that we get together and have a good time because we're here and because we're a community.'" Given the bifurcation of the faculty and the tough economic challenges weathered by the campus and its members in the 1990s, Plane felt it was important to draw the campus together and encourage community. Campus informants noted that even with budget challenges, Plane opted to continue hosting the holiday party for the campus without charge. Another event she put in place was a celebration for all the people who worked on the regional accreditation team. One Dean stated, "There was a reception for all the people who worked on the self-study team. I don't recall that happening 10 years ago when we went through the process." (JS)

Down State College sports a new 4.3 million dollar building opened in fall 2000 that houses the technology division. Although this new building represented the only campus construction in twenty years, the building was not discussed in conversations with campus members and was not used symbolically to represent campus growth or prosperity. Lack of discussion of this new facility could have been attributed to the amount of time passing since its opening since a component of operational framing is focusing attention in the moment. Instead, discussions regarding the buildings on campus centered on the proposed new residence hall and recreation center slated for construction

in 2002. The anticipated student living center represented the first new residence hall for the campus in 40 years. In discussing the new recreation center, President Plane commented, "We're almost exclusively a residential campus and if you're located here there's no movie theater in town, there's nothing. And so, if we don't provide it, students don't get it. And so we need to do that." A new student union was planned to provide services to students unavailable in the rural town in which the college is located. Discussion of the proposed student center fit the concept of problem solving and centering campus consideration in the present.

President Plane discussed upgrades to the technical infrastructure and the dedication of one building to computer labs. Down State College opted not to go the route of laptops for their students and instead chose to spend one million dollars renovating an existing building to house computer labs. The facility contains state of the art computers, but the building was obviously retrofitted for its new purposes. President Plane commented on a tour of the building that facilities management was investigating a special type of paint that would adhere to the forty year old tiles lining the walls of the hallways. She felt the bright yellow tiles dated the building and did not convey a "hi-tech image."

President Plane made extensive use of PowerPoint presentations during her public meetings. As one dean noted, "She used PowerPoint, the technology president, used PowerPoint. That's good for the image too." Thus, while technology was not discussed to the same extent at Down State College, campus members noted Plane's use of technology during campus meetings.

While there were no special logos created to represent President Plane's Program of Work, the plan itself served as a symbol for the campus. The plan served as a focal point for the campus to show that it was headed in a certain track versus proceeding without direction. Having an agenda gave campus members and the president a point of conversation and a forum for dialogue and interaction. The Program of Work also provided an advertisement to outside entities to highlight progress and to solicit funding.

President Plane re-instituted the office of Alumni Affairs, which her predecessor had disbanded. Part of this campaign was the publication of an alumni newsletter highlighting current events on campus, providing updates on alumni, and publicizing the good works of campus faculty. The Fall 2001 alumni issue highlighted the fact that Senator Hilary Rodham Clinton was a commencement speaker at Down State College. Other notable items regarding sponsored meetings of the Central Board of Trustees hosted by Down State and connections with the President and the system chancellor also appeared in these publications. These articles served to reinforce ties between the hierarchy of the state system and Down State College.

President Plane also made an initial impression on campus members during her presidential interviews. One Vice President at Down State College was not able to participate in the first round of interviews of candidates. His first impression of Plane, therefore, occurred by viewing a video tape of the interview. He recalled,

> I was impressed from the first time she walked in view of the camera. She's very engaging, very energetic, knowledgeable person to me—exactly what we needed here. We needed someone who was a go getter....I looked at all the tapes by the way, and those tapes were made

> during the initial interview with the search committee which was composed of all the constituencies on the campus. And the interaction between her and those individuals was much more positive and dynamic compared to some of the other ones. And I knew at that juncture that she would be my candidate of preference if everything else we went through was positive. And it was. (BH)

Another campus member noted of Plane during the interview process, "She was very personable and she was very open....I had the impression that she listened well, especially under circumstances when you know what you want to tell everybody and you want to be sure you get it in." (JN)

In one of the open campus meetings during the search, one Vice President recalled Plane "talking about the need to evaluate academic programs and all non-academic functions...I thought she was right on. I thought she tackled something that would upset a number of faculty, but she had the honesty and the competence to speak her mind." (DC) Another Vice President described how, despite a late day interview slot, Plane "came in and took over the room," again noting her people skills. Others talked about how it was evident that she "had done her homework during the search process, so I think she was pretty well up to speed on many of the needs of the campus and things that needed attention..." (RC)

Plane recollected the process in a similar way. Part of the process was to prepare four or five goals and what her mission's values would include. Her initial assessment of Down State College was,

> They had some serious enrollment concerns. They needed somebody who was positive and who had a lot of energy. Somebody who was really committed to the college and to the community. Who was going to move here and live here. Eat and breath and become an integral part of both the campus and the community. They needed somebody who had some strong leadership, but also would be willing to be a team player and invite a lot of input...I mean I think that every campus goes through cycles where they have a president and there are a lot of good things about that president, but when the president leaves, then they want to make sure that the bad things about that president aren't repeated.

Since President Plane had a job in which she was happy, she viewed the search process as an exploration, taking it one step at a time. At each step she indicated she felt comfortable and felt like the fit was good. Although she was encouraged to apply for another presidency in her home state, she declined to do so after visiting the campus. Therefore, the presidency at Down State was the only job option she pursued at the time.

Symbolic representation of her operational framing occurred by using celebrations to mark accomplishments and highlighting the connections between Down State College's interest and the central systems office. Plane focused on the projected building of the new residential facility as a symbol of growth for the campus. She used the Program of Work to showcase a purposeful agenda for the campus and employed the plan as a focal point to initiate campus interaction.

Conclusion

Findings from this research study indicated two distinctive ways in which campus presidents framed organizational change for their staff. One form of framing involved visionary framing where the president provided meaning to members of his vision for the campus. While Grillo provided an outline of his intentions regarding the vision, the ultimate choice of what objectives to pursue resulted from campus feedback. The goals for the vision meant Grillo highlighted ways for the faculty to creatively stretch to meet future expectations and targets. By providing a point "out there" to work towards, the president kept the attention of the campus on the long-range plan for the college.

Operational framing, on the other hand, progressed toward goal attainment via short-term task oriented objectives. The change sought was definable through the successful completion of specific tasks. As President Plane put it, "We're in a good position with academic programs, if we could pay attention to our knitting!" Attention to detail of the immediate task at hand was a driving force in this framing perspective. Steady progress towards short-term aims occurred within a procedure oriented context. The bureaucratic nature of operations compartmentalized campus sectors, so each area understood their responsibilities in the process.

Both President Grillo and President Plane utilized the same forms of information dissemination regarding campus initiatives: talking the frame, walking the frame, writing the frame, and symbolizing the frame. While each president used the same formats for broadcasting information, the meaning the presidents imbued in the messages was different. The meaning attached to and inferred from the announcements correlated

closely with the type of framing done by the president. For example, talking the frame within visionary framing meant linking the future aspirations for the campus with feedback from staff to adjust the plan accordingly. In operational framing, on the other hand, the talking involved formal presentations where the president put forth steps in her program of work.

The findings from this study confirmed that leader cognition has a large role in the ultimate frame chosen by the college president and, henceforth, presented on campus to aid in sensemaking. What was unique in these findings was the role of presidential meaning making with regard to leader cognition. Both college presidents agreed about the requirement of organizational change on their campuses, however what they *meant* by change was different. President Grillo thought of change as applying information gleaned from other arenas and applying it within a higher education context. By his own admission he was full of "ideas," at times too many. President Plane approached change in a more rational fashion. She identified a goal and then set forth to establish steps to reach that goal. When she framed for the campus, she did so with a focus on immediate objectives. The overarching theme at Down State College was constrained resources. Considerations about money drove much of the decision-making with the immediate solution to increase enrollment.

The next chapter discusses the implications of these findings and reviews how these findings compared to other research on meaning making on campus. The extension of knowledge regarding the role of leader cognition in framing and the setting forth of two different framing options begins the construction of a framing topology.

CHAPTER VI

DISCUSSION AND CONCLUSION

That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

Doris Lessing

Introduction

College presidents lead their campuses in a number of different ways. One facet of their leadership involves providing campus members a means to enhance their ability to make sense of organizational change. Sensemaking for institutional staff contributes to their understanding of particular events and activities on campus in a distinct manner (Morgan, 1997). This research focused on how college presidents framed issues and events of change on campus and by what means they disseminated information to campus members. Framing involved the choice of one set of meaning(s) over another by the president (Fairhurst & Sarr, 1996). Metaphorically, one can imagine framing by leaders as the college presidents taking an empty picture frame that they then use to bracket particular issues or change initiatives for campus members' focus.

