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Leadership preparation and career pathways of community college presidents

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DEDICATION

To

my wife

Lisa,

and our children

Michael, Lindsay, Matthew, Daniel, and Alexa,

for their love, support, patience,

and understanding.

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ABSTRACT

The role of community colleges is in a state of change and, at the same time, the need for new leaders is greater than ever before as many seasoned presidents near retirement. To exacerbate the problem, the pool of qualified candidates is reduced by the high number of senior administrators who are also approaching retirement. Past and present community college presidents are represented by a relatively homogenous group, which does not mirror the current gender and ethnic diversity of the students they serve. These leaders travel predominately to the presidency through a single career path—from academic positions. The purpose of this study was to examine, based on the individual's academic or non-academic career path, how the presidents perceived the importance of the leadership skills as identified in the American Association of Community Colleges' (AACC) *Competencies for Community College Leaders*.

In preparation for this study, a survey was administered to approximately 1,200 presidents. Developed and supported by the AACC, the *Competencies for Community College Leaders* were used as constructs to frame survey questions posited to community college presidents regarding how they rate the level of importance of the competencies as well as their individual level of preparation prior to assuming their first presidency. Transformational leadership theory, the theoretical models reviewed, and the AACC's guiding principles for the *Competencies for Community College Leaders* served as the theoretical and conceptual frameworks to inform and direct this study.

The community college presidency has been and will continue to be a popular subject for research. Additional research is needed for those preparing future leaders, including

current presidents, boards, and providers of formal and informal leadership development programs, as well as those aspiring to lead community colleges. There is an opportunity for the presidency to reflect the diversity of the constituencies served. Leaders today are entering at a time that will see less enrollment growth but, perhaps, more change than ever before. Tomorrow's leaders must possess those competencies that are both relevant and required to address evolving challenges and opportunities facing community colleges. Successfully addressing these challenges and opportunities is vital to the fulfillment of the mission of community colleges.

CHAPTER 1. INTRODUCTION

Background and Significance

Since their establishment in 1901, community colleges have evolved into open-access higher education institutions, capable of quick response in meeting community education and economic development needs. Community colleges are known for their ease of access, excellent academic programs that meet learners' needs, low cost, and a broad array of workforce training. They continue to be seen as the portal to opportunity in the United Sates with services that meet the needs of an increasingly diverse population.

Community colleges today consist of approximately 1,200 public institutions of higher learning and currently educate 46% of higher education's undergraduate students (Vaughan, 2006). These institutions of higher education experienced one of their largest growth periods in the 1960s and 1970s, with a 68% increase in the number of institutions (Cohen & Brawer, 2003). One of the simplest overarching reasons for their growth is the ability of community colleges to address the number of societal demands, from underemployment to diversity issues. Because of these factors and others, Vaughan (1983) referred to community colleges as the Ellis Island of higher education.

During the 1960s and 1970s, dedicated and visionary individuals emerged to guide community colleges through a period of tremendous growth and opportunity. It was also during this time that many professionals were beginning their careers and developing into the leaders who are currently guiding the nation's community colleges. This generation of leaders has begun a retirement trend that will continue at an alarming rate (Shults, 2001).

According to Weisman and Vaughan (2007), 84% of CEOs are planning to retire within the next 10 years, which has accelerated from 68% in 1996. With the anticipated increase in the rate of turnover of community college leaders, the availability and development of individuals to fill those positions are major concerns. Within the next six years more than one half (56%) of community college presidents will retire (Weisman & Vaughan, 2007). This dramatic turnover rate requires increasing the pool of diverse candidates concurrent with the decreasing supply of qualified leaders (Campbell, 2002; Shults, 2001).

Just how serious is this so-called crisis in leadership facing the community colleges? It is being called the "most significant transition in leadership in the history of America's community colleges" (Boggs, 2003, p. 15). In addition to the large number of presidents who are planning to retire, an equally alarming number of administrators reporting to the presidents, and presumably expected to replace them, is also approaching retirement.

According to Shults (2001), the leadership of community colleges is in peril. Furthermore, several issues have combined to create this crisis. For example, Shults reported the following results from the 2001 Leadership Survey spearheaded by the American Association of Community Colleges (AACC):

- Nearly one half of current presidents indicate they will be retiring in the next six years.
- Thirty-three percent of presidents believe that one fourth or more of their chief administrators will retire in the next five years; 36% feel at least one fourth of their faculty will retire in the next five years.
- Presidents believe the skills they need in the future will remain constant, but there will be more emphasis on the ability to be flexible to understand technology and to seek business and industry partnerships.
- Three areas cited by new presidents as those for which they feel unprepared include the overwhelming nature of the job, the level of

> politics involved, and the amount of relationship-building they are expected to accomplish. (p. 1)

The predictions of presidential retirements are supported by many studies and publications. Boggs (2003) stated that the rate of presidential retirements appears to be on the rise, with 79% of presidents planning to retire by 2012. McFarlin, Crittenden, and Ebbers (1999) suggested there is, on average, a 30% turnover of community college presidents every two years. The authors claimed one fourth to one third of all community college presidents are in some stage of leaving or thinking about leaving, voluntarily or involuntarily, during a two-year period.

The leadership gap facing community colleges may extend even deeper than some realize. Campbell (2006) suggested colleges could be highly vulnerable and experience major fiscal impact if something is not done to replace retiring administrators and professionals in highly skilled and specialized areas of colleges. Campbell perceived the severity of this issue is analogous to two trains on a collision course and cited a need to build awareness of the forthcoming gap as a major issue that should be shared with community college trustees, presidents, vice presidents, and deans. Shults (2001) perceived it is impossible to estimate the experience and history that will be lost through the retirement of these leaders. These leaders have gained an intimate knowledge of community colleges and their mission, culture, and values. Vaughan (2006) cited leadership as a critical factor for the future of community colleges, by asking questions such as: Who will the next leaders be? Will they be committed to the community colleges' historic mission of ensuring access? How will they be prepared to meet current and future challenges?

Numerous studies have revealed that the most common pathway to the community college presidency has been through academic administration (Amey & VanDerLinden, 2002; Weisman & Vaughan, 2007). These same studies indicated that a small percentage of presidents travel to the position via non-academic career paths, both from within and from outside of the community college ranks. Identification of factors affecting and influencing the levels of both formal and informal preparation of individuals from academic and non-academic backgrounds may assist in addressing this hiring difference. Based on their different career paths, the manner in which presidents identify their preparedness will also provide needed information. In light of the increased need for future leaders, the community college system must look not only to its own academic ranks but must also develop other sources to meet this demand and provide a diverse pool of candidates (Shults, 2001; Weisman & Vaughan, 2002). Fulton-Calkins and Milling (2005) also shared concerns about the leadership gap. They predicted the number of students currently enrolled in graduate community college administration programs is expected to fill only a fraction of the openings. An alarming statistic is the 78% decline in the number of degrees conferred in community college administration that occurred from 1983 to 1997 (Shults, 2001).

Boggs (2003) contended there is a bright spot to the leadership crisis. Community colleges should view this turnover as a window of opportunity to bring greater diversity, new energy, and new ideas to community college leadership and faculty. In order to understand the requirements for community college leadership, Boggs believed one must understand the mission and values of community colleges and the challenges that are ahead.

An initiative, entitled *Leading Forward,* is currently underway at AACC with an emphasis on developing a database of leadership programs to better understand how leaders

are being prepared. A president's leadership plays a pivotal role in the college's ability to achieve its mission, so there is a need to develop a qualified pool of candidates. This issue is important for current presidents, for those responsible for selecting a president, and for those pursuing a presidency.

Statement of the Problem

Leading Forward is a national program instituted by the AACC to address the leadership issues in community colleges. Launched in 2003 and sponsored by the W. K. Kellogg Foundation, this initiative began with a series of leadership summits to address the leadership issue. One key outcome includes a competency framework for community college leaders. Additional research involves the examination of university-based and grow your own leadership (GYOL) programs. As part of the AACC *Leading Forward* initiative, university-based leadership programs were reviewed in *Breaking Traditions* (Amey, 2006). This study highlights six such programs established since 2000 that "are meeting the challenges outlined by AACC" (p. 21). It also identifies and reports on 12 university programs for community college leadership funded by the W. K. Kellogg Foundation in the 1960s. Each of the six programs includes features and benchmarks that increase success, such as cohorts, structured curricula, accessible offerings, research support, adult learning strategies, progress-to-degree checks, external program reviewers, and ongoing assessment.

In 2004, AACC designed a survey to validate these competencies as essential for effective community college leadership. The survey was sent to all those who participated in the leadership summits and to members of the Leading Forward National Advisory Panel. The overall response rate was 76%. The process used by AACC to develop a competency

framework for community college leaders involved leadership summits, reports, and surveys to "build consensus around key knowledge, values, and skills needed by community college leaders and to determine how best to develop and sustain leaders" (AACC, 2005, p. 1). Identification of the skills needed by community college leaders are developed by a select group of leaders from within community college leadership. The process identifies six competencies that have been determined essential to the effective performance of a community college leader.

In April of 2005, the AACC Board of Directors approved a document specifying a newly revised set of six competencies to be used as a framework for community college leadership development, the *Competencies for Community College Leaders* (see Appendix A). Of particular interest was that 100% of the respondents characterized each of the six competencies as "very" or "extremely" essential to the effective performance of a community college leader.

After this survey, questions remained as to how well education and leadership programs are preparing presidents to meet these competencies. There are many such programs currently available; however, Amey (2005) posited that it remains unclear whether any of these leadership development models sufficiently provide what the next generation of community college leaders actually needs to learn.

There is substantial literature describing and addressing the community college presidency; however, there is a need to explore, examine, and study if and how presidents acquire the leadership skills as outlined in the AACC's competency framework and the need to examine if there are any differences based on the presidents' academic versus non-academic career path. One component in addressing the leadership crisis is to ensure that

those candidates interested in becoming community college leaders are adequately prepared to succeed. This can be done with a better understanding of how presidents learn the skills and develop the traits and competencies necessary to be successful.

Purpose of the Study

With the identified and growing need for community college presidents comes an opportunity to prepare the next generation of leaders and bring new energy and focus to community college leadership (Boggs, 2003). The purpose of this study was to examine how current community college presidents' demographics, educational preparation, career pathways, and participation in leadership programs develop the transformational leadership skills embedded in AACC's *Competencies for Community College Leaders*. The study also examined whether those factors differ based on the career path of the presidents and how presidents with academic versus non-academic backgrounds rate the importance of AACC's *Competencies for Community College Leaders*. The study may serve to inform those providing community college leadership preparation programs of ways that these programs might be improved to better prepare candidates for their first presidency. It may also provide information to those hiring presidents as well as individuals preparing for leadership positions.

Research Questions

Based on the objectives of this study, the following research questions were addressed:

1. What are the background characteristics of current community college presidents? Specifically, how do current community college presidents differ by age, gender, race, number of presidencies, and number of years as a president?
2. What are the professional backgrounds of current community college presidents? Specifically, how do current community college presidents differ in terms of educational preparation, leadership preparation, and professional work experience?
3. What are the career pathways of community college presidents? Specifically, how do current community college presidents differ by gender, race, years of service, educational background, and leadership development?
4. How do community college presidents rate the importance of the competencies embedded in the AACC's *Competencies for Community College Leaders*?
5. To what extent do perceptions of community college presidents with prior academic administrative positions differ from those who have not had community college academic experience, when rating the level of importance of the AACC's *Competencies for Community College Leaders*?

Hypothesis

A hypothesis was presented for the 5th research question. Questions 1 – 4 did not require hypotheses because each was descriptive in nature. According to Creswell (2003), there are two forms of hypotheses: null and alternative. A null hypothesis makes a prediction that no relationship or difference exists between groups on a variable. An alternative hypothesis makes a prediction about the expected outcome for the population of the study.

