



# **Academic Leadership and Distance Learning: Understanding Institutional Distance Learning Decision Making in the State University of New York**

*Lisa A. Stephens*

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Although many colleges and universities are engaged in various forms of distance learning, no clear body of evidence illustrates how administrators come to support or discourage planned growth of distance education. The term "distance learning" itself holds different conceptual meaning for administrators, students and faculty depending on their relationship with delivery technology, academic programs, and program support mechanisms. This study explored the conceptual understanding high-level administrative leaders (president, provost, deans, chief information and financial officers) have regarding distance learning within three academic sectors, and the impact this understanding has on program implementation and resource support. The role of organizational culture influencing relationships between support staff, faculty and administrators was also examined as a possible source of program development influence. Findings suggest that good relations between leaders and professional IT support staff enhance productivity and program development.

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