The sources of organizational change on campuses include presidential initiatives, internal pressures, and external pressures (Astin & Astin, 2000). For this research, the importance of the actual change initiative provided only a focal point of observation for studying presidential framing. My interest was not in the change per se, rather in how the college president focused the attention of the campus on particular points. Prior to

framing for campus members the college president must first consider what they themselves think about the issue. The president's understanding of the change and their own personal meaning making impacts the way in which they frame for others (Amey, 1992; Fairhurst & Sarr, 1996).

Leader cognition plays a critical role in framing. How and what the college president thinks directly impacts their resulting framing perspective. First, cognition provides understanding for the leader, then framing by the leader offers campus members a means for sensemaking. Follower cognition, in turn, provides a feedback loop for the college president by influencing the transmission means used to communicate the framing on campus. If a mismatch occurs between how the leader chooses to alert staff about change and the preferable way in which staff wish to discover new initiatives, the feedback loop allows the leader an opportunity to adjust the manner of communicating the framing.

Previous research in institutions of higher education regarding change and the role of leadership and meaning making for campus members (Kezar & Eckel, 2001; Neumann, 1995b) confirmed that framing by the leader influenced sensemaking by campus members. What remained unknown from these research findings, however, were how leaders frame change and the mechanisms of dissemination of information on the campus associated with a particular frame.

This research study sought to fill these gaps by studying community college presidents at two sites to discover how they framed organizational change on their campuses. The research questions for this study were: How does a community college president frame organizational change? What is the role of leader cognition in framing?

What is the role of other campus members in framing? How does a community college president disseminate information about organizational change on campus?

Methodology

Inductive research strategies provided the best lens for this research to unearth the nuances of how college presidents frame. The descriptive nature of qualitative research with its use of "thick description" (Denzin, 1989) afforded a means of enhancing readers' understanding of the college presidents under study. A multiple case study provided the boundaries of the research, limiting inquiry to two two-year colleges of technology. Limiting the study to two sites allowed for a more in-depth investigation into the significant factors contributing to framing by the college president. The use of two sites permitted for greater variation across sites and enhanced sources for evaluation (Merriam, 1998).

The chosen sites were two colleges of technology in a state with a central postsecondary governing board. The two particular colleges were chosen because each had recently hired college presidents from outside the state's postsecondary system and the campuses they led had undergone organizational change. The pseudonyms selected for the colleges in this study were Middle State College and Down State College. President John Grillo led Middle State and Suzanne Plane was the president of Down State.

Semi-structured interviews occurred with the college presidents, members of their senior cabinet, and faculty members. Some of the faculty members served as department

chairs as well. Artifacts collected included copies of planning documents, regional accreditation self-study reports, campus newsletters, text from public speeches, and marketing pieces. On campus interviews totaled 28, with 15 participants at Down State and 13 at Middle State. Pilot interviews helped refine the interview protocol.

Transcriptions of the interviews were verbatim, providing the basis for coding of themes. An initial coding scheme evolved through subsequent refinement using a comparative method of data analysis (Merriam, 1998). Discussion of findings with a peer reviewer aided category construction.

Theoretical Framework

The analytic framework for this study was Morgan's (1983) organizational lens of culture. Meaning making involved the creation of reality for institutional members in a way that staff could make sense of the changes around them. The social construction of reality (Berger & Luckmann, 1966) involves the enactment (Weick, 1995) of everyday activities. The point of interest for this study was the role of the college presidents' framing (Fairhurst & Sarr, 1996) on sensemaking.

The conveyance of the function of framing occurs using various communication tools. These tools include metaphor, jargon, stories, rituals, ceremonies, and myths. These tools may be communicated through formal means, e.g., speeches, newsletters, plans, and informal routes, e.g., symbolism, stories, etc. Elements influencing variability in framing include gender, power and the existing institutional culture.

Leaders attempt to sway opinions and alter individuals' mental maps (Senge, 1990) of understanding reality. Kelman (1961) highlighted how the role of leaders' persuasion of followers impacts organizational outcomes. The process of influence utilized by leaders results in compliance, identification, or internalization by campus members (Kelman, 1961).

Weick (1995) pointed out that during periods of uncertainly sensemaking occurs after an event rather than during the time of change. The notion of retroactive creation of reality affords the college president additional time to consider how to frame change. Acting as "sense-givers" (Thayer, 1988), leaders shape the ultimate interpretation of change by campus members (Smircich & Morgan, 1982).

College presidents exhibit a variety of leadership styles and ways of viewing the organization (Bensimon, et al., 1989; Bensimon, 1991; Bolman & Deal, 1997; Morgan, 1997). Recent theories expound on leadership throughout the institution (Green, 1997; Peterson, 1997), team leadership (Bensimon & Neumann, 1993), and webs of inclusion (Helgesen, 1995) to name a few. Current constructions of leadership recognize the intricacy of higher education organizations and the need for administrative leaders to think complexly, to draw upon an array of leadership tools and paradigms, and to be reflective learners. Leader cognition takes on a larger role in these new paradigms (Neumann, 1995a).

Framing by the college president provides one tool for creating shared meaning for all campus members. How the presidents frame is contingent upon how they first make sense of the change themselves and which organizational lens they use when viewing their institution. Framing is the internalization of an initial understanding of the

context of the college and its issues by the college president, resulting in the subsequent selection of a particular meaning, out of multiple options, being presented to the campus. The leader's cognitive orientation regarding campus events drives everything else. Emerging from the leader's cognition are corresponding goals and strategies to accomplish change on campus. The selection of campus goals and mechanisms to obtain the identified goals depends upon leader cognition. Determination of the precursors of framing provides college presidents with another leadership tool to aid campus sensemaking.

Case Descriptions

Middle State College and Down State College faced similar external environments. The campuses are part of a central state system in the northeast, which witnessed continual declines in state funding support over the past decade. The Morrill Act (Rudolph, 1990) served as the impetus for the founding of both campuses approximately 100 years ago. Therefore, their roots were in providing agricultural and vocational education. The location of these institutions in rural locations aimed to target the state's farm population to educate students in the business of agriculture. Initially, the rural location of both institutions met the demands of students from the region. Today, while both colleges still draw students heavily from the immediate area, they also recruit nationally and have a small contingent of international students since they have residence halls to accommodate out of area students.

The residential feature of the two sites created different demands than normally found at a community college. Aspects of student life and housing added another layer of management to the institution and allowed the colleges to increase recruiting efforts outside of their contiguous service area. Since both colleges are located in rural counties of the state without a community college, Middle State and Down State serve as the de facto community college for their counties. As such, they provide courses to area high school students and to a small number of returning adult students. The residential aspect of the colleges, however, made the student body composition more akin to residential four-year colleges with the majority of students between 18 and 22. Historically, the ages of most students concentrated in the younger range of 18 to 20, but the recent addition of baccalaureate degrees allowed some of the students to stay on at the college to complete a higher level degree versus transferring to another institution.

Findings

A key finding from this research was the prominent role of leader cognition in framing change on campus. How and what the leader thinks directly impacts how they in turn present new initiatives to staff at their college. This study identified and labeled two presidential framing perspectives. The individual campus goals and strategies developed resulted from how the college president thought about campus issues. At Middle State College, President Grillo employed a visionary frame. The critical components of this frame included providing direction to campus members by connecting everyday activities to the long range vision of the college, positing events as opportunities, keeping campus

attention on a forward focus, highlighting successes, reinforcing for campus members their ability to be successful, and stretching the frontier of problem solving to include new solutions or alternative approaches to campus issues. At Down State College, President Plane provided an operational frame for campus members. She relied on the application of traditional organizational strategies using step-by-step procedures to solve campus issues. Organizational problems were approached using problem solving tactics, with the president focusing campus attention in the present moment. In both frames, the college presidents provided behind the scenes work on campus issues. In the case of visionary framing, solutions to problems were highlighted for campus members as accomplishments, whereas in operational framing, successful results were not touted campus wide.