Therefore, the traditional null hypothesis was employed for the purpose of this study for research question 5:

- There is no significant difference between the positions held prior to the first community college presidency and how presidents rate the level of importance of the AACC's *Competencies for Community College Leaders.*

Theoretical Perspectives and Conceptual Frameworks

According to Kerlinger (1979), a theory is "a set of interrelated constructs (variables), definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining natural phenomena" (p. 64). Creswell (2003) further defined a theory as an interrelated set of constructs formed into hypotheses that specify the relationships among variables, to help explain a phenomenon that occurs in the real world. As researchers test predictions, theory develops as explanation to advance knowledge in particular fields (Thomas, 1997, as cited by Creswell, 2003). For example, based on the observed skill sets and characteristics of community college presidents, one should be able to identify and predict those transformational leaders based on a set of factors that distinguished transformational leadership from other forms of leadership.

The current study used the transformational leadership theory as advanced by J. M. Burns in his studies of leadership over several decades. Transforming leadership "occurs when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). This study examined the characteristics and skills as well as the education and training of community

college presidents in relationship to transformational leadership and alignment with the AACC competencies.

Transformational leadership theory

Overview

Burns (1978) established the blueprint for the concept of transformational leadership. He defined leadership as leaders inducing followers to act for certain goals that represent the values and the motivation—the wants and needs, the aspirations and expectations—of both leaders and followers. Early researchers believed that the ability to lead was inherent—either a person had or did not have it. The traditional model that "the historically dominant concept takes leadership skills as a divine gift of birth, a gift granted to a small number of people" (Kotter, 1996, p. 176) does not fit what has been observed after 30 years of study. According to Gaither (1998), modern experts of leadership theory have moved away from the idea of the natural born leader theory of leadership and toward the conceptual theory that leadership can be learned (Bass, 1985; Bennis & Nanus, 1985; Bennis, Spreitzer, & Cummings, 2001; Burns, 1978; Kouzes & Posner, 2002; Tichy & Devanna, 1986). Kotter (1996) referred to the power and potential of lifelong learning and says that is what leaders in the 21st century will develop to deal with the rapidly changing environment. Roueche, Baker, and Rose (1989) believed that leadership can be learned and note that contemporary research supports the idea of leadership grounded in contingency theory, whereby leadership is examined as a function of the behavior of leaders and the quality and duration of their attempts to influence others. Roueche et al. stated that leadership can be taught and acquired on the job when it is recognized that leadership is developmental. This type of leadership involves engagement so

that leaders raise others to higher levels of motivation resulting in a transforming effect. They defined transformational leadership in the community college as "the ability of the community college CEO to influence the values, attitudes, beliefs, and behaviors of others by working with and through them in order to accomplish the college's mission and purpose" (p. 11). Burns' (1978) transformational leader recognizes the basic needs in potential followers but goes further seeking to arouse and satisfy higher needs, while stating that transformational leadership is "concerned with end values such as liberty, justice, equality" (p. 426).

According to Bennis et al. (2001), leadership is everyone's business; it is not a place, rather, it is a process. The authors refuted the "great man" leadership theory, that leadership is genetic and that leaders are born. They stated that leaders are made—that it is possible for everyone to learn, and that leadership is everyone's business. Kouzes and Posner (2001) stated the myth that leadership is reserved for only a select group "…has done more harm to the development of people and more to slow the growth of countries and companies than any other" (p. 82). Clearly, the transformational leader assumes the responsibility for revitalizing the organization. Tichy and Devanna (1986) likened the work of a transformational leader to that of an architect who must take what is already in place and repurpose what is outdated for new uses. Leaders ultimately transform the organizations by identifying the need for change, creating and communicating new visions, and institutionalizing the change by mobilizing commitments of the group to make and sustain change.

An essential factor in leadership is the capacity to influence and organize meaning for members of the organization. "Transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients, or constituents to a greater awareness about the

issues of consequence" (Bass, 1985, p. 17). Bass identified three transformational factors that are used in combination by transformational leaders:

- Charismatic leadership
- Individualized consideration
- Intellectual stimulation (p. 114)

Astin and Astin (2000) captured their conception of transformative leadership with the following four assumptions:

- Leadership is concerned with fostering change.
- Leadership is inherently value-based.
- All people are potential leaders.
- Leadership is a group process. (p. 9)

Effective transformation requires that the vision is shared by everyone throughout the organization. Both leader and followers work collaboratively to transform themselves and the organization.

Theoretical practices and qualities of transformational leaders

A primary purpose of this study was to determine how presidents—through their formal education, career pathways, and involvement in leadership programs—develop the transformational leadership skills embedded in AACC's *Competencies for Community College Leaders.* Thus, existing frameworks that could be applied to this study were reviewed to identify qualities and practices that are associated with transformational leaders.

Leithwood (1994) ascertained six dimensions of transformational school leadership: (1) identification and articulation of a vision; (2) building consensus around institutional goals; (3) becoming familiar with staff and faculty strengths and interests; (4) creating an intellectually stimulating environment; (5) consistently modeling desired practices; and (6) establishing high standards and norms of excellence. By understanding and supporting

individual goals and through their connection and buy-in with the vision, the transformation of the culture is able to continue to withstand the challenges that occur. Bennis and Nanus (1985) identified four themes common to transformational leaders: (1) they have a vision and can gain support from followers; (2) they are able to articulate ideas; (3) they trust their followers; and (4) they know themselves well and have a high self regard. Kouzes and Posner (2002) proposed that leaders change and transform organizations through practices that include inspiring a shared vision, challenging existing processes, modeling the way, and recognizing and celebrating achievements.

In *The Transformational Leader*, Tichy and Devanna (1986) identified seven characteristics of transformational leaders: (1) they identify themselves as change agents; (2) they are courageous individuals; (3) they believe in people; (4) they are value driven; (5) they are lifelong learners; (6) they have the ability to deal with complexity, ambiguity, and uncertainty; and (7) they are visionaries (pp. 271-280). Lifelong learners are able to talk about mistakes and use them to learn from instead of viewing them as failures. They are open to change (not hard-wired), always in a state of renewal, and have adaptable styles of managing and leading (p. 276). According to Spreitzer and Cummings (2001) "a lifelong approach will dominate leadership development" in the future (p. 253).

Kotter (1996) provided insight as to why committed lifelong learners experience a personal and professional growth that will continue to be rewarded in a rapidly changing environment. The author presented the power of compounded growth whereby an individual who regularly continues to grow throughout his or her adult lifetime will have exponentially more capability than the same individual, given all other things equal, who is more complacent or average in growth. Those individuals who continue to learn and grow

throughout their careers develop capacities enabling them to outgrow their peers and they "learn to be leaders." Kotter listed the habits of the lifelong learner as:

- risk taking
- humble self reflection
- solicitation of opinions
- careful listening
- openness to new ideas (p. 183)

In addressing organizational dynamics of change, Tichy and Ulrich (1984) noted three identifiable programs of activity associated with transformational leadership:

1. Creation of a vision – which provides direction for a desired future state;
2. Mobilization of commitment – which must be accepted by a critical mass of employees; and
3. Institutionalization of change – wherein new patterns of behavior are adopted. (pp. 63-64)

Framing organizational transformation in the context of a theatrical production, Tichy and Devanna (1986) emphasized the importance of transformational leaders giving attention to three phases or "acts" in the transformational change process (see Appendix B). Both organizational and individual dynamics are considered within each of the three acts as defined in their theoretical Transformational Leadership Model. The first act requires the recognition of the need to revitalize the organization and establish new direction around the mission. It recognizes that challenges will be faced by the leader when presenting environmental threats. The second act addresses the need for the transformational leader to create a new vision and the leader's struggle to create focus on a vision of the future. The third act is the beginning of institutionalizing the transformation. The leader must institutionalize the transformation in a manner that it will survive his or her own leadership tenure. The basic tenets of transformational leadership are applicable to leaders, in general,

and appear to be consistent with the skills and traits necessary for effective leadership in education.

Roueche et al. (1989) developed a theoretical framework for transformational leadership that was based on data collected from a multi-phased study of community college presidents. Developed from philosophical statements and interviews, this model presents five transformational themes and a series of attributes associated with each of the five: (1) vision; (2) influence orientation; (3) people orientation; (4) motivational orientation; and (5) values orientation. "Vision appears to be the catalytic component that enables leaders to implement successfully the remaining four transformational themes" (p. 104).

Bennis and Nanus (1985) stated that the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivation. Similar to others (e.g., Burns, 1978; Kotter, 1996; Roueche et al. 1989), Bennis and Nanus (1985) differentiated leadership between transformational leaders and transactional leaders. Unlike transactional leaders who manage and maintain, transformational leaders promote fundamental change in the organization, helping the organization adjust to the varying needs of today's rapidly changing society. Kotter (1996) examined these differences by defining the relationship between leadership and management and illustrates the flow of activity between vision and strategies, created under leadership, and plans for budgets, which are created by management.

AACC Conceptual Framework of Competencies for Community College Leaders

In April 2005, the AACC Board of Directors unanimously approved a document entitled *Competencies for Community College Leaders* (see Appendix A). The competencies for community college leaders include:

- Organizational Strategy – An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.
- Resource Management – An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.
- Communication – An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.
- Collaboration – An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.
- Community College Advocacy – An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.
- Professionalism – An effective community college leader works ethically to set high standards for self and others, continuously improves self and surroundings, demonstrates accountability to and for the institution, and ensures the long-term viability of the community college.

According to AACC, the leadership skills currently required have widened because of greater student diversity, advances in technology, accountability demands, and globalization. In order to use the competencies and fully appreciate them, AACC said the following principles should be considered:

- Leadership can be learned.
- Many members of the community college can lead.

- Effective leadership is a combination of effective management and vision.
- Learning leadership is a lifelong process, the movement of which is influenced by personal and career maturity as well as other developmental processes.
- The leadership gap can be addressed through a variety of strategies such as college grow your own leadership programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, and on-line and blended approaches.

Through *Leading Forward* initiatives, the AACC identified five essential characteristics for today's community college leaders (Amey, 2006):

- Understanding and implementing the community college mission
- Effective advocacy
- Administrative skills
- Community and economic development
- Personal, interpersonal, and transformational skills (p. 1)

The findings of the AACC's *Leading Forward* project align closely with the tenets of transformational leadership. Leadership skills can be acquired through a life-long learning process for anyone who possesses the desire and dedication to lead. Developed and supported by the AACC, the *Competencies for Community College Leaders* were used as constructs to frame survey questions posed to community college presidents about how they rated the level of importance of the competencies as well as their individual level of preparation prior to assuming their first presidency. Transformational leadership theory, the theoretical models reviewed, and the AACC's guiding principles for the *Competencies for Community College Leaders* served as the theoretical and conceptual frameworks to inform and direct this study.

Limitations

This study was conducted in light of several limitations:

1. The study was designed to provide a snapshot of community college presidents serving at the time the survey was completed.

2. The responses to survey items were subjected to the individual biases of each president's self-perception of leadership, competencies, challenges, and areas of importance faced by community college presidents.
3. Data from the study were limited to aggregated results from presidents' responses about personal and professional backgrounds as well as ratings of educational and leadership preparation.
4. The survey instrument was designed to be disseminated and administered electronically. Therefore, there was limited control over response rates.
5. The data were self-reported; no formal analysis, other than that which Duree (2007) conducted, was conducted on the competencies.

Delimitations

The following delimitations framed the study:

1. Community colleges and community college presidents referred to in the study were limited to public, not-for-profit two-year institutions located in the United States.
2. Survey items about competencies were framed in relationship to the AACC (2005) *Competencies for Community College Leaders*.
3. The results of the study were not intended to be used to rate any specific community college leadership program.