The findings of two distinct presidential frames provide examples of ways in which college presidents may frame organizational change on their campuses. While it is tempting to place these two frames in a dualistic relationship that is not the intent of these findings. Rather, the two frames merely represent two framing perspectives found in the two sites visited. On both campuses informants discussed the good fit between the president and the campus and indicated that the person they selected was most appropriate to lead their college and meet their needs.

The role of leader cognition and the feedback of others was a critical component for President Grillo and President Plane in forming their ultimate frames. The findings of this study support earlier claims (Amey, 1992; Fairhurst & Sarr, 1996) regarding the important role of leader cognition in the ultimate presentation by the president to campus members on interpretation of meaning. Elements aiding leader cognition included the

presidents' past experiences, their networking contacts and resources, how they thought about change, and the influence of other campus members.

A new discovery of this research study was that the meaning behind how the president interpreted organizational change played a pivotal role in their ultimate framing for others. This finding reinforces the ideal that leader cognition drives framing on campus. For instance, when President Grillo considered organizational change for Middle State College his views were long term and he sought to adapt information from fields outside of education and apply them to his institution. Central to his vision was integration of technology into change initiatives at Middle State. Grillo attempted to link the college, both symbolically and in real collaborations, to four-year land grant colleges and national colleges that emphasized technology. President Plane, on the other hand, thought about organizational change in more concrete terms. Her past experiences in enrollment management guided her focus of concentrating on changes that would increase enrollment, and therefore financial resources for Down State. Given the state funding formula and its ties to enrollment numbers, she focused campus members' attention on ways to increase student numbers through the expansion of successful two-year programs into new four-year baccalaureate degrees and the elimination of historically low enrollment programs. Of importance to President Plane was the establishment of procedures on campus. One set of measures concerned program evaluation, another reviewed the mid-level administrative reporting structure, and yet another planned for specific enrollment targets and retention of current students.

Therefore, even though both college presidents discussed organizational change on their campuses, the meaning of change for Grillo and Plane was different. A result of

this different underlying meaning schema was divergent approaches to framing on campus. A precursor to Grillo's visionary frame was the way in which he thought of change in the long-term, while thinking of change as incremental impacted Plane's operational frame. Another antecedent to framing for the presidents was their view of feedback from other campus members. Followers influenced the leader's actions through feedback loops. The presidents, in turn, reconciled their actions and strategies for framing for others if a mismatch occurred. Both college presidents relied heavily on their inner leadership circle for feedback. How they dealt with other campus members, though, differed. President Plane hosted a series of small coffee discussions involving a mixed group of campus members. She used input from these sessions to develop a Program of Work for the campus, with additional comments from her inner circle. President Grillo used a campus wide strategic planning session instead. Campus members at Middle State College commented that they felt they had feedback into the process of developing plans for the college, whereas members of Down State College felt more disconnected from the development of the plan given President Plane's use of the organizational hierarchy to obtain most of her feedback. Campus members did not see the linkage between their participation in the small coffee meetings and President Plane's plan.

One of the intents of this study was to discover how college presidents disseminated information on organizational change to campus members and to determine the links between the routes of dissemination and the president's framing. Four mechanisms emerged for dispensing information regarding change on campus. These included Walking the Frame, Talking the Frame, Writing the Frame, and Symbolizing the Frame. Both Grillo and Plane used forums and focus groups to talk about their planned

change. They differed, though, on their approaches, with President Grillo preferring unscripted and open formats for his sessions and President Plane preferring scripted and topic focused sessions.

Walking the Frame involved the president physically strolling about the campus or appearing at public campus functions. While walking about the campus both presidents partook in one-on-one conversations with campus members. The use of more informal framing occurred during walking the frame, with this means of exchanging information being Grillo's preference. President Plane used walking the frame the least among the four ways of dissemination.

In writing about change on campus the different frames of the presidents were also apparent. President Grillo took opportunities to refer back to national distinctions and honors the college received and wrote in a more informal manner. In written materials he tied his comments to the overall vision for the college and the future vision. President Plane wrote using many details in her narratives and provided campus members with a great deal of documentation on issues. Her written documents explained the steps in place for new initiatives, such as the new Dean structure. She provided examples of connections between the college and the state's central governing office and made use of these state contacts to host events on campus.

The concept of connections continued for President Grillo when he symbolized visionary framing on campus. Middle State College used a logo for their strategic planning document that visually highlighted the college's co-dependent goals of technology, business practices, and academics. In addition, Grillo hosted the beginning of the year meeting in the recently completed automotive building, reinforcing the college's

commitment to programs of technology on campus. President Plane initiated new ceremonies on campus to celebrate a sense of community. A concern at Down State College was a bifurcation of the faculty between long serving faculty and faculty hired within the last five years. The president used celebrating together as a means to symbolically bridge these differences. President Plane's Program of Work represented a focal point for interaction at the college and showed that the campus had a plan to address its problems of financial stress.

The framing model below highlights the findings from this research study and illustrates the connections between leader cognition, framing, and modes of dissemination of the plan on the campus. The framing options of visionary framing and operational framing intersect to represent the fact that both of these frames have elements in common. Perhaps the greatest commonality is the behind the scenes work of both presidents. The leader's framing perspective dictated the prevalent use of one dissemination method over another. Visionary framing used more walking the frame and symbolizing the frame, whereas operational framing relied more on talking the frame and writing the frame.

Preliminary analysis of these research findings uncovered a dilemma. The original theoretical framework chosen to gird this study resulted in an unbalanced report of the findings. The cultural lens of meaning making (Morgan,1997) favored the perspective of visionary framing since this frame relied more on symbolic functions. Operational framing, on the other hand, used symbolism the least and appeared as a "loser" during analysis. At this point, I, as the researcher, had a choice. I could continue to use the meaning making lens, with the subsequent results forming a deficit model, or I could step

back and consider an alternative method of analysis for operational framing. Since my intent with this research was not to establish a dualistic relationship between the framing models discovered, I chose the latter approach and analyzed operational framing using a different theoretical lens.

For the analysis of operational framing I used a structural lens (Bolman & Deal, 1997; Morgan, 1997). The basis of the structural frame is to achieve goals and objectives through standardization of operations. Goal specificity and formalization (Scott, 1998) enable the leader to look at the institutional system in a rational way in deciding what steps are necessary to achieve organizational goals. Formalization is the process that prescribes and regulates the actions necessary to achieve the goals and accomplishes this by making the steps explicit. Authority is obtained via a hierarchy, in which members have specific functional responsibilities. Work is divided to achieve results in the most efficient manner for the organization's context. "From this perspective, how the institution is organized and arranged influences the processes through which its goals are set, decisions are made, and work is completed" (Mintzberg, as cited in Eckel, 1998, p. 16). Operational framing aligned more closely with a structural lens, allowing for a more comprehensive analysis.

In the same way that leaders require multiple lenses to better understand the complexities of organizations (Bensimon, 1991), so too do researchers require various perspectives during analysis. An initial theoretical framework provides an important set of boundaries for considering the findings of research, but when it becomes apparent that these boundaries preclude a full explanation of the results, they limit analysis. The perspectives of the researcher are important since the role of the researcher is so critical

in data analysis for qualitative research. When it became apparent that the original conceptual lens for this study was limiting my ability to discuss the findings, I opted to consider applying another perspective. The results allowed for a fuller understanding of both frames uncovered during this research and did not create winners and losers between the presidents. The use of multiple theoretical perspectives is important when researching complex topics such as leadership and meaning making.

Conceptual Framework

The analysis of the presidential frames uncovered in this research used two theoretical frameworks. The concepts of meaning making were used to discuss the findings for a visionary frame. Operational framing, on the other hand, are viewed via a structural perspective. The following sections discuss each.

Visionary Framing

Everyday practices within an institution highlight many traditions and social structures of an organization (Morgan, 1997). The examples provided by the informants of this study highlight an understanding of change by campus members and portrayed the meaning staff inferred from these practices. At Middle State College President Grillo used a number of different communication venues to constantly reiterate what he chose to frame for the future of the campus. Grillo's visionary framing persistently sought to focus the attention of the campus on a long-range view of being a premiere college of

technology. Morgan (1997) outlined in his cultural lens "three related aspects of symbolic management: the use of imagery, the use of theater, and the use of gamesmanship" (p. 189). Grillo utilized all three of these features in his framing.

President Grillo consistently used imagery in the form of both printed documents and by verbally creating an image of the college. In print, Grillo showcased the mission of the college through a logo representing the connections between technology, academic programming, and an entrepreneurial focus. His verbal image of Middle State College as an institution with high levels of technology intertwined in the organization received constant attention during talks on the campus, in campus newsletters, and in face-to-face meetings with staff. Grillo's success in creating an image of the campus as high tech and business oriented was confirmed when two of his cabinet members separately recounted a vignette describing a Middle State graduate walking across the stage, receiving their diploma with a lap top in one hand and a business plan in the other. Grillo spoke of this same image when interviewed, using almost the same description word for word.

Imagery was used in crafting promotional materials for the campus. Marketing pieces focused on the technical aspects of the college and referred to their being named the most "wired two year campus" in the country. All informants boasted about this national distinction. The college's marketing plan used pictures of students with laptops in various locations around the campus and the school's web page reinforced the centrality of technology through pictures and text and the use of advanced web page functions like moving images and creative links.

Theater refers to the use of physical settings, appearances, and styles of behavior to convey meaning (Morgan, 1997). President Grillo made use of settings in conforming

to the intentions of his message. One example of his using theater was hosting the 2001 fall forum in the newly constructed automotive building. Not only did this showcase growth and forward momentum on campus since the building was new, it reinforced the importance of the vocational curriculum to the mission of the college. Having the meeting in this facility focused campus attention on the new buildings and showcased the incorporation of the technical aspects of the college with the long-term vision for the campus.

Gamesmanship, as defined by Morgan (1997), occurs when the leader views the organization "as a game to be played according to their own sets of unwritten rules" where the game player controls or influences the structure of power relations (p. 191). Grillo came to a campus wanting direction and strove to provide the answer for staff through technology. A decisive decision early on in his presidency involved the Middle State College campus going the route of laptop computers despite the ongoing planning of a joint implementation program for laptop programs across all five state colleges of technology. Grillo's action highlighted for the campus his decisive decision making and that he was going to take the steps necessary to make Middle State successful.

The symbolic breaking away from the joint effort allowed Grillo to capitalize on the distinction of being the first two-year school in the state with laptop programs. The decision to go to laptops was a risk for Grillo, but one he made based on his past experience implementing a similar program at his previous college. Campus members at Middle State held guarded responses until seeing the successes of the program. Being named "the most wired campus" by Yahoo! and witnessing the growth of programs using laptops in the curriculum sold campus members to Grillo's vision for the campus. The

president's informal manner, beginning with his first campus meeting where he opened with "You can call me John," to his populist style, allowed Grillo to fashion his game plan as one of highlighting the potential for the campus and guiding staff in an informal manner to achieve success. Part of Grillo's game plan was to connect the vision of the future of being the premiere college of technology to technology woven into everyday current campus life.

Neumann (1995b) proposed that "just as presidents may foster distress by neglecting their interpretive tasks, so may they foster hope by attending, through conversation, to what people know, believe, and feel about their college's financial condition and about the meaning and value of their collective work" (p. 24-25). While Neumann referred to meaning as it applied to resource issues, the same is true of organizational change in general. Grillo attended to meaning making at Middle State College to create a shared sense of meaning about the future. He used elements of symbolism in imagery, theater and gamesmanship to frame a vision with long-term goals for the college. His visionary framing used dialogue with campus members to reinforce the creation of a reality for the campus based on the role of technology and business practices as central to operations. By highlighting successes for staff and managing meaning, Grillo stated, "They believe that now. They believe we are the most technical campus around."

Operational Framing

A structural perspective requires a level of predictability with routine procedures employed to reach goals. Considering organizations from this vantage point entails thinking of systems as rational where activities are purposefully performed and coordinated (Scott, 1998). Goal specificity and formulization make up rational systems. In goal specificity, goals are conceptions of desired ends. As such, they provide a set of criteria to consider when selecting among alternative means. Formalization establishes a set of rules that govern behavior within an organization. As a result of having a set of procedures for operations, the actual person performing the function matters less. The organizational hierarchy takes on increased importance in the structural perspective, with a division of labor separating specific task functions for staff.

At Down State College a goal was to increase enrollment. A number of alternates were selected to help achieve this goal including, changes in student credit hour load, the addition of bachelor degree programs, and providing resources for programs "in jeopardy." Given President Plane's background in enrollment management, she was able to consider a number of different ways through which to obtain the goal of higher student enrollments. The Program of Work Plane outlined for the campus contained other desirable goals. One of these was the conservation of resources. One way the college sought to meet this goal was through the implementation of on-line registration. Having the students register on line enabled savings in paper for hard copy scheduling and in human resources for meeting with students face-to-face.

Formalization of procedures was prevalent at Down State College. A component of the operational frame referred to the reliance of the college on procedures to meet goals. An example of this was the evaluation process put in place for all academic programs. Programs were evaluated based on a number of selected criteria, placing responses in a rubric that highlighted how many tangible and human capital resources a unit employed, and how many students were enrolled in the program. Programs thought not to be using resources effectively, or those programs with low enrollments, and hence lower money making potential for the college, were either eliminated or placed on notice to improve.

The establishment of the new dean structure also relied on a precise plan to appoint new deans to the open positions. Once Plane decided upon the new administrative set up, she outlined the steps required for consideration. These steps included a precise time table for switching from the past chair structure to the new divisions. Included within the time table was the process for hiring the new deans. Job descriptions outlined the new responsibilities for the position and stated the relationship of the dean to others within the organization.

Establishing a new dean structure at the college reinforced the notion of hierarchy at Down State College. Information was now collected at the dean level and disseminated through the organization via the deans. Faculty could likewise relay information up the organizational structure through their deans.

Since rationality resides in the organization itself versus individuals, meaning making is of little consequence. The focus of attention on the institution versus campus members reinforces the choice of the structural perspective for analysis of operational

framing versus meaning making. The dilemma of trying to discover the meaning making properties within operational framing is clearer when considering how this frame relies more on procedures and specific goals. Yet, campus members always attempt to make sense of events on campus. The meaning they take from an operational frame emanates from the rules and procedures. The structure itself provides meaning versus imagery or ceremony.

College Presidents' Organizational Lenses

Bensimon (1991) pointed out that given the complexity of higher education, a president using more than one organizational lens to view operations may "fulfill the many, and often conflicting, expectations of the presidential office more skillfully than the president who cannot differentiate among situational requirements" (p. 423). The four perspectives outlined in Bensimon's research built on findings of Bolman and Deal (1997) and included bureaucratic, collegial, political and symbolic viewpoints. While Bolman and Deal referred to these organizational lenses as "frames," I labeled them perspectives or lenses here to avoid confusion with the concept of framing by the president. Using this cognitive structure to analyze President Plane and President Grillo indicated that Plane used bureaucratic and political perspectives. Plane emphasized the establishment of procedures to make organizational decisions as seen in her implementation of program reviews and work on retention. Her mediation with on-campus groups vying for resources and interactions with the state's central office highlight the president's attention to the politics of the organization. Plane's negotiating

between the two campus factions of older and newer faculty provided an additional illustration of a political perspective.

President Grillo, on the other hand, used collegial and symbolic perspectives in outlining change. He worked hard to motivate campus members to participate in the laptop program and feel a part of the planning process. He created shared meaning at Middle State College regarding the future direction of the campus and the role of technology in that future. Also, operating within the symbolic perspective is Cohen and March's (1991) notion of "organized anarchies" where solutions are in search of problems (Baldridge, Curtis, Ecker, & Riley, 1977). In the case of President Grillo, he saw technology as a solution to a myriad of problems.

The longer a presidents' tenure, the more perspectives they employed on their campuses (Bensimon, 1991). Even though Plane and Grillo are both new presidents within the state system, Grillo held a previous presidency out of state and Plane served a long tenure as a senior administrator, providing rationalization of their use of multiple organizational lenses. Prior research (Bensimon, 1991) argued that new presidents employed tactics that worked for them in the past. This assertion held true in this research study as well. Plane used enrollment management tactics she acquired through her previous position as a Vice President of Enrollment and as an enrollment consultant. Grillo started a laptop program at Middle State College since the implementation of a similar program on his last campus was successful. Past experience was identified as an element of leader cognition occurring prior to framing.