Definition of Terms

Several terms were defined for use in the study:

Academic Administrator – Any person who has had direct oversight of any division or department within the instructional division of the community college. Examples of position

titles would include but are not be limited to: vice president of academic affairs, executive dean of academic affairs, vice president of instruction, dean or director of career and technical education, dean or director of arts and sciences.

American Association of Community Colleges (AACC) – With close to 95% membership of all accredited community, junior, and technical colleges, the AACC is the leading professional organization for the nation's two-year institutions. The AACC is committed to a variety of initiatives committed to leadership, service, and legislative advocacy.

Central Office Administrator – Includes any person who has administrative roles and responsibilities most commonly operated from and within the central office building on a community college campus. Examples of position titles include but are not be limited to: chief financial officer, vice president of finance, vice president for institutional advancement, director of human resources, vice chancellor, and vice president of operations.

Chancellor – The administrator who has the executive authority for the institution and generally has oversight as the president of multi-campus community college districts.

Community College – A public, not-for-profit regionally accredited two-year institution of higher education in which the most common degree awarded to students is an associate degree.

Competency – The fundamental knowledge, ability, or expertise in specific areas or skill sets.

K-12 Administration – Individuals who have held senior-level administrative positions or chief executive officer (CEO) positions in an educational setting that offers instruction to students in kindergarten through the twelfth grade.

President – Any person who has assumed the role and has the responsibilities of CEO for the institution.

Senior-Level Administration – The administrative personnel in a community college setting who report directly to the president.

Transformational Leadership – A style of direction that promotes fundamental change in an organization and can create a vision for change, effectively communicate it to others involved with the organization, and help them to achieve that vision through their own commitment to it (Burns, 1978; Roueche et al. 1989).

CHAPTER 2. REVIEW OF LITERATURE

Historical Perspective of the Community College Presidency

The community college is the only distinctively American form of higher education and is committed to trying to create success for all manner of students who are welcomed through their open doors (Mellow & Heelan, 2008). Now, more than 100 years old, the rapid growth experienced in the last four decades exemplifies the learning opportunities community colleges provide. Nearly one half of all undergraduate students attend community colleges (AACC, 2008).

During this period of growth, community colleges have been led by individuals who created, developed, and lived the mission of providing educational opportunity to all. Sullivan (2001) examined the characteristics and leadership styles of community college presidents, and provided generational characteristics and challenges for the leaders who held the top position over the last four decades. The first generation of presidents were considered founding fathers who pioneered a new and democratic form of higher education. They understood the unique challenges and established the values that would guide the establishment and growth of community colleges. For many of that era, it was a movement for social justice and democracy (Mellow & Heelan, 2008).

The second generation of presidents were good managers who led the colleges through a period of rapid growth and abundant resources. They shared common characteristics and generally had traditional leadership styles similar to their predecessors (Sullivan, 2001). They developed their institutions while maintaining the values established

by the first generation of leaders (Roueche et al. 1989). The majority of these presidents were white males who retired in the 1990s (Sullivan, 2001).

The third generation of presidents differed from the first two, which was reflective of the higher education environment during the time of their leadership. They worked in a collaborative environment and were required to build partnerships, both internally and externally (Goff, 2002). These presidents drew disparate groups together to leverage scarce resources and make access to higher education universal (Sullivan, 2001). This period saw a growth in the number of both females and minorities, many who continue to serve community colleges (Weisman & Vaughan, 2002).

The fourth and emerging generation of community college leaders are millennials who are technology savvy (Sullivan, 2001). They are skilled collaborators as they bring education together with business/industry and government to address workforce development issues.

It is projected that over half of the presidents currently leading the approximately 1,200 community colleges will retire by 2012 (Weisman & Vaughan, 2007). At the same time, many of the top administrators at those same institutions will be retiring in record numbers (Amey & VanDerLinden, 2002). This provides the community college system both challenges and opportunities to develop and prepare the next generation of community college leadership (Boggs, 2003).

Pathways to the Presidency

Career and academic path

The path from academic positions remains the most popular route to the presidency within community colleges (Amey & VanDerLinden, 2002; King & Gomez, 2008). Weisman and Vaughan (2007) concluded that, since 1984, the most common pathway to the presidency has been through academic administration positions, according to the results of the Career and Lifestyle Survey. Approximately 9 of 10 community college presidents have an earned doctorate (Weisman & Vaughan, 2007, 2002). Amey and VanDerLinden (2002) reported that 80% of presidents with doctorates had received an education-related degree.

Amey and VanDerLinden (2002) reported on national survey data collected in 2000, which, in part, replicated a study conducted by Moore, Martorana, and Twombly (1985). In addition to examining the career paths and backgrounds, the study also addressed how presidents acquire the additional training necessary to develop and maintain current competencies. The data indicated that among presidential appointees, 77% came from within three major areas of education. Specifically, 37% were former provosts, 25% were presidents of other institutions, and 15% held senior academic positions immediately prior to being appointed president. The data presented about the paths leading toward the presidency were consistent with the other literature reviewed (King & Gomez, 2008; Weisman & Vaughan, 2007, 2002).

This, however, may suggest that the path to the presidency is not changing enough. With more than one half of community college presidents planning to retire by 2011, there is a need—which some would classify as a crisis—for the development of new leaders and

leadership development from a diverse talent pool (Shults, 2001; Weisman & Vaughan, 2002). There is another predicament, or current crisis, which has been overlooked as presidential appointments have followed a cookie-cutter approach and resulted in repetitive hires of a relatively homogenous candidate (Vaughan, 2004). Vaughan made a powerful argument for changing the standard pipeline for securing presidential candidates. Otherwise, institutions risk becoming stagnated and losing fresh ideas and new perspectives that are needed to meet changing demands.

The pathway to the community college presidency has become more diverse (ACE, 2007). A greater percentage of potential leaders are taking a more diverse path to the presidency than their counterparts at other colleges and universities, with a higher percentage coming from non-academic positions from within education as well as outside of higher education altogether. Weisman and Vaughan (2002) revealed the most common non-academic community college positions held prior to the first presidency were chief student services officer, campus CEO, and chief business officer. The topic of leaders developed from within the ranks of academia versus executives from the business world making the transition to the educational arena provides insightful information. The most common immediate prior position for presidents was CAO or provost (40%); however, 15% of this group had served in a non-academic position prior to becoming a CAO (King & Gomez, 2008). From this same study, the second most common position prior to assuming the presidency was a non-academic officer (23%); and 30% of this group held an academic position prior to becoming a non-academic officer.

While Amey, VanDerLinden, and Brown (2002) acknowledged the traditional pathway via the senior academic officer's position, they believed, in light of anticipated large

number of retirements in community colleges, "atypical" hires may be needed to ensure a new crop of leaders. The study reported a significant increase in the number of presidents coming from other types of administrative positions, such as senior student affairs officers and vice presidents for institutional planning or advancement. The data suggest the growth in previous administrative experience in positions other than president is important, as is the realization that the role of the community college president has multiple and conflicting responsibilities for which management, administration, and leadership skills are gained through particular and extended experience. Based on this study, the path to the presidency is clearly changing.

Miller and Pope (2003) surmised that community colleges need strong leadership to be successful, and identified several paths to leadership positions at community college. The first is by the "self-generation" of new leaders from within the community colleges ranks, generally faculty who moved into managerial positions and who possess a strong academic background. A second career path for community college leaders is through external private bodies, such as business and industry that often bring with them a "fresh" or unfiltered vision of academic politics. The non-profit sector, including educators from K-12 backgrounds, is another potential path for candidates needed to fill the community college leadership shortage. Leaders from non-profit institutions often have a strong sense of education as well as experience in administration. Because the central component of college leadership is academic integrity and attention, the authors expressed concern that applicants from external and non-profit paths lack an appreciation of academic governance.

Numerous studies used national survey data to examine the career paths and backgrounds (Amey & VanDerLinden, 2002; Moore, Martorana, & Twombly, 1985;

Vaughan & Weisman, 1998; Weisman & Vaughan, 2002) as well as to address how presidents acquire the additional training necessary to develop and maintain current competencies. McFarlin and Ebbers (1997) examined the relationship of selected preparation factors and the outstanding leadership skills of community college presidents in an effort to determine what happens developmentally to impact the effectiveness and success of a presidency. They found that presidents recognized as outstanding by their peers were more likely to hold terminal degrees, or more likely to have a major in their highest degree that focused on the study of higher education/community college leadership.

Amey et al. (2002) addressed the implications for the development and recruitment of qualified and diverse groups of future leaders. They suggest the need to develop more programs to prepare faculty leaders for the presidency.

Demographics

The Career and Lifestyle Survey reported by Weisman and Vaughan (2007) included abundant information on the demographic characteristics of community college presidents. The average age of community college presidents is currently 58 years old, which has been steadily increasing from previous studies wherein the average age was 56 years old (Weisman & Vaughan, 2002) and 54 years old (Vaughan & Weisman, 1998). These studies also revealed the average age of females is 57 years, which is slightly younger than males. With the majority of these presidents planning to retire during the next six years, there are concerns of a potential leadership crisis (Campbell, 2006; Shults, 2001).

Females presently comprise 29% of presidents, which has steadily increased from previous studies which revealed 27% (Amey & VanDerLinden, 2002), 19% (Vaughan &

Weisman, 1998), and 11% (Vaughan, Mellander, & Blois, 1994). While the percentage of female presidents continues to increase the rate over the past several years is slowing. Females continue to be underrepresented in the presidency based on the student body, which is more than one half female (Knapp, Kelly-Reid, Whitmore, & Miller, 2007) and the number of female faculty (VanDerLinden, 2005).

Diversity of community college presidents, as defined by race and ethnicity, is an area that needs continued attention (Weisman & Vaughan, 2007). The majority of presidents continue to be white and comprise approximately 87%. Representation among other groups has been approximately: 6% African American; 5% Hispanic/Latino; and 1% each Native American and Asian/Pacific Islander (Amey & VanDerLinden, 2002).

Traits and Skills Necessary for Success

The leadership style employed by community college presidents is based on a wide variety of experiences and influences. These include relationships that are both personal and professional as well as behavior that was learned as a student and impacted from mentors. Previous work experience, which may have been in education or industry, also has an influence. These and many other factors contribute to the leadership abilities of presidents (Roueche et al. 1989).

The complex situations the 21st century community college president will encounter require unique behaviors and traits (Goff, 2003). According to Bolman and Deal (1997, as cited in Goff, 2003), leadership is intangible. The expectation is that leaders will persuade or inspire rather than coerce or give orders. Leaders have qualities such as vision, strength, and commitment. In addition, Goff (2003) noted that very few, if any, community college

presidents have every leadership trait and behavior; and contended that applying leadership traits and behaviors to the task is an art rather than a science. The author also stated that the ability to deal with many new and varied challenges requires an agile leader who is thoroughly prepared through training, experience, and self-study.

The pace of change continues to accelerate within society, and within community colleges and their student body. Today's presidents must address this change and make decisions, often using new strategies and, almost always, with limited resources. Pierce and Pedersen (1997) analyzed the qualities for success and primary ones which should be acquired by college presidents who are called upon to solve new societal problems. The authors identified three qualities that serve as prerequisites to a successful community college presidency: (1) personal adaptability, which involves the ability to move comfortably among the various constituencies and stakeholders and the ability to respond to rapid changes in student demographics; (2) flexibility, as is needed to mediate, find consensus, and build partnerships and collaboration with numerous stakeholders; and (3) sound judgment. "The third and most important quality, sound judgment, is also the most personal and most difficult to acquire" (p. 15). Sound judgment requires both the skill to listen to a wide range of opinions and the talent to be able to cull critical information and develop a common action.