This study's findings highlighting the use of more than one organizational lens by President Grillo and President Plane refutes Bensimon's research assertion clustering

community college leaders as using a single perspective. Both Plane and Grillo used more than one organizational lens. The difference in this finding may be attributed to the greater complexity community colleges face in the new millennium compared to when Bensimon wrote in 1991. Increased complexity requires the ability to view the assortment of campus issues from multiple perspectives. Differences may also be attributed to the fact that turn over in presidencies is occurring more rapidly now than in the previous decade, bringing differently trained leaders to the presidency. Thus, while an individual may be a new president, they are not necessarily an inexperienced leader. Rather, new college presidents now also ascend to the presidency through alternative routes of business and industry or through different higher education areas other than academic affairs, e.g., continuing education, student services, etc. (Ross & Green, 2000). Differently trained also encompasses the increase in the number of women leaders ascending to presidencies in community colleges.

Using Bolman and Deal's (1997) organizational perspectives raises the question of the connection between the leader's organizational perspectives and their framing. Clearly the cognitive perspective the leader brings to their presidency influences the way in which they ultimately frame. In this case President Plane's operational framing emanated from her bureaucratic and political perspectives of organizations. These cognitive perspectives rely on task orientations and working with competing organizational players. A strict utilization of a bureaucratic perspective is impossible for Plane since the environment in which Down State College operates is not static or closed from external influences. Here then is where Plane's additional political perspective intervenes. She balanced the competing powers of attention for resources, both on

campus and with the state, to implement change. What is unknown is if a similar cognitive perspective always results in operational framing. Further research on framing is necessary to determine if this connection holds.

The visionary framing employed by Grillo built on his cognitive symbolic perspective of the organization and his collegial means to elicit campus support for change initiatives. Grillo managed meaning in a more conscious manner than Plane, using text and symbolic meetings to reinforce his change initiatives. "Presidents who use a collegial frame seek participative, democratic decision making and strive to meet people's needs and help them realize their aspirations" (Bensimon, 1991). Grillo utilized member feedback to adjust the vision and operational plans for the campus, admitting that the final result was different than he envisioned on his own, but better as a result since it included an expanded campus vision. In describing President Grillo many informants commented on the fact that "he lets you do your job," conjuring up images of allowing staff to meet their individual potential, while at the same time realizing the vision for the institution.

Leaders' Power and Influence

Both college presidents used various sources of power in accomplishing their framing. Morgan (1997) identified 14 sources of power, with formal authority from the position one source. Grillo and Plane used their presidential authority as one power lever. Grillo consciously used the power of the position when he stated, "I used the power of the presidency to communicate those [visions for the campus]." While Plane did not state

her use of the power of the presidency in the same way, other informants noted this when commenting, "She's not afraid to make decisions." Control over resources provided another source of leverage for the presidents. At Down State College the role of resources was acute. President Plane initiated program evaluations to deactivate non-performing programs and allocated resources to programs of strength. Grillo maneuvered resources to areas on campus participating in the laptop programs and rewarded faculty using technology with fully stocked technology classrooms.

President Plane's reliance on bureaucratic operations utilized procedures to allocate scarce resources and justify decisions. The process of applying via an RFP to participate in the laptop program at Middle State College also allowed Grillo a lever of change. The decision making involved in these two examples highlights a power stance to control events on campus for the presidents. A difference between the two presidents was that Grillo looked for support and then moved forward with decisions whereas Plane sought consensus from her inner circle. Morgan (1997) identified the control of technology as another power lever within organizations. President Grillo used this component of power often, both in the role technology held in vision formation and who on the campus got access to the available technology. The lesser role of traditional technology on the Down State campus made this power lever less important to President Plane.

Another source of power was the informal network of the organization. President Plane sought to build alliances within the state's central office to garner support for her campus. Her attention to community building on campus attempted to address the bifurcation of the campus faculty between long-time employees and newer faculty. Plane

worked with newer faculty, assigning them to committee work and special projects to help create bridges between the two groups and to accomplish the hard work of the college. President Grillo also relied on the informal network of the organization. He talked to campus members outside of work during hockey games or in other settings. Controlling counter organizations like unions, provided another source of power for both presidents. Informants at Middle State College described the staff as "a relatively docile faculty" (CG) and stated, "I don't think our union presence is particularly strong here." (PE) The same state union represents faculty on both college campuses and the union's role at Down State College was not discussed. Instead, the divided faculty was noted more often.

Influence played a role in how these leaders realized their plans for the college. Kelman (1961) noted three processes of social influence, including compliance, identification, and internalization. Compliance occurs when a member accepts the influence of the president because they hope the president then views them favorably. A member is compliant when the influencing agent is present, in this case when the president is there. Identification, on the other hand, occurs when the campus member seeks to emulate the behavior of the leader and is concerned with meeting the leader's expectation for role performance. Finally, internalization happens when the campus member accepts the influence of the leader because it is congruent with her or his own value system.

The antecedents of the three processes are a function of the importance of the orientation of the individual's goal achievement, the power of the influencing agent, and the prepotency of the induced response. The precursors for a campus member complying

with a leader infers that the person does so due to the influence of social effects, the fact that the leader exerts control over them, and because they have limited choices. Leading up to identification by the campus member is the fact that they find the power of the leader attractive and they identify with the leader. Internalization, however, highlights different antecedents. In this case the campus member's values concur with those of the leader, the source of power of the leader is credible (indicating that the president's power comes from multiple sources not just emanating from the position), and the underlying meaning schema of the campus member shifts (Harris, 1994) to incorporate a new meaning structure (Senge, 1990).

As the antecedents to influence are diverse, likewise the consequences of the three forms of influence are different. For those campus members complying with the influence of the leader, they do so only under surveillance by the leader and expect social rewards. The notion of this give and take corresponds with transactional leadership styles where leaders exchange rewards for particular follower behavior. For those members identifying with this process of influence they do so because of their relationship and identification with the leader. Specific role functions provide a means for fulfilling the leader's expectations. Those campus members internalizing the influence of the leader find relevant values to the issue that pertain to their own underlying value system. Consideration of transformational leadership (Burns, 1978) equates likewise with those members internalizing the influence of the leader. For transformational leadership the leader's personal value system guides their leadership and in turn serves to influence followers by demonstrating important personal characteristics (Kuhnert & Lewis, 1989).

In this research study both college presidents sought to influence campus members. Using Kelman's topology of influence, President Grillo's influence is somewhere between identification and internalization. He speaks of his enthusiasm for change at Middle State College and campus members commented that his enthusiasm was catching. Grillo gained influence by demonstrating important personal characteristics and a strong conviction in his belief that technology was the vehicle for organizational change at Middle State College. Many informants reported motivation to perform since they felt free "to do their job" without interference from Grillo. Although, Grillo outlined the vision for the campus, staff chose to follow this vision because it matched their own value system.

President Plane's influence was more of compliance or identification. Campus members complied with her requests to establish a review process for program evaluation, but did not necessarily embrace this process. The lack of a common thread of change other than enrollment growth made it harder for individuals to do more than comply with assigned tasks. Internalization of influence within a structural perspective is problematic since a major component of this lens if formulization of goals, leaving little room for identification with individual's value systems.

As with the findings of Gioia et al. (1994), in this study sensemaking and influence emerged as coincident and interdependent. The presidents' framing influenced the manner in which campus members understood change. The president garnered influential power to aid sensemaking by the way in which they already shaped meaning on campus. Framing to create campus reality allowed the two presidents additional levers

of influence over campus sensemaking. Part of the basis for the iterative relationship between sensemaking and framing was the management of symbols and metaphors.

Leader Cognition

Leader cognition is a precursor to framing by the college president (Amey, 1992; Fairhurst & Sarr, 1996). While research discussed the notion that how a leader thinks about an issue influenced how they framed issues on campus, past studies did not study the impact of the meaning attributed to change by the president on subsequent framing. This study showed that what the president meant by organizational change influenced how they made meaning of the change and how they framed for their campuses. In the case of John Grillo, he envisioned change in the long term and took parallels from other areas and drew them into academic issues. In a similar manner, Grillo framed for Middle State a vision of the campus that was "out there" and required shifts in the campus to achieve. He used short-term successes to highlight that the ultimate vision was attainable and to excite campus members about the possibilities.

President Plane thought of organizational change in more discrete terms and focused campus attention to short-term and immediate goals. Concentrating on the present made it harder for staff to envision where the campus would be in the long term or how the immediate actions correlated with the long time vision for the campus. The president kept the campus focused on solvable problems in the moment, rather the unknown of the future. Plane was rational in making decisions and weighed options before proceeding on a course of action. The steps of change were as important to her as

the change itself. She sought to establish fair procedures in making decisions about program eliminations. Once resources were freed up from deactivated programs, she could concentrate on future goals. The focus of campus attention was the present.

Presidential Framing

In *The Art of Framing*, Fairhurst and Sarr (1996) identified three components of framing: language, thought, and forethought. The authors provided leaders with a basic "how-to" list of tactics to employ to help focus institutional attention on particular issues. The use of language and framing tools create meaning through metaphoric language. According to the authors, leaders need to think ahead about how to prepare their responses and reactions to events so that their framing can be spontaneous. The thrust of their thesis is that managers can be taught how to frame for their institutions. Individual differences in cognition are not acknowledged. Their perspective posits cognitions can be incorporated to provide answers to institutional issues.

The findings of my research, on the other hand, viewed leader cognition differently. Rather than considering cognition as a generic entity, leader cognition consisted of a complex mixture of previous experiences, the president's personal network and resources, how they themselves viewed change, and the role of others. All of these elements contributed to the leader's thinking prior to framing for the campus. Once the presidents had a personal sense of understanding, they could then help others in their own sensemaking. The leader's approach to thinking about issues provided the momentum for framing to follow.

The creation of the president's frame was evolutionary. The first step in frame construction consisted of the antecedent of leader cognition. After the leader had a sense of meaning for themselves they began to communicate this to the rest of the campus, using their preferred means of dissemination, e.g., for visionary framing—walking and symbolizing the frame and for operational framing—talking and writing the frame. Next, follower feedback resulted in alterations in actions by the leader and added another element of consideration in leader cognition. This form of double-loop learning (Argyis, 1992) highlighted the resulting co-construction of framing. The snapshots of the presidential frames found in this research highlight characteristics of these perspectives at the point in time of the interviews. While this vantage point may make it appear that framing is static, analysis of the data indicated that the presidents adjusted their strategies to make allowances for follower feedback and changes in context.

Leadership and Communication

Fairhurst (2001) presented a schema for dualisms in leadership that also discussed influence tactics. Here the source of generation of influence was via either a transmission view of communication, in which the social construction of meaning was a given, or through conversational practices with reliance more on the reciprocal nature of influence. Fairhurst portrayed one set of dualisms in leadership as leadership as monologue versus leadership as dialogue, or a one-way transmission of communication versus a meaning-centered view of communication, respectively.

Using these concepts to analyze the two college presidents in this study resulted in describing Grillo as influencing via dialogue where follower feedback was important to the final presentation of the vision for the campus. Supporting this delineation was the use of the strategic planning forum by Grillo to elicit follower input and adjusting plans accordingly. President Plane, on the other hand, influenced primarily via one-way monologues. While she too sought follower feedback, primarily through small group formats and her inner leadership circle, her large campus forums with their reliance on a PowerPoint presentation for campus members made staff more passive listeners to the president's plan.

In the two cases presented in this research study then, one-way communication correlated with operational framing, whereas dialogue corresponded with visionary framing. As with cognitive perspectives of each president, it is not known if these communication options remain true for all leaders of the same frame or if they were true just in this case. More research is required to say with certainty that these relationships persist.

The meaning imbued in the forms of dissemination of information was different depending on the framing employed by the college president. For the visionary framing by Grillo, the occasions of getting information out to campus members relied also on getting feedback. Dialogue was especially apparent in talking and walking the frame. The forums established by Grillo were an informal presentation of information, but they were not solely one-way transmissions of information. President Grillo also used these sessions to assess feelings and issues of the campus and to obtain feedback. One-on-one conversations were another mechanism Grillo used to get information. Informants all

spoke enthusiastically about the direction the college was taking and felt ownership with this direction. They felt well informed and that they had options for feedback.

President Plane utilized more of a transmission mode of communication. Her formal Power Point presentations and the dense form of her memos about her program of work relied on monologue. Her follow up memo to campus members after the all campus forum outlining the Program of Work was six single-spaced pages long. The memo contained many details, but by informant admission, many busy campus members tended not to read this information. The precise details of the memo, however, corresponded closely with a structural perspective identifying steps to obtain goals.

During the recent regional accreditation visit one of the summary comments to President Plane was that she needed to communicate more on campus. She was surprised by this statement, asking,

> Just tell me what I could do that I'm not doing? You know, I just couldn't even think of a single thing. I send memos out frequently dealing with state issues, budget issues, trying to inform, trying to education...I'm willing [to communicate], but I don't know what else I could do at this point.

Perhaps the root of the accrediting teams' comment gets to the point that the communication is transmission oriented versus a dialogue. Accreditation team visitors were noting the structure of the organization and the fact that meaning making by campus members may not occur when using a rational lens.

Thus, while the venues of dissemination of information on organizational change were the same on both campuses, the meaning inherent was different. The meaning

inherent in the forums, for instance, was different at Down State with President Plane's Power Point presentation than it was at Middle State College with President Grillo's bulleted items and informal stance. At Middle State College communication was more of a dialogue versus a monologue at Down State College.

Sensemaking

Weick (1995) identified seven steps in sensemaking, with the first stating that "sensemaking begins with the sensemaker" (p. 18). The point of leader identity construction for the author relied on the leader creating meaning dependent upon the identity they adopted to deal with the situation. Weick's identity construction does not provide as much explanation of the process of sensemaking as does the idea of leader cognition. While both concepts deal with the leaders' thinking about their reactions to situations, leader cognition captures a broader concept.

The cerebral component of leader cognition assumes a level of fixedness in how the president understands issues. The leader brings a similar perspective in thinking and understanding to new situations, with thinking subsequently transformed by the accumulation of new information, such as follower feedback. Leaders deal with feedback differently depending on their initial underlying meaning schema that shapes how they make meaning for themselves.

Weick's steps add to the dynamic aspect of framing since he promoted the enactment of the environment during sensemaking, i.e., campus members produce part of the environment in which exist the ongoing nature of sensemaking and its social aspect.

While Weick discussed the fact that the social portion of sensemaking involves the interaction of all types of individuals in the organization, he failed to specify the role of follower cognition on leaders' strategies and information dissemination. My research discovered the importance of the relationship between leader cognition and follower cognition on sensemaking. Feedback from other campus members aided leaders in adjusting the manner in which they disseminated information to promote their framing orientation. Therefore, while many of Weick's points stress the processual nature of framing, the role of others was not highlighted.

Implications

The findings of this study indicated that college presidents frame differently and, while success may happen via a number of framing routes, how the campus interprets the meaning of change was dependent upon how the president opted to frame it on campus. President Grillo used visionary framing, which tied everyday campus activities to a longer-term vision for the campus that incorporated technology as a mechanism to achieve change. The operational framing of President Plane focused campus members' attention more on the achievement of short-term goals through prescribed procedures versus a longer range jointly created vision for Down State College.

If college presidents have an awareness of their preferred organizational lenses it would spotlight their leadership blind spots. Reflection allows presidents to think about the interpretation others may have of their actions or lack of actions and make adjustments accordingly if the results were not their intention. Knowing that meaning is

taken from all forms of communication, college presidents need to carefully consider what messages they are sending when they talk, when they walk on campus, when they write to staff, and when they symbolize change. Being aware of the features of all these framing tools allows a college president an opportunity to actively construct the reality for the campus that corresponds with the vision and mission being purported. Campus leaders also need to employ a mixture of all the dissemination routes available since followers have different preferences in how they hear about information.

Creation of presidential framing perspectives is iterative. The processual nature of framing results in the co-construction of understanding about campus issues. The antecedent to framing of leader cognition impacts the understanding that the president presents to the campus. Campus members react to the choices the president makes in establishing goals and the strategies to accomplish them. This feedback is then used by the president to reconcile any mismatches between presidential strategy choices and follower preferences.

Leader cognition, with its associated components, expands the theory of framing. Rather than viewing cognition as static or simply an element to incorporate from a list, leader cognition is seen as dynamic and reacts to context and follower cognition. Acknowledging the role of the impact of follower cognition on leader cognition highlights the notion of the co-construction of framing. The presidents studied in this research were both successful in meeting the needs of others on their campus, even though their framing was different.