Community college presidents are expected to possess a wide range of skills with expertise in certain areas, depending on the needs of the institution they serve. Organizational restructuring is a skill required of many community college presidents to meet their leadership and management requirements (Goff, 2002). Cohen and Brawer (1996) indicated that community college presidents must have a basic understanding of the economy, student

demographics, and public attitudes toward education. Goff (2002) acknowledged the many traits that are needed by the community college president in order to be successful, and concluded that a community college president cannot possibly possess all of these skills; even if one did, it would not ensure success as a president. Presidents must conduct regular self-assessments of their leadership traits and skills, and then capitalize on them to improve their institution.

McFarlin et al. (1999) researched the role academic preparation plays in developing community college leadership, and which activities outside of academic preparation contribute to the development of exemplary presidents. Nine common factors were revealed that may contribute to the development of exemplary community college leaders:

- Possession of an earned doctorate
- The specific study of community college leadership as an academic major
- An active personal research and publication agenda
- Preparation as a change agent
- Previous career position
- Relationship with a mentor
- Development of a peer network
- Previous participation in a leadership preparation activity
- Knowledge of technology (p. 20)

Through a peer selection process, 13% of the respondents were identified as outstanding-leading community college presidents. On the average, outstanding-leading presidents were male, slightly older (55 years), assumed their first presidency at a younger age (40.9 years), and had served as a community college president longer (13.9 years) than the normative presidents. When asked about their previous position immediately prior to assuming their first presidency, the outstanding-leading presidents indicated 44.1% had served as dean of instruction or academic vice president—compared to 50.4% of the normative presidents. This result indicates that more than half of the outstanding-leading presidents held a position other

than that of chief academic officer immediately preceding their first presidency. Those who worked with the outstanding presidents considered them as a change agent, which is consistent with previous training they received and how they perceived themselves.

The opinions are extremely diverse as far as the leadership traits and skills needed to be president of a community college. In a 2001 survey, the AACC asked community college presidents to identify the most important skills for future leaders. The responses included financial planning, the ability to forge partnerships, the ability to improve and maintain relationships within and outside the college, the ability to develop a clear vision, excellent communication skills, political savvy, and adaptability (Boggs, 2003). The AACC Board Task Force on Leadership Development (Amey, 2006) identified the following essential leadership skills: understanding and implementing the community college mission, effective advocacy skills, administrative skills, and community and economic development skills; as well as personal, interpersonal, and transformational skills.

Citing research by Kouzes and Posner (1991) that involved studying managerial traits that were admired by subordinates, Goff (2003) stated: "According to our research, the majority of us admire leaders who are honest, competent, forward-looking, and inspiring" (p. 16). Alfred and Rosevear (2000, as cited in Goff, 2003) identified several leadership traits and skills for community college leaders, which included: teamwork, information sharing, core competency focus, customer service emphasis, and market foresight. In addition, they determined that, by the time the individual reaches the presidency, the traits must be sufficiently developed to provide a firm base upon which to lead.

Fulton-Calkins and Milling (2005) suggested nine leadership traits as being crucial for future leaders. These traits are:

1. Learning from the past while embracing the future
2. Enriching the inward journey
3. Leading from the center: values
4. Make the connections: vision
5. Looking broadly for talent
6. Providing continuous leadership learning opportunities through succession planning
7. Keeping faculty in the mix
8. Forging business and industry connections
9. Keeping students in mind, preparing the future workforce

Pope and Miller (2005) researched the skills required for a community college president and the roles the president must assume. Study participants were first asked to identify if the skill or role was perceived relevant to a president, and second, to what extent leadership in a faculty senate provided the necessary experience with the skill or role of a community college president. More than 80% of the responding faculty senate leaders perceived three skills to be important for a community college president: education values, oral communication skills, and problem-analysis skills. In contrast, the current presidents perceived eight skills to be important: stress tolerance, problem analysis, personal motivation, organizational ability, written communication, educational values, oral communication, and judgment. When combined, four skills emerged in terms of relevance and importance: problem analysis, education values, oral communication, and personal motivation.

Looking ahead to the next generation of leaders, Sullivan (2001) cited work by Hockaday and Puyear (2000) who identified nine traits of effective community college leaders: vision, integrity, confidence, courage, technical knowledge, ability to collaborate, persistence, good judgment, and desire to lead. McFarlin et al. (1999) determined there are several factors displayed by outstanding-leading community college presidents that could

provide guidance in identifying qualifications for presidential candidates, including: the completion of a terminal degree; study of higher education and community college leadership; frequent experiences with publishing and presenting scholarly work; and extensive involvement in both peer networks and mentorship relationships.

Given the various and often lengthy list of leadership skills and traits required by leaders to be successful, one might be led to wonder if it is possible to acquire a skill set that enables success dealing with the corresponding wide variety of challenges facing community colleges. Goff (2003) noted, "It begs the question of how one individual can obtain and master all the traits and behaviors provided in the literature" (p. 17). The author sent the message that current leadership needs vary by institution, just as leadership skills are different from one presidential candidate to another; and that it is critical that the individual's skills align with the organization's needs to enable the opportunity of success for all involved.

Challenges of a Community College Presidency

The role of the community college president has changed dramatically over the past ten years. Today's presidents are confronted with a variety of complex and challenging situations. ACE (2007) outlined in its report on the American College President how a college presidency today combines at least two full-time jobs: one of which involves primarily on-campus constituencies, and the separate but equal job of dealing with external challenges including legislative, government, community groups, media, and potential donors—each of which requires significantly different approaches, skills, talents, and knowledge. Today's president has to be an effective leader capable of handling the

difficulties that arise on campus—as well as those challenges off-campus involving lawmakers, the media, and potential donors.

Hockaday and Puyear (2000) presented 21st century challenges that community college presidents will face in the next decade. These challenges include: "relevance in a global economy, new competition and the move toward privatization, distance education, competency-based programs, mission boundaries blurred, and new funding challenges" (p. 6).

As community colleges face new challenges, many schools are making a transition to a new generation of presidents whose leadership style is considerably different from that of their predecessors. Sullivan (2001) posited community colleges are functioning in an environment characterized by the following:

- A continuing scarcity of resources
- Changing student and staff demographics
- A shift in emphasis from teaching to student learning and learning outcomes assessment
- Technological developments that absorb an increasing proportion of the operating budget, challenge traditional instructional methods, and require significant retraining of staff and faculty members
- Increasing regulation by external agencies and demands for shared governance from internal constituents
- Public skepticism about their ability to meet the learning needs of contemporary consumers
- Competition from private-sector providers of high-quality training
- Blurring of service boundaries as a result of distance learning and Internet use
- Reduced emphasis on degree completion and growing interest in other forms of credentialing
- A nearly unbearable barrage of information (p. 560)

On average, presidents spend approximately 57 hours per week on work-related activities, including an average of four evening or weekend activities (Weisman & Vaughan, 2007). According to the Career and Lifestyle Survey, presidents also reported they use

approximately 60% of the annual allotment of vacation days, and 82% conduct college-related work while on vacation. These and other factors may be combining to make community college leadership a less attractive career choice: "All of this to enter an administrative area that demands longer hours, places more stress, and offers fewer rewards than the teaching profession. It is not a bright prospect" (Zirkle & Cotton, 2001, p. 17). Today's college presidency requires a strong emphasis on external relations, as leaders must have the ability to lead internally; at the same time, they must be leaders in their communities, including increased collaboration with leaders of business and industry (Weisman & Vaughan, 2002).

When compared to the numerous studies about presidents' demographic characteristics, there is less research about administrative development, and even less about professional development and administrative preparation for presidents of community colleges (Wallin, 2002; Zirkle & Cotton, 2001). The single most important limitation to professional development opportunities is the lack of time, as responsibilities have vastly expanded over the past decade and presidents have met them at the expense of their own professional growth (Wallin, 2002).

Amey (2005) acknowledged the abundance of research directed toward college presidents but cautioned that this research lacked two crucial dimensions: *how* do presidents develop and acquire the skills needed to lead, and *what* do they learn about leadership?

The American College President survey (ACE, 2007) examined the primary challenges presidents face while serving in that capacity. The results indicated leaders of public institutions most often identified relationships with legislators and policy-makers as their greatest challenge, followed by faculty and the state coordinating board. The presidents

also identified the three areas that occupied the most significant amount of their time. Fundraising was at the top of the list, followed by financial management and community relations.

Community college presidents also face a variety of challenges presented by students. Alfred, Shults, and Seybert (2007) listed current challenges of and demands presented by today's community college students who want convenience, responsiveness, and flexibility; and if they cannot get it immediately, they will look elsewhere. In addition to service and quality, students want classes available to conveniently meet their schedule, as well as parking close to the building where they take classes.

In a study related to community college presidency and fundraising, Glass and Jackson (1998) revealed that fundraising is a threat to many community college presidents. The authors perceived success in fundraising ultimately depends upon the president's capacity for leadership in the development area. They added that, in today's community college, fundraising is not an option; it is a necessity and is vital to the current life and future of the college. The president must be the one to lead the way.

Leadership Development and Preparation

Pathways to the presidency are changing. Community colleges must consider altering their presidential searches while creating programs to promote development of personnel in order to fill the growing number of presidential openings expected in the upcoming decade (Bridges, Eckel, Córdova, & White, 2008). Those aspiring to in a community college leadership position must understand and develop the required skills and competencies (Mellow & Heelan, 2008).

Vaughan (2004) expressed concern about the high percentage of presidents coming from within the community college ranks, most with earned education-related degrees who seem to look and act alike regardless of their gender, race, or ethnicity. Vaughan encouraged trustees to look beyond the community college campus for future presidents and recruit at least some presidents from other ranks such as business and political leaders. The author also encouraged presidents to play a critical role in identifying faculty members and administrators who can move into vice president or other high administrator positions. Then presidents must take responsibility for sponsoring and recommending promising candidates for presidential positions.

If experience in instructional issues is determined to be a requirement for effective community colleges presidents, Miller and Pope (2003) conjectured there must be a serious discussion about how college presidents are trained and prepared for their roles in that area. The authors revealed that the traditional step-by-step vision of academic career progression is becoming less common as skills to be effective as a college president continue to change and evolve at a rapid pace. They subscribed to the belief of Vaughan (1989, as cited in Pope & Miller, 2005) that the contemporary college president is part public relations officer, part fundraiser, part human resources manager, and part accountant. The authors stated the need to develop more programs to prepare faculty leaders for the presidency, and suggested that, perhaps, one of the most overlooked areas of professional development for faculty aspiring to move into the presidency is in the area of institution-wide decision-making.

Wallin (2002) indicated that the primary skills dealing with political acumen and knowledge of fiduciary and financial situations were rated high. Some of the most useful

professional development opportunities are those where presidents shared experiences with colleagues operating under similar structure and governance.

The issue of internal versus external candidates has been studied to some degree in recent years, but the opinions and findings vary (Amey et al. 2002; King & Gomez, 2008). For purposes of this discussion, the term "external" actually has two meanings. External can refer to outside the field of higher education (e.g., someone from the business sector) or it can be used to designate candidates outside of academics (e.g., someone from student services). Community colleges must address the issue of cultivation by providing training for qualified and competent individuals to fill the growing number of presidential openings expected in the upcoming decade (Amey &VanDerLinden, 2002).

Amey et al. (2002) provided a different perspective on the changing career path of community college presidents over the last 20 years and addressed the implications for development and recruitment of qualified and diverse pools of future leaders. One conclusion by Amey et al. is that those responsible for the identification and selection of presidents "need education regarding changing definitions of requisite experience for leadership and new definitions of leaders" (p. 587).

Pope and Miller (2005) examined the issue of faculty members who expected to become presidents and whether these individuals have the managerial experience needed to succeed in a presidency. The study indentified areas of common thinking among community college presidents and faculty senate leaders about the importance of certain experiences and beliefs needed by effective presidents, and whether they can be learned by service on the faculty senate. The authors pointed out that, because of tasks such as investments, budgets, risk management, and public relations, perhaps college administrators are more akin than

ever before to private-sector colleagues in leadership positions. Pope and Miller also revealed that leaders in community college, junior college, and technical college environments are often recruited and hired from non-academic sectors, which could be attributed to the need for colleges to be more responsive to market demands. They also acknowledged private business for its successful management model and commented that community colleges do not provide this type of formal training.

Given different backgrounds, education, and experience, what happens developmentally to impact the effectiveness and success of a community college presidency? McFarlin and Ebbers (1997) examined the relationship of selected preparation factors and the outstanding leadership skills of community college presidents. The study included statistics on peer networks that assisted in preparation for a community college presidency as well as participation in leadership preparation programs. The process identified 86% of the respondents as normative and 14% as outstanding. Prior to their first presidency, the normative group participated in a leadership preparation program at a rate that was almost double of those in the outstanding group—44% versus 23%. After assuming their first presidency, the outstanding group participated in such a program at a much higher rate than the normative group—65% versus 39%. The outstanding leaders also participated in peer networks within their graduate program, as well as within a community college work setting at a significantly higher rate than the normative group. The data support that the outstanding group places more value on the importance of mentor-protégé relationships in the preparation of community college leaders.

Fulton-Calkins and Milling (2005) acknowledged that mentoring programs should be established and implemented to assist in the effective transitioning of persons moving from

one position to another. Mentors who will offer effective guidance and provide dependable support should be selected from within the organization. Other researchers supported the belief that mentoring significantly contributes to professional development (Phelan, 2005; VanDerLinden, 2005). VanDerLinden defined true mentoring as "a long-term, professionally centered relationship between two individuals" (p. 737). Over 56% of the administrators in the study indicated they had a mentor, with 52% indicating the mentor had assisted them in obtaining their current positions.

Grow your own leadership (GYOL) development and succession planning

With the majority of community college administrators being appointed from within the community college system (Amey & VanDerLinden, 2002), it is a good practice that institutions that use this method develop and support leadership preparation and grow your own leadership development. The experience of current leaders and the community college setting provide a great combination to develop future leaders (Hockaday & Puyear, 2000). Current leaders, presidents, and board members must assume responsibility to identify and support individuals from within their institutions.

The process of developing leadership using a grow your own concept is gaining in popularity (Campbell, 2002). It was included for the first time in the Career and Lifestyle Survey in 2006, in which 43% of respondents indicated they sponsored a GYOL program on their campus (Weisman & Vaughan, 2007).

Pope and Miller (2005) suggested the tools and experience are present on college campuses for institutions to develop their own leadership pipelines, which is similar to what the private sector has done with the grow your own concept. The authors recommended that

the skills and characteristics for the ideal leader should be clearly defined by the governing board and search committee, and must include attributes such as respect for academic integrity and business savvy.

The need for leadership development in community colleges has resulted in increased discussion on succession planning**.** To some degree, Sullivan (2001) contended that is in contrast to previous times of leadership transition, when "generational change" took place with little planning. With community colleges facing an impending crisis in leadership (Shults, 2001), some experts are urging colleges to "pluck" presidents from the corporate world. Barden (2006) noted the importance the corporate sector places on succession planning and questions why higher education has not taken notice. Since colleges and universities have multiple "stakeholders who don't like uncertainty any more than corporate investors do" (p. C2), the author contended it is time for educational institutions to think about their next executive leaders.

Succession planning works effectively, even at sub-presidential levels of an institution, according to an article in the publication *The Presidency* (ACE, 2006). The article encourages those who care about the future of higher education to endeavor to help senior administrators acquire more skills and knowledge for both present and future positions. The American Council on Education (ACE) study *On the Pathway to the Presidency* (King & Gomez, 2008), found that with the number of senior administrators promoted to their current positions internally, "succession planning can be an important institutional strategy for enhancing the diversity of campus leadership" (p. 15).

Succession planning has long been a hallmark within the corporate world (Bridges et al. 2008), and although it is not always implemented at community colleges, the concept is

becoming more valued (Fulton-Calkins & Milling, 2005). The authors perceived good leadership is not exclusive to administrators, and community colleges can prepare new leaders to deal with a complex and changing world by following these steps:

- Develop a vision that looks to the future and the challenges that will exist.
- Review existing long-term goals in terms of employee diversity and types of programs and services.
- Develop a broadly structured succession planning process that includes all levels—not just those at the top.
- Critically examine the organizational culture to determine what is required to succeed.
- Recognize leadership attributes and skills needed for the future.
- Review ongoing leadership programs that exist within the organization.
- Involve the board of trustees at the appropriate level. (p. 243)

Business and education learning from one another

In some situations academics have turned to the private sector to assist with leadership development and training. According to Mercer (1997), 50 academics from ten research schools completed a business school's executive-leadership course at the Wharton School of the University of Pennsylvania. The teams took part in various types of intense training that is common for corporate managers, but far less so for educators. The researchers concluded that participants' managerial skills were analyzed and improved. Buntrock, Fairchild, and Sayeski (2005) featured research on another education-business venture and posited that, despite assertions that schools cannot be run like a business, parallels do exist: operations, such as food services, transportation companies, capital construction projects, technology integration, and a workforce that can account for 80% of operating budgets—in an environment with limited resources. Buntrock et al. (2005) claimed education leaders typically have not had access to the executive leadership training. The authors examined a partnership formed between the Darden Graduate School of Business Administration and the

Curry School of Education at the University of Virginia that was successful not only in bringing business practices to education, but also in bringing education practices to businesses. This partnership recognizes that many of the same general management and leadership principles used by the nation's top business leaders can be applied to the field of educational leadership while maintaining the integrity of education practices.

Archer (2005) followed a group of educators from San Francisco who spent a week at the Harvard School of Business. The workshop was part of the Public Education Leadership Project with a goal to align all aspects of a system's parts to drive the overall mission. Translated to education, it means human resources, facilities, and even transportation are managed to increase the quality of learning. The authors noted that only a few other universities have tapped the collective brainpower of their business and education faculties to try to crack the code of school improvement. One similar partnership is at Stanford University in Stanford, California, where the business and education schools jointly train district leadership teams each summer in the Executive Program for Educational Leaders.

Leadership construction

In light of the research showing a dramatic increase in retirements of community college presidents and administrators, some may be wondering how these vacancies will be filled. In addition, will this next generation have the proper skill set to ensure the success of the community colleges?

A leadership development strategy introduced by Vaughan (2000) would utilize experienced retiring community college presidents and their mature leadership to help develop future leaders. This leadership approach would differ from existing strategies to

develop and enhance college leadership by allowing current and future presidents to draw from this group of retired presidents with many years of experience. The community college presidency is a relatively high-risk position; Vaughan conjectured that many presidents take a conservative approach to leadership as they fear they will make a mistake and possibly risk termination, a situation that could be avoided if presidents had an opportunity to tap into the resources of retired presidents. Phelan (2005) suggested an intergenerational leadership program that would draw on experienced leaders to assist with the preparation of a new generation of leaders.

In an attempt to gain insight into how leadership skills are developed, Eddy (2005) studied nine individuals in the first or second year of their presidency. The author found that the individual experiences and cultures in which they functioned provided presidents with different leadership skill sets. These skill sets were developed through: (1) working with a mentor; (2) learning what to do, as well as what not to do, by observing former supervisors; (3) experiences in other leadership roles; (4) participating in leadership development programs; and (5) past and present experiences influenced by gender. Leaders use this foundation to adapt to current challenges as well as to respond to the changing issues facing community college presidents. How well campus leaders perceive and react to these internal and external cues within the context of the institutional culture can be used as a tool to measure how long they can expect to remain in the CEO position (Goff, 2003).

Summary

The literature review disclosed that previous and current community college presidents are represented by a fairly homogenous group who will be retiring in large

numbers during the next several years. The current leaders do not reflect the gender and ethnic diversity of the students they serve. At the same time, these leaders have traveled predominately to the presidency through a single career path—academics.

The pace of the job of presidency has been and will continue to accelerate along with the increasing complexity and expanding challenges, which are changing the role of the community college president. Today's leaders are expected to possess a myriad of skills—corporate, political, and academic—to adequately deal with the internal and increasingly large number of external constituents. Many new presidents indicate they are under-prepared in numerous aspects of the presidency due to the level of politics involved, the amount of time spent on the job, competition, globalization, and the tremendous pressure required to build partnerships, among other issues.

Much of this shift is driven by societal changes as well as the evolutionary process of community colleges. In the face of these challenges, there should be little surprise that the model of leadership that characterized community colleges when they were founded, and the manner in which they functioned in the past, must continue to change.

This shift requires incoming leaders to bring with them or acquire additional skills. While it would be difficult for one to possess every skill and leadership characteristic required, it is imperative that future leaders understand what are the most relevant skills and competencies needed by community college leaders and how these should be developed or acquired.

The competencies identified by the AACC and endorsed as important by community college leaders nationwide provide the framework to begin a new inquiry and study that is needed. The results may be used by hiring board members who establish the requirements for

the presidency, the providers of formal and informal programs who develop leaders, and the individuals who aspire to the presidency. Future leaders must be developed not only with the needed skills and competencies but also the passion and desire to fulfill the promise that community colleges will provide opportunity to millions of Americans.

CHAPTER 3. METHODOLOGY

Overview

The purpose of this study was to: (1) develop a profile of current community college presidents' demographics, educational preparation, professional backgrounds, career pathways, and participation in leadership programs; (2) examine whether, based on the president's career path, significant differences exist in these attributes or in the presidents' views of the development of transformational leadership skills embedded in and the importance of the AACC's *Competencies for Community College Leaders*; (3) inform educational leaders responsible for leadership development programs of ways that those programs might be improved to better prepare future leaders for their first presidency; and (4) contribute to the existing body of knowledge related to leadership.

Based on the objectives of this study, the following research questions were addressed:

1. What are the background characteristics of current community college presidents? Specifically, how do current community college presidents differ by age, gender, race, number of presidencies, and number of years as a president?
2. What are the professional backgrounds of current community college presidents? Specifically, how do current community college presidents differ in terms of educational preparation, leadership preparation, and professional work experience?
3. What are the career pathways of community college presidents? Specifically, how do current community college presidents differ by gender, race, years of service, educational background, and leadership development?

4. How do community college presidents rate the importance of the competencies embedded in the AACC's *Competencies for Community College Leaders*?
5. To what extent do perceptions of community college presidents with prior academic administrative positions differ from those who have not had community college academic experience, when rating the level of importance of the AACC's *Competencies for Community College Leaders*?

Crotty (2003) presented two questions to be used as a starting point for research. First, what methodologies and methods will be used to conduct the research being proposed? Second, what are the philosophical and theoretical underpinnings that govern the inquiry? According to Kavanaugh (1993), a positivist model embodies a "common sense approach" to the world of people, events, and actions and a positivist view of the world has come to provide the model for what is considered to be "scientific." "The scientific method provides a way to obtain neutral, objective, and thus, legitimate knowledge about this world" (p. 2).

Research Survey and Sample Design

In order to address the research questions, an electronic questionnaire was designed to be used as an instrument to survey the target population. The purpose of conducting the survey was to examine a sample of current community college presidents in order to make inferences about the background characteristics, professional development, and career pathways of the total population of individuals serving as community college presidents. Because this study intended to contribute to an existing body of knowledge about the community college presidency, an original survey instrument was developed so that new data could be collected from the target population, especially as it relates to background

characteristics, leadership preparation, career pathways, and perceptions about the AACC's *Competencies for Community College Leaders* (2005).