In choosing leaders to run colleges, boards of trustees should be conscious of the role leader cognition plays for the college president in formulating a frame for the

campus. Merely stating that they desire to accomplish organizational change does not indicate what the prospective president means by this. Thus, it is important to discover more of the candidate's underlying meaning schema for change to determine that it concurs with the desired direction the board has for the college. Understanding the candidates preferred communication style could also indicate to the board the type of framing they may hope for from a new president. The ability to have multiple ways to view the organization and multiple ways to disseminate information to staff aids potential candidates in better understanding situations on the campus. For instance, if particular problems plague a campus, such as divisions among the faculty, a candidate possessing a political organizational lens would be most helpful for that campus.

The implication is that boards of trustees need a good understanding of the needs of their campus and should question candidates accordingly to make sure they obtain the best match. In preparing future leaders, mentors can emphasize the importance of a multiframe organizational perspective and also the importance of reflection so that the person has an understanding of the meaning they attach to change.

The findings of this research begin to address the "how" of sensemaking. Previous research highlighted the importance of the social construction of reality and meaning making by the college president for campus members (Kezar & Eckel, 2001; Neumann, 1995b). These studies did not, however, delve into how the president created meaning on the campus and if it is desirable to intentionally create meaning, how to do it. While previous research (Weick, 1995) expounded on the role of identity construction for the leader in the process of sensemaking, it did not emphasize the critical component of leader cognition in meaning making. The direction that sensemaking takes on campus

depends upon how the college president understands campus issues. Cognition for institutional leaders evolves from past life experiences, as well as the current context. As leaders frame for their campus members, follower cognition develops. How the followers make sense of what the leader frames, in turn, influences the sensemaking of the leader. The iterative process results in the co-construction of campus meaning.

An increased understanding of the role of presidential framing on campus opens avenues for understanding on both an institutional and an individual level. An awareness of the role the college president plays in creating understanding of change on campus can aid search committees in obtaining a fit between the needs of the campus, the desired vision of the campus, and the new college president. The discoveries in this study showcased that presidential framing began during the search process and continued after hiring. Generally, what a presidential candidate frames during an interview serves as an early reading for their presidency.

Knowing that how the president frames situations on campus impacts outcomes via the interpretations of campus members allows a new president an additional leadership tool. Upon reflection and feedback from followers, a new president can enhance their understanding of the impact of their communication on campus and make alterations accordingly. A president can then make a concerted effort to use all four means of distribution of information outlined in this study on campus to frame the meaning they desire since the findings indicate that campus members utilize all four to obtain information that ultimately aids their sensemaking. A college president should therefore attempt to utilize all forms of dissemination and keep their message consistent, allowing for reinforcement of their frame.

The findings from this research highlight the role of follower feedback in leader cognition, which helps in the formation of the president's frame. The interplay of follower feedback is important in what it contributes to the college president's thinking about organizational change on campus, but it is also important for campus members as they make sense of change on campus. While both college presidents in the study used follower feedback in their thinking about change, members of President Plane's campus did not realize the direct links between the feedback mechanisms (coffee sessions) she used to get input and the ultimate goals (Program of Work) for the campus. While the lack of a direct connection for staff meant that they might not have felt personal ownership over the planned change, having a plan provided structure for the campus and represented a response to external factors affecting the college. The large campus wide meetings hosted by President Grillo, on the other hand, allowed followers to see and make sense out of the role of their feedback. Campus members felt involved in the planning process for change and felt they had ample opportunities for input.

The role of feedback contributed to the views of leadership on campus as either a dialogue or a monologue. "Dialogic views tend toward a social constructionist orientation where emphasis is given to the co-construction of meaning" (Fairhurst, 2001, p. 387). In this case, the leader and the campus jointly create meaning. A monologic approach, instead, relies more on a hierarchical structure where "leadership involves a dependency relationship in which individuals surrender their power to interpret and define reality to others" (Smircich & Morgan, 1982, p. 258). When considering how framing occurs on campus then, it is imperative to understand the perspective of the interaction between the college president and the campus and its impact on meaning construction. To enhance

sensemaking on campus college presidents need involvement in dialogues as opposed to monologues.

Direction for Future Research

It is necessary in the future to conduct research on framing at additional sites to verify current findings and to discover additional framing options. Additional data can begin to provide enough information to allow for the formation of a framing topology. A more detailed topology would provide a learning tool for current presidents and institutions as they wrestle with how to manage meaning on campus. As noted in this research, both college presidents achieved success on their campus, but the meanings inferred from the college's experiences were different for campus members.

Focusing on the role of leader cognition would begin to provide a more elaborate pattern between the individual president's organizational perspectives and the way in which they frame. Testing leader cognition with a survey instrument may provide a more in-depth understanding of the role of cognition and its relationship to meaning making. The addition of a level of analysis in this study of researching the role of the president's framing and the impact on campus members began to extend knowledge on the connections between leader cognition and campus sensemaking. Further exploration of leader cognition will allow for more connections between these two levels of analysis.

Future research on leader cognition in framing can raise questions about framing related to gender, context, previous work experience, learning style of the leader, and work role transitions, to name a few areas. The addition of other case sites will ultimately

allow for a larger range of representation within each framing category. For example, while the categories of visionary and operational framing each contain multiple examples of leaders exemplifying these framing perspectives, further analysis can be done on differences involving the variable of interest, e.g., gender. Findings from this current research hinted at elements contributing to differences in leader cognition, but more scrutiny of the data is required before drawing conclusions on their impact.

A longitudinal study of framing on a campus would allow more opportunity to see the results of presidential framing over time. Since this study concentrated on new college presidents, we may discover that the frames applied at the beginning of a presidency change over time to either enhance the original frame or evolve into a different frame all together. Investigating additional sites also provides an opportunity to discover differences between college presidents who are in their first presidency and how they frame compared to college presidents in their second or third presidency. Adding time to the research allows opportunity to view change over time. Initial campus successes may in fact turn out to be long-term failures and short-term risks may undermine or catapult change for an institution.

Another area for future research involves the role of gender. Data collected from this study can be further analyzed using a feminist lens to determine similarities and differences between male and female leaders. With additional sites, the role of gender in framing can receive even further attention. Gender is an important issue since more women are ascending to the presidency and may frame differently than their male predecessors or have to deal with inherent structural issues geared toward male norms.

In this study President Plane was filling her first presidency and mentioned networking with others and a support system that aided her cognition and answered practical questions regarding the presidency. Looking at the role of support and the influence of previous work experiences on leader cognition may provide expanded ways of thinking about new presidents and how they ultimately frame. Investigating work role transitions (Nicholson, 1984) for new college presidents is another site for future research.

The inner circle of the cabinet influenced the president's cognition. The close working relationship of the cabinet and the president, augmented by many cabinet members' long-term association with the campus, provided both new presidents with historical perspective and insights into campus operations. Middle State College and Down State College had long-term employees in the positions of Academic Vice President and Vice President of Administrative Affairs. In both cases, men who had been on campus or in the state system for twenty to thirty years filled all of these positions. The influence of this campus history on how these senior administrators interacted with the new president would be a good avenue for future research. Again here, the focus is on the role of leader cognition.

The addition of more sites to this study would allow investigation into the role of the external environment on presidential framing. One fact that came up in site visits was the influence of state policy on mission changes for the campus, the greatest being a move to four-year baccalaureate programs. Corresponding with this shift in mission was the leader's role in aiding meaning making of this change for campus members. Looking at different external environments and the impact on the campus sensemaking can

enhance understanding of how much impact the individual campus president has over meaning making pertaining to policy changes.

This research adds to current knowledge regarding the relationship between the college president and meaning making for campus members and begins to address the various ways of framing organizational change on campus. Further research on the relationship between leader cognition and follower cognition would improve understanding. Educating current and aspiring presidents about the components of framing and highlighting the potential impacts of framing on campus sensemaking for these leaders would create enhanced opportunities for organizational change. An opportunity exists to match presidential framing with institutional needs.

Conclusion

The discoveries of this research stress the importance for campus search committees to understand what candidates mean when they talk of organizational change. Understanding this underlying schema would enable board of trustees to make informed choices among competing candidates that match most closely with needs of the institution. Leaders' organizational perspectives influenced how they framed for the campus. Reflection and self-study on the part of the community college president to learn more about their styles allows for compensation of areas of weakness. Framing of organizational change by the college president is critical to campus sensemaking. The more the president and board of trustees understand this point, the better its application to enhanced campus understanding of uncertainty.