The Community College Presidency: Demographics and Leadership Preparation Factors Survey was conducted in 2007 by a group of researchers in the Department of Educational Leadership and Policy Studies (ELPS), and the Office of Community College Research and Policy at Iowa State University (ISU). The principal investigators were doctoral students working under the direction of Larry Ebbers, University Professor, and Frankie Santos Laanan, Associate Professor, Department of ELPS. The ISU Center for Survey Statistics and Methodology (CSSM) was contracted to implement the data collection for the survey.

The principal investigators consulted with the CSSM staff to finalize the project design. When designing the instrument, the team made a final decision to implement the project as a Web survey with both hard copy and e-mail notification. The sample consisted, to the extent possible, of current chief executive officers or presidents of all community colleges in the United States. Community colleges and community college presidents referred to in the study are limited to public, not-for-profit two-year institutions located in the United States. The principal investigators applied for and received project approval from the ISU Institutional Review Board (see Appendix C-1).

Drafts of the survey instrument were externally reviewed and constructive comments were received from two leading researchers in community college leadership to add validity and reliability to the survey instrument. The survey instrument was piloted to a group of seven community college presidents in order to receive constructive comments about format, an estimated time to complete the survey, and to ensure each survey item was understood by

a representation of those in the field who would be completing the final survey. The survey instrument also received the endorsement from George Boggs, Chief Executive Officer of the AACC (see Appendix C-2).

The population of community college presidents used for this study was provided by the AACC. While the information received by the CSSM contained 1,309 listings, 197 were removed as ineligible. The 197 ineligible listings consisted of individuals from school districts, department of education administrators, 4-year colleges and universities, and duplicate listings. Schools with interim administrators were also classified as ineligible at the request of the principal investigators. The final sample consisted of 1,112 potentially eligible community college presidents actively serving in the 2006-2007 academic year.

Survey instrument

Data were collected using *The Community College Presidency Demographics and Leadership Preparation Survey*. To this researcher's knowledge, this survey is the first to request input from all community college presidents on the competencies developed by the AACC. This survey was designed as a result of extensive review of past survey instruments used to study areas of the community college presidency including outstanding traits, educational preparation, lifestyles, and career pathways (ACE, 2006; McFarlin et al. 1999; Weisman & Vaughan, 2007). The types of inventories utilized to measure the items on the survey instrument were dichotomous responses (i.e., "yes" and "no"), numerical scales, and Likert-type rating scales (e.g., "not important" to "very important;" "not prepared" to "very prepared;" "not challenging" to "very challenging"). This survey instrument was developed

in conjunction with Chris Duree and Alethea Stubbe, who also used this data set for further study. A copy of the complete survey instrument is provided in Appendix D.

The 40-item survey instrument was organized in seven sections: (1) professional and personal information; (2) career pathways; (3) educational background; (4) leadership preparation; (5) faculty, staff, and public relations; (6) research and publications; and (7) competencies for community college leaders. The final survey item was designed to allow survey respondents the opportunity to write open-ended answers that would provide narrative descriptions of what they wish they had done differently to prepare for community college leadership.

Professional and personal information

This section was used to gather background information from respondents. Items included were: current position, years in present position, number of president positions held, total years as a president, age, gender, race/ethnicity, and marital status.

Career pathways

This component of the survey produced data regarding the position held prior to the first presidency, time spent in various career tracks, and teaching experience. Respondents were also asked to rate the importance of selected factors in their decision to become a president.

Educational background

The educational background section asked presidents to indicate all degrees earned and the major field of study for their highest degree. The rationale for these questions was to

collect data that would be useful in comparing and contrasting the educational preparation of current community college leaders.

Leadership preparation

The leadership preparation section asked respondents to indicate their participation in formal leadership programs outside of their graduate degree programs, GYOL programs, and mentor-protégé relationships. Information from this section also addressed the importance of graduate program cohorts and faculty, coworkers, and social and business networks.

Faculty, staff and public relations

The purpose of this section was to ask respondents to identify their level of involvement with external boards and the frequency of interactions with various community college stakeholders. Survey items were designed to gain insight about such issues as: faculty, staff, and public relations, along with other issues and challenges confronting community college presidents.

Research and publications

This section asked respondents to provide details regarding their research and publication activity within the past five years. Items included were articles, book reviews, chapters, monographs, or books published.

Competencies for community college leaders

The final component of the survey was based on the six competency domains of the AACC's *Competencies for Community College Leaders* (2005). Subcomponents of this section ask current community college leaders to rate their preparation and the importance of

items related to: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. Responses were used to determine what competencies presidents perceive to be most important and how well they were prepared in these areas, and examine to what extent their responses differ based on career pathways.

The survey instrument concludes with four final questions. Two of the questions ask respondents to rate how well they were prepared for their first community college presidency and indicate their current level of job satisfaction. The final two survey items ask respondents to identify three outstanding community college leaders within the state where they currently hold a position, and to briefly provide written comments discussing what they would have done differently to prepare for community college leadership.

Data Collection Procedures

The survey questions were compiled by the principal investigators and were finalized in consultation with CSSM staff. The questions were programmed for Web application and tested by CSSM staff. The researchers also tested the Web survey instrument prior to implementation. To ensure the integrity of the survey and its results, unique usernames and passwords were assigned to each individual in the sample, and both the survey and the data were stored on a secure server.

On Friday, July 13, 2007, CSSM staff sent letters via U.S. Mail to each of the 1,112 individuals in the sample to notify them of the study and invite them to participate (see Appendix E-1). These letters were printed on ELPS letterhead with the signatures of Drs. Ebbers and Laanan. On Monday, July 16, emails containing identical information were sent

to the 1,112 individuals in the sample (see Appendix E-2). Both the letter and email contained complete instructions for accessing the Web survey online, including the assigned username and password, and the email contained a live link. A toll-free number was also provided in the letter and email so that respondents could call with questions. Throughout the data collection period, questions or comments were received and addressed by CSSM staff via phone and email. Three reminder emails were sent to non-respondents at spaced intervals over the next four weeks. The contact dates were:

July 13, 2007	Letter notification
July 16, 2007	Email notification
July 24, 2007	Email reminder 1
August 2, 2007	Email reminder 2
August 10, 2007	Email reminder 3 (Final)

Surveys were completed from July 16 until August 21. There were 391 surveys totally completed. Twenty-four partially completed surveys were included in the final data set at the request of the principal investigators, bringing the total to 415.

Data were cleaned and compiled in an Excel file. A coding manual was developed that identified variable names and response codes for the survey. Open text responses were recorded in a separate Excel file. In addition, a file was created that identified the Case IDs of survey respondents who were identified as outstanding community college presidents in question 39 of the survey.

Survey Results

Of the 1,112 schools in the sample, 26 were classified as ineligible, bringing the eligible sample to 1,086. Seven of the ineligible schools indicated that they were not community colleges, and the others were being directed by interim administrators. There

were eight cases in which the chief administrators were out of the office for an extended portion of the summer and could not be reached. This was understandable given the summertime data collection period. There were 12 cases that contacted the CSSM to refuse participation and 635 cases that did not respond. Sixteen cases were partially completed, but there was not enough information provided to justify including them in the data set. There were 24 partially completed cases that did provide sufficient information to be included, as well as 391 totally completed cases, bringing the total number of acceptable completions to 415. Table 3.1 reveals a final response rate of 38.2% based on an eligible sample of 1,086.

As shown in Table 3.1, reported sample percentages were statistically valid within ± 4.9% at the 95% confidence level. This means that if 50% of the respondents answer a

Table 3.1. Eligible sample and response rate

Community College Presidency Demographics and Leadership Preparation Factors Survey	
	Cases
Sample	1,112
Not Eligible	26
Eligible Sample	1,086
Unreachable	8
No Response/Refused	647
Partial—Not Included	16
Completed Surveys	415
Response Rate	38.2%

Source: *A Survey of Community College Presidents Methodology Report*, Iowa State University Center for Survey Statistics & Methodology, September 18, 2007.

certain question affirmatively, the true percentage in the overall population has a 95% chance to be between 45.1% and 54.9%.

Data Analysis

Descriptive and inferential statistics were gathered in the study to answer the research questions and hypothesis. Exploratory factor analysis (EFA) and *t*-tests were applied. Figure 3.1 depicts a model for community college presidents' ratings of importance based on career pathways.

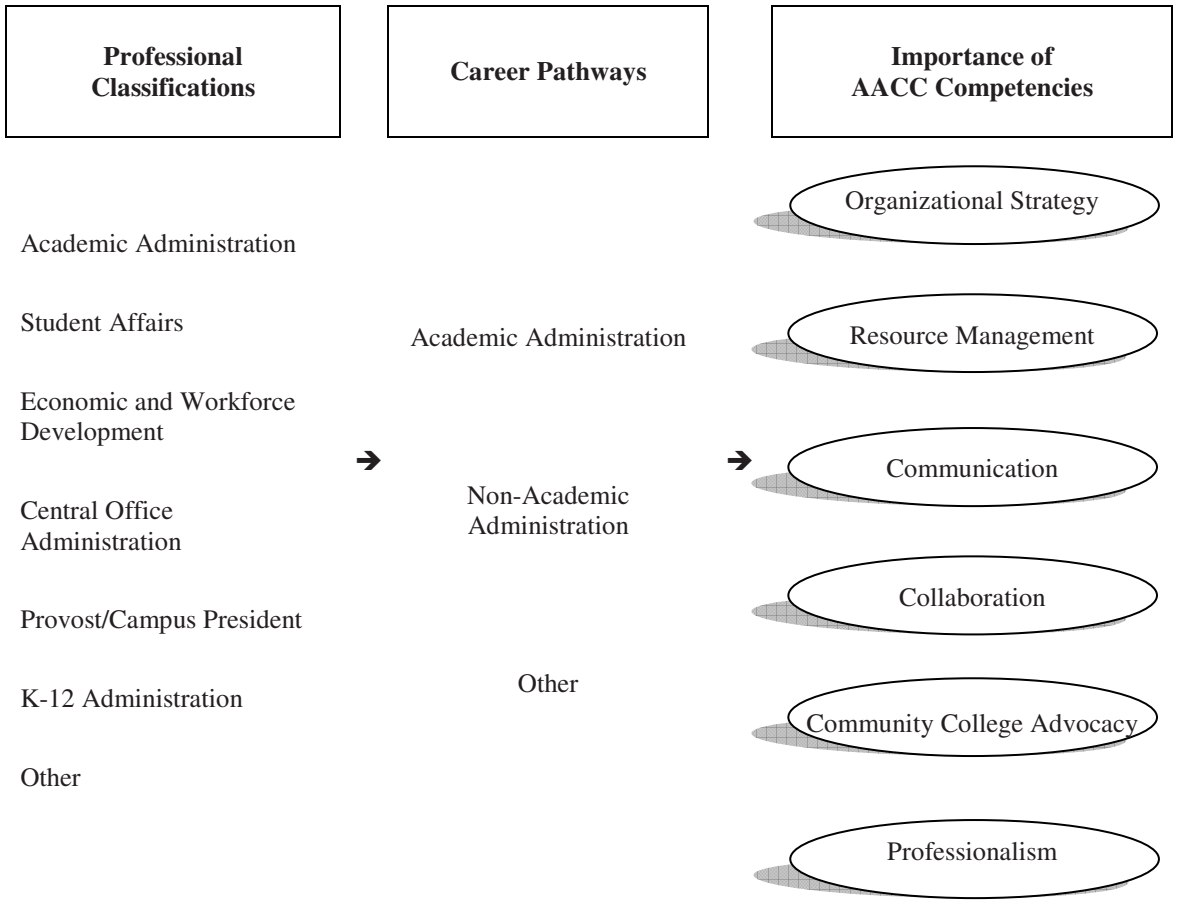

Figure 3.1. Model for community college presidents' ratings of importance based on career pathways

Descriptive statistics

The Statistical Package for Social Sciences® (SPSS) for Windows® (Einspruch, 1998) was the computer software program used to execute the statistical analyses for this study. In order to address research questions 1 through 4, descriptive statistics were conducted to examine: professional and personal information, career pathways, educational background, leadership preparation, public relations, current challenges and issues, research and publications, and the perceptions of importance of the AACC's *Competencies for Community College Leaders*.

Exploratory factor analysis (EFA)

The *Competencies for Community College Leaders* are divided into six subsets, or domains, each of which contains a number of variables, or components. The purpose of conducting an exploratory factor analysis was twofold. First, an EFA would help to determine the coherence of the competency variables as related to the subsets under which they had been originally assigned by the AACC. Second, as a data reduction technique, the EFA would help reduce the large number of variables to a smaller number of composite variables that could be used as factors, or constructs, in further analyses. All but two of the 45 components within each of the six competencies loaded satisfactorily under the domains to which they had been assigned by AACC. Two variables originally under the organizational strategy domain we extracted into a seventh domain which the researcher identified as developmental strategy. The exploratory factor analysis yielded seven composite variables: organizational strategy importance, developmental strategy importance, resource management importance, communication importance, collaboration importance,

cultural diversity importance, community college advocacy importance, and professionalism importance.

The degree to which the importance of a factor or sets of factors is assessed can be determined by the proportion of variance or covariance of the factor(s) after rotation, following with an interpretation of the identified theme(s) that bond together the grouping of variables loading on it (Tabachnick & Fidell, 2007). Factor loadings over 0.71 are considered excellent, whereas loadings over 0.63 are considered very good; 0.55 good; 0.45 fair; and 0.32 poor (Comrey & Lee, 1992). Thus, the higher the loadings that the factor analyses yields, the more reliable each variable can be viewed as having a strong association with the factor or construct. In this study, loadings ≥ 0.53 were used to determine a correlation between variables and the themes of the factor domains. Finally, Cronbach's test for reliability was used to validate each construct.

_T_-test for independent samples

To answer research question 5, cross-tabulation and independent sample *t*-tests were executed for the mutually exclusive comparative career path groups, academic administration and non-academic administration. A *t*-test for independent samples compares the means of two different groups to determine if the difference between the means of the two samples is statistically significant. A two-tailed test was used which "examines whether the mean of one distribution differs significantly from the mean of the other distribution" (George & Mallery, 2006, p. 135).

CHAPTER 4. RESULTS

The purpose of this study was to examine how current community college presidents' demographics, educational preparation, professional backgrounds, career pathways, and participation in leadership programs develop the transformational leadership skills embedded in the AACC's *Competencies for Community College Leaders*, and to inform educational leaders responsible for leadership development programs of ways that those programs might be improved to better prepare future leaders for their first presidency. This chapter provides the results from the statistical analyses of *The Community College Presidency: Demographics and Leadership Preparation Factors Survey*.

Demographics of Community College Presidents

To better understand the general demographics of the 415 community college presidents in the sample, a profile of gender, race/ethnicity, age, marital status, and educational background was compiled from frequency analyses. Tables 4.1 – 4.3 present detailed descriptions of the results.

As shown in Table 4.1, by gender, approximately two thirds of the 415 community college presidents included in the study were male (68%) and approximately one third were female (32%). Descriptive statistics were compiled from the demographic characteristics based on one of two career pathways: academic administration and non-academic administration (Table 4.2). Respondents were classified based upon their last position held prior to their first presidency. The percentage of female presidents from academic administration was 36% compared to 24% from non-academic administration; while the

Table 4.1. Demographics of community college presidents by percentage

Variable ($N = 415$)	Percentage	
	Percent	Cumulative
Gender		
Female	32.0	32.0
Male	68.0	100.0
Race/Ethnicity		
Native American	2.2	2.2
Asian/Pacific Islander	1.9	4.1
Black/African American	8.2	12.3
Hispanic/Latino	5.8	18.1
White/Caucasian	81.2	99.3
Other	0.7	100.0
Current Age		
39 and under	1.0	1.0
40 – 49	7.6	8.6
50 – 59	46.4	55.0
60 – 69	43.8	98.8
70 and over	1.2	100.0
Marital Status		
Single	4.3	4.3
Married or living as married	85.5	89.8
Divorced/separated	8.0	97.8
Widowed	2.2	100.0
Educational Background		
Ph.D.	43.0	43.0
Ed.D.	44.0	87.0
Other	13.0	100.0
Major Field of Study in Highest Degree Earned		
Higher education – Community college leadership emphasis	38.1	38.1
Higher education – other emphasis	25.8	63.9
K-12 administration	2.7	66.6
Other educational field	16.9	83.5
Other field of study	16.5	100.0

percentage of male presidents from academic administration was 64% versus 76% from non-academic administration (Table 4.2).

Of the community college presidents responding to the study, 81.2% were White/Caucasian. Among other race/ethnicity groups, 8.2% of the respondents were

Table 4.2. Educational background of community college presidents by career path

	Administration			
	Academic		Non-academic	
Variable	Frequency	Percent	Frequency	Percent
Gender (*N* = 333)				
Female	68	35.8	37	24.2
Male	122	64.2	116	75.8
Total	190	100.0	143	100.0
Race/Ethnicity (*N* = 343)				
Native American	3	1.6	3	2.0
Asian/Pacific Islander	1	0.5	4	2.6
Black/African American	12	6.3	16	10.5
Hispanic/Latino	12	6.3	9	5.9
White/Caucasian	162	84.8	120	78.9
Other	1	0.5	0	0.0
Total	191	100.0	152	100.0
Current age (*N* = 341)				
39 and under	1	0.5	2	1.3
40 – 49	17	8.9	11	7.3
50 – 59	89	46.6	75	50.0
60 – 69	83	43.5	59	39.3
70 and over	1	0.5	3	2.0
Total	191	100.0	150	100.0
Major field of study in highest degree earned (*N* = 345)				
Higher education – community college leadership emphasis	80	41.7	50	32.7
Higher education – other emphasis	47	24.5	46	30.1
K-12 administration	5	2.6	4	2.6
Other educational field	32	16.7	24	15.7
Other field of study	28	14.6	29	19.0
Total	192	100.0	153	100.0

Black/African American; 5.8% were Hispanic/Latino; 2.2% were Native American; and 1.9% were Asian/Pacific Islander (Table 4.1). The breakdown of minority presidents from academic administration were: Native American (1.6%); Asian/Pacific Islander (0.5%); Black/African American (6.3%); and Hispanic/Latino (6.3%) (Table 4.2). The percentage of minority presidents from non-academic administration were: Native American (2.0%);

Asian/Pacific Islander (2.6%); Black/African American (10.5%); and Hispanic/Latino (5.9%) (Table 4.2).

As shown in Table 4.3, findings of cross-tabulations by race and gender resulted in the percentage of White/Caucasian male presidents being slightly higher (85%) than their female counterparts (74%). Offsetting that difference were the percentages of female Black/African American presidents (11%) and female Hispanic/Latino presidents (10%), which were both higher than their male counterparts who were at 7% and 4%, respectively. The percentage of Native American and Other respondents were equal at 5% for both male and female presidents.

As shown in Table 4.1, 9 of 10 community college presidents in the study sample were age 50 to 69 years. The average age of the survey respondents was 58 years, which was the same for both male and female respondents. Of the respondents, 41% of the males versus 59% of the females were between 50 and 59 years, while 48% of the males and 36% of the females were between 60 and 69 years (Table 4.3). When race/ethnicity groups were collapsed and cross-tabulated with age, Hispanic/Latino presidents had the highest average age (58.8 years) between and among all race/ethnicity groups responding to the survey. In terms of marital status, approximately four of five presidents were married or living as married while slightly less than one of ten (8%) were divorced, and fewer than one of every twenty (4%) were single (Table 4.1).

As shown in Table 4.1, of the 415 community college presidents in the survey sample, almost 9 of 10 (87%) had an earned doctorate. The number of those who had earned a Ph.D. or an Ed.D was almost identical (43% versus 44%). More than 3 of 5 respondents (64%) had earned a degree in higher education, with 38% pursuing a program in higher

Table 4.3. Summary of demographics for leadership development of community college presidents by gender

Variable $N = 415$)		Percent Male	Percent Female
Current Age			
39 and under		1.4	0.0
40 – 49		8.2	5.5
50 – 59		40.9	58.6
60 – 69		47.7	35.9
70 and over		1.8	0.0
	Total	100.0	100.0
Race/Ethnicity			
Native American		2.1	2.3
Asian/Pacific Islander		1.8	2.3
Black/African American		7.1	10.6
Hispanic/Latino		3.9	9.8
White/Caucasian		84.3	73.5
Other		0.4	1.5
	Total	100.0	100.0
Age when beginning first presidency			
29 and under		1.4	0.0
30 – 39		12.9	6.1
40 – 49		39.6	40.9
50 – 59		40.0	47.7
60 – 69		5.4	3.0
	Total	100.0	100.0
Participated in a mentor-protégé relationship as a protégé			
Yes		42.1	65.9
No		57.9	33.3
	Total	100.0	100.0
Participating in a mentor-protégé relationship as a mentor			
Yes, Informally Mentoring		65.0	68.9
Yes, Formally Mentoring		17.1	23.5
No		16.8	6.1
	Total	100.0	100.0

education with a community college leadership emphasis, versus 26% pursuing higher education with other emphases for the highest degrees they had earned. One of every five earned their degree in either Other Education (17%) or in K-12 Administration (3%). Of the community college presidents in the survey sample, 17% had received their highest degree from some other field of study.

Table 4.2 reveals the presidents coming from academic administration earned their highest degree in the following major fields: higher education with a community college leadership emphasis (42%); higher education with other emphasis (25%); other educational field (17%); and other field of study (15%). Presidents from non-academic administration earned their highest degree in the following major fields: higher education with a community college leadership emphasis (33%); higher education with other emphasis (30%); other field of study (19%); and other educational field (16%).

Number of years and positions in the community college presidency

In order to establish a profile of the professional backgrounds of current community college presidents, survey respondents were asked to provide information regarding their current position and the number of years in it, the age at which they began their first presidency, and the number of presidencies they had held. Tables 4.3 – 4.5 present a summary of the results.

As shown in Table 4.4, among community college leaders in the study, 9 of 10 (89.2%) were assigned the title of "president" while 7% reported their title as "chancellor." As noted in the definition of terms, the position of "chancellor" is synonymous with "president" but differentiated by having executive authority over multiple campuses versus only one main campus.

Table 4.4 shows a fairly even distribution among presidents reporting the number of years in their present position, with 24.6% at 1 to 2 years, 28.0% at 3 to 5 years, and 25.4% at 6 to 10 years. Presidents indicating more than 10 years in their present position comprised 22.0% of the respondents.