College presidents serve as directional navigators for campus members as they attempt to make sense out of events and uncertainty on campus. The findings from this research on two two-year college presidents reaffirmed the critical role of the language of the president and the communication of meaning to followers in understanding both the leadership of the presidency and the social construction of campus reality. The following summarizes discoveries of this research.

First, identification of two different types of presidential framing occurred. Framing initially involves leader understanding. Once the leader creates his or her own meaning, they chose how to frame for campus members. The leader's framing perspective then drives the selection of goals for the campus and strategies to reach those objectives. Framing for college staff creates opportunities of understanding and sensemaking of targeted initiatives. One frame discovered in this research was operational framing. In this instance the college president, President Plane, sought to lay out in a precise fashion the incremental tasks required of campus members in achieving immediate campus goals. The president worked behind the scenes to solve many campus problems and to articulate a Program of Work for the campus. Another frame was visionary framing. In this study, President Grillo provided a long-range vision for campus members and consistently tied everyday campus operations into achieving the goals of the vision. The process of developing the long-term vision of the campus was participatory with President Grillo providing the original framework and direction for the plan.

Second, the study confirmed that leader cognition influenced the ultimate framing of the leader. How the leader thought about the vision and future direction of the campus

was reflected in their presentation of information to campus members. Moreover, the meaning given to organizational change as an element of consideration in leader cognition impacted the president's framing. While it is increasingly normal for presidential interviewees to state that they are interested in organizational change, the meaning inherent in change differs from person to person. Antecedent leader cognition, therefore, goes beyond what college presidents think about the future; it also included the precise meaning associated with their definition of change. President Plane's view of change was more incremental in nature and focused on providing solutions to campus problems, e.g., meeting enrollment targets. President Grillo's view, on the other hand, included a wider definition of organizational change, one that was more macro in nature, e.g., creating a premiere college of agriculture and technology. The way in which the college presidents viewed change influenced their framing of organizational change to campus members.

Contributing to the cognitive frames of the presidents were the organizational perspectives of each president. Bensimon's (1991) use of Bolman and Deal's (1997) four organizational lenses created a pairing of a structural and bureaucratic lens with the Operational Framing of President Plane. Grillo utilized three of the four organizational lenses of bureaucratic, collegial, and symbolic. These in turn added to Grillo's cognition in using a visionary frame. Grillo's longer presidential tenure may partially attribute to his use of more organizational lenses than Plane. What is not known is if the relationship between organizational perspective and ultimate framing remains in similar cases of framing or is more idiosyncratic.

The leader's choice of visionary or operational framing within an organization depends on the context of the organization and issues it faces. In some cases a visionary frame may be the best match given the situation of the college, while in other cases, an operational frame obtains a better match. Timing with respect to an organization's life cycle may dictate the frame that operates best.

Identification of specific venues to disseminate information regarding change occurred. Both presidents utilized four general forms of communication, including: talking the frame, walking the frame, writing the frame, and symbolizing the frame. Both college presidents used all of these mechanisms on their campus, but to differing extents depending on their framing orientation. Therefore, while the mechanisms to disseminate campus information were all the same, the ultimate meanings conveyed by each differed on the two campuses due to how the president framed organizational change. President Plane's operating frame relied most on talking and writing the frame. These two forms of distribution of information highlighted the step-by-step procedures to achieving short-term goals on which Plane wanted campus members to focus. Grillo's visionary framing, on the other hand, used walking and symbolizing the frame. These instruments of distribution allowed the president to link the future vision of the campus to everyday current campus life.

All four forms of dissemination were important on campus since staff preferences for obtaining information differed. A critical finding of this research was that one form of dissemination was not more important than another, rather all four venues added to meaning making by campus members. Keeping a consistent presidential frame reinforced the intentions of the president's frame and aided in campus sensemaking.

APPENDIX A

Crosswalk Table

Relationship between interview instrument and document analysis and research questions

		1	2	3	4	5	6	7	8	9	10	11	12
Research Questions	1		x	x		x		x			x	x	x
	1a	x			x	x				x			x
	1b	x	x		x			x	x		x		x
	2			x			x	x	x		x	x	x

		1	2	3	4	5	6	7	8
Document Analysis	1	x	x	x	x	x	x	x	x
	1a						x		x
	1b			x			x		x
	2	x	x	x	x	x	x	x	x

Research Questions

1. How does a presidential leader frame organizational change on a community college campus?
    a. What is the role of leader cognition?
    b. What is the role of other campus members in shaping the president's frame?
2. How does a presidential leader communicate organizational change on a community college campus?

Interview Questions

1. Tell me what your impressions were when the President (you) first came to campus?

Probes: Were you on the search committee? Did you attend any of the open forums?

2. What was the first thing or series of things the President (you) changed?
   Probes: Did you have any input?
3. What would you describe as the current focus of organizational change on your campus?
   Probes: Is this different than when the president first came to campus?
4. How would you describe the process that reached this ultimate focus?
   Probes: What was the role of the president? Campus members?
5. Describe how you think the President (you) makes decisions.
6. How does the president get others to focus on the item of organizational change?
7. Tell me how campus members found out about the change effort. Do you think everyone knows? Who doesn't? Why?
8. What is your favorite way to receive messages?
9. How would you describe the President's (your) leadership style?
   Probes: Approachable? Open door? Communication style?
10. Can you describe any annual events or celebrations on campus?
    Probes: Is there a story everyone on campus eventually hears? (e.g., how Hewlett Packard got started in a garage?) What are you most proud about your college? What is your biggest frustration?
11. Slogans and metaphors often describe organizations (e.g., IBM means service). How would you describe this campus?
    Probes: Describe the relationship between faculty and administration. Describe the relationship between the community and the college.
12. Is there any other information you think is important for me to consider with this study on how community college presidents frame organizational change?

Document Analysis

1. Enrollment trends for the past 10 years
2. Budget allocations for the past 10 years

3. Review of Annual Presidential address (since President)
4. Review of staff/faculty newsletters
5. Review of internal communications (e.g., presidential newsletter, minutes from leadership meetings, pictures)
6. PR department internal campaigns
7. Written college policies
8. Strategic Plan

Interview Participants

1. College President
2. VP of Academic Affairs
3. VP of Administrative Affairs
4. VP of Student Affairs
5. VP of Institutional Advancement
6. Director of Public Relations
7. Three Department Chairs—one sciences, one humanities, one vocational
8. Three faculty members, tenured--one sciences one humanities, one vocational
9. Staff—records, admissions, continuing education

APPENDIX B

Consent Form

Case Study of Organizational Change on Two-Year College Campuses

I understand that the research project in which I am agreeing to participate concerns my perceptions of organizational change on my campus. I understand that I will be interviewed for approximately one hour. I understand that this case study is the basis for dissertation research and may be submitted for publication.

I further understand that the researcher will hold my responses in strict confidence and that no comments will be attributed to me by name in any reports on this study. I may be identified by title. A pseudonym will be used in place of the name of my institution. Furthermore, no details will be provided in any verbal or written reports that could identify me. I recognize that my participation is voluntary and that I can withdraw my participation in this study at any time or decline to answer any questions.

Please check one statement below:

_____ I give consent that the interview can be audiotaped. At any time I may ask that the tape recorder be stopped.

_____ I do not give consent that the interview be audiotaped.

_____ _____

Name Date

_____

Signature

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APPENDIX C

Coding Scheme

Authorship of Artifacts

Identification of Framing Tools Used by College President

1 Metaphor

2 Story

3 Jargon

4 Contrast

5 Spin

6 Ceremony

7 Myth

8 Humor

9 Specialized Language

10 Symbols

Leader Cognition

11 Leader's Sensemaking/Identity Construction

12 Reflection

13 Past Experience

14 Influence of Context

Leader

15 Intentionality in communication

16 Awareness of campus member's interpretation of framing

Campus Members

17 Input into leader framing (individual or group meetings)

18 Understanding of the college president's framing

Communication Venues

19 Presidential Speeches

20 On-Campus Conferences/Seminars/Training

21 Presidential Memorandums/Newsletters

22 Local Newspapers

23 Faculty Newsletters

24 Website

25 Central Office publications

26 Informal discussions

27 Small group meetings

28 Departmental Meetings

29 Campus Leadership Team Meetings

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