Table 4.4. Number of years and positions in the community college presidency

Variable ($N = 415$)	Percentage	
	Percent	Cumulative
Current Position		
President	89.2	89.2
Chancellor	7.0	96.9
Vice chancellor	0.2	97.1
Other	2.9	100.0
Number of years in present position		
1 to 2	24.6	24.6
3 to 5	28.0	52.6
6 to 10	25.4	78.0
More than 10	22.0	100.0
Age when beginning first presidency		
29 and under	1.0	1.0
30 – 39	10.6	11.6
40 – 49	40.2	51.8
50 – 59	42.4	94.2
60 – 69	5.8	100.0
Number of presidencies held including current position		
One	63.8	63.8
Two	26.3	90.1
Three	6.3	96.4
Four	2.4	98.8
Five or more	1.2	100.0
Total number of years as a college president		
1 to 2	16.7	16.7
3 to 5	22.0	38.7
6 to 10	25.1	63.8
More than 10	36.2	100.0

Most presidents in the study reported having assumed their first presidency between the ages of 50 and 59 (42%) and 40 and 49 (40%) years old (Table 4.4). By gender, 47.7% of the females were between 50 and 59 years old when beginning their first presidency versus 40.0% of males. This is in contrast to the 6.1% of females versus 12.9% of males who were between the 30 and 39 years old when they began their first presidency (Table 4.3). Broken

Table 4.5. Years of service of community college presidents by career path

Variable	Administration			
	Academic		Non-academic	
	Frequency	Percent	Frequency	Percent
Number of years in present position (N = 344)				
1 to 2	54	28.1	29	19.0
3 to 5	52	27.1	44	28.8
6 to 10	45	23.4	42	27.5
More than 10	41	21.4	37	24.2
Total	192	100.0	152	100.0
Age when beginning first presidency (N = 340)				
29 and under	1	0.5	2	1.3
30 – 39	19	9.9	20	13.2
40 – 49	80	41.9	64	42.4
50 – 59	80	41.9	60	39.7
60 – 69	11	5.8	5	3.3
Total	191	100.0	149	100.0
Total number of years as a college president (N = 344)				
1 to 2	38	19.8	17	11.1
3 to 5	42	21.9	34	22.2
6 to 10	43	22.4	48	31.4
More than 10	69	35.9	54	35.3
Total	192	100.0	153	100.0

down by career pathway, the percentage of academic administration presidents age 30 to 39 was 10%, and age 50 to 59 was 42%. The percentage of non-academic administration presidents age 30 to 39 was 13% and age 50 to 59 was 40% (Table 4.5).

Table 4.4 indicates that while a majority of the survey respondents (63.8%) were in their first presidency, another 26.3% had held at least two such positions. Slightly less than one half of those responding (47.1%) had been a college president between 3 and 10 years. More than one third (36.2%) had been a president for more than 10 years. In Table 4.5, the percentage of total number of years as a college president for presidents from academic administration was: 1 to 2 years (20%), and 6 to 10 years (22%). The percentage of total

number of years as a college president for presidents from non-academic administration was: 1 to 2 years (11%), and 6 to 10 years (31%).

Career pathways and reasons for becoming a community college president

To gain a better understanding of the career pathways of current community college presidents and the reasons they pursued these leadership positions, survey respondents provided information regarding their professional background and time spent in various career tracks. They were asked to rate reasons for becoming a community college president. Tables 4.6 – 4.9 summarize the findings.

Almost one half of all presidents (47.0%) held an academic administration position prior to beginning their first presidency. Just over one in every three (36.0%) held a different administrative position in higher education, including central office administration, student affairs, or economic and workforce development as the position prior to becoming a president. The vast majority had taught in a community college setting (85.0%) either full-time, part-time, or a combination of the two; however, three of every four (78.2%) are not currently teaching in any setting (Table 4.6).

Table 4.7 shows the average number of years in career tracks prior to first presidency. Prior to their first presidency, the career track in which respondents spent the highest average number of years was other community college positions (M = 12.29), which would have included student affairs, economic and workforce development, and central office administration. This was followed closely by community college academics (M = 11.82). It was not uncommon for presidents to spend time outside of the community college setting before taking on the presidential role. The number of years spent in other positions in

Table 4.6. Career pathways of community college presidents

Variable ($N = 415$)	Percentage	
	Percent	Cumulative
Position Prior to First Presidency		
Academic administration	47.0	47.0
Provost/campus president	11.0	58.0
Student affairs	8.0	66.0
Economic and workforce development	4.0	70.0
K-12 administration	1.0	71.0
Central office administration	24.0	95.0
Other	5.0	100.0
Have Taught in Community College Setting		
Yes (full-time)	29.4	29.4
Yes (part-time)	36.2	65.6
Yes (full-time & part-time)	19.4	85.0
No	15.0	100.0
Currently Teaching in Any Setting		
Community college	11.0	
Other higher education	8.2	19.2
Other	2.6	21.8
Not currently teaching	78.2	100.0

Table 4.7. Average number of years in career tracks prior to first presidency

Variable ($N = 415$)	Mean
Other community college positions	12.29
Community college academics	11.82
Other positions in education (outside of community college)	9.24
Other positions outside of education	6.84

education outside of the community college setting, such as in a K-12 environment, averaged slightly less than ten years ($M = 9.24$), and the number of years spent in other positions completely outside of education averaged approximately seven years ($M = 6.84$).

Presidents were asked to rate the level of importance of various reasons for becoming a community college president (Table 4.8). Three of the reasons that clearly ranked as very

Table 4.8. Reasons for becoming a community college president

Variable ($N = 415$)	Percent			
	Not important	Somewhat important	Important	Very important
Salary/Compensation	10.4	30.1	44.6	14.5
Personal Satisfaction	0.7	3.1	16.4	79.3
Professional Challenge	0.5	1.2	12.0	85.8
To Make a Difference	0.5	1.0	9.2	88.9
Mentor's Encouragement	12.0	22.4	33.0	30.8

important were to make a difference (88.9%); professional challenge (85.8%); and personal satisfaction (79.3%). Encouragement from a mentor played at least some importance for almost nine of every ten presidents (86.2%), with almost one third rating this either as an important (33.0%) or very important (30.8%) reason. Salary and compensation were ranked as very important for only 14.5% of respondents, versus 40.5% who rated it as either not important or only somewhat important.

Table 4.9 presents the ratings of reasons for becoming a community college president based on career path. With the exception of salary/compensation, the ratings were similar regardless of the president's career path. The percentage of presidents who rated salary/compensation as important/very important was 54.9% among those with a non-academic background, compared to 64.6% of presidents with an academic background.

Leadership development and preparation

In an attempt to understand factors that were involved in developing leadership skills and preparing for the presidency, the respondents were asked to provide the level of involvement they had in mentor-protégé relationships and GYOL programs,

Table 4.9. Challenging issues of community college presidents by career path

	Percent Challenging to Administration			
	Not/somewhat		Challenging/very	
Variable (N = 345)	Academic	Non-academic	Academic	Non-academic
Challenging issues as a community college president				
Faculty relations	34.9	34.6	65.1	65.4
Board relations	51.6	48.4	47.9	50.9
Enrollment	19.8	19.6	79.7	80.4
Fundraising	14.1	13.1	85.9	85.6
Legislative advocacy	22.9	24.2	77.1	75.8
Community involvement	47.9	39.9	52.1	58.8
Economic and workforce development	29.2	24.8	70.8	75.2
Diversity	39.6	35.3	59.9	64.7
	Percent Important to Administration			
	Not/somewhat important		Important/very important	
	Academic	Non-academic	Academic	Non-academic
Reasons for becoming a community college president				
Salary/Compensation	34.9	43.1	64.6	54.9
Personal satisfaction	3.6	5.3	95.9	94.1
Professional challenge	1.5	2.0	97.5	98.0
To make a difference	1.5	2.0	97.9	97.3
Mentor's encouragement	34.4	33.3	64.1	66.0

as well as to rate the importance of various peer networks. The results are illustrated in Tables 4.3, and 4.10 – 4.13.

Of the 415 community college presidents responding to the survey, more than one half reported having participated in a formalized leadership program prior to their first presidency (56.9%). After they had assumed their first presidency, 38.6% indicated that they had participated in a formal leadership program (Table 4.10).

When asked about the importance of peer networks in preparation for their first presidency, previous co-workers at community colleges received the highest percentage rating as being very important by 44.3% of the presidents. Nearly three of four listed it as either very important or important (75.9%). On the other end of the importance rating, one

Table 4.10. Community college president development and leadership preparation

Variable (N = 415)	Percent
Participated in formalized leadership program prior to first presidency	
Yes	56.9
No	42.4
Participated in formalized leadership program after assuming first presidency	
Yes	38.6
No	61.0

Importance of Peer Networks in Preparation for First Presidency

	Percent			
	Not important	Somewhat important	Important	Very important
Graduate program cohort	49.9	21.2	16.4	9.4
Graduate program faculty	37.1	20.5	22.9	16.4
Previous co-workers at community colleges	10.4	11.8	31.6	44.3
Social networks	15.9	28.2	36.9	17.1
Business networks	20.7	23.6	28.2	24.3

half of the respondents rated their graduate program cohort as not important (49.9%). Seven of ten listed it as either not important or somewhat important. Just over one half (57.6%) rated graduate program faculty as either not important or somewhat important. Social networks were rated either as important or very important by 54.0% of respondents. The importance of business networks was the most evenly distributed in terms of importance, with each of the ratings receiving between 21% and 28% (Table 4.10).

Table 4.11 shows GYOL program data results. In preparation for their first presidency only 12.5% of respondents participated in a GYOL program. Table 4.12 reveals that based on career pathway, 12.6% of presidents from academic administration participated in a GYOL program in preparation for first presidency, while 15.9% of presidents from non-

Table 4.11. Grow your own leadership (GYOL) programs

Variable	Percentage	
	Percent	Cumulative
Participated in GYOL Program in preparation for first presidency (*N* = 415)		
Yes	12.5	12.5
No	86.5	100.0
Current community college participates in GYOL Program (*N* = 415)		
Yes	44.6	44.6
No	55.4	100.0
Targeted GYOL participants on my present campus (*N* = 181)		
Top administrators (vice presidents and deans)	62.8	62.8
Mid-level academic managers (department chairs)	29.7	90.5
Mid-level managers or directors	7.1	97.6
Faculty	0.4	100.0
What is your personal involvement? (*N* = 181)		
Broad oversight	62.4	62.4
Primary decision-maker	9.9	72.3
Presenter	18.8	91.1
No personal involvement	8.9	100.0

academic administration participated in such a program. As shown in Table 4.11, despite that low level of participation, almost one half of the presidents responded that their current community college participates in a GYOL program (44.6%). For those community colleges that participate in such a program, the presidents were asked to identify the targeted participants and to describe their (the president's) personal involvement in the GYOL program. Almost two thirds of the programs (62.8%) included top administrators (vice presidents and deans) while almost one third (29.7%) identified mid- level academic managers (department chairs) as targeted participants. Less than 1% (0.5%) targeted faculty as program participants. Of those colleges presently involved in a GYOL program, 3 of 5 presidents (62.4%) had broad oversight, while approximately one fifth of presidents (18.8%) were presenters.

Table 4.12. Preparation and job satisfaction ratings and leadership development of community college presidents by career path

	Administration			
	Academic		Non-academic	
Variable	Frequency	Percent	Frequency	Percent
Preparation for first presidency (*N* = 330)				
Very well prepared	66	36.1	62	42.8
Moderately well prepared	97	53.0	66	45.5
Somewhat prepared	18	9.8	14	9.7
Unprepared	2	1.1	3	2.1
Total	183	100.0	147	100.0
Satisfaction in current position (*N* = 337)				
Very satisfied	153	84.1	118	81.4
Somewhat satisfied	25	13.7	25	17.2
Somewhat dissatisfied	2	1.1	2	1.4
Very dissatisfied	2	1.1	0	0.0
Total	192	100.0	145	100.0
Participated in GYOL program in preparation for first presidency (*N* = 341)				
Yes	24	12.6	24	15.9
No	166	87.4	127	84.1
Total	190	100.0	151	100.0
Perception of self as transformational leader (*N* = 345)				
Yes	153	79.7	129	84.3
No	10	5.2	8	5.2
Unsure	29	15.1	16	10.5
Total	192	100.0	153	100.0
Do others perceive you as a transformational leader? (*N* = 345)				
Yes	137	71.4	110	71.9
No	4	2.1	5	3.3
Unsure	51	26.6	38	24.8
Total	192	100.0	153	100.0

Leadership development and mentor-protégé relationships are shown in Table 4.13. While developing their leadership skills, survey respondents were evenly split between those who had participated in a mentor-protégé relationship as a protégé (49.4%) and those who had not (50.4%). Among respondents who participated in a mentor-protégé relationship as a protégé, 61.8% participated in more than one such relationship. Table 4.3 reveals that

Table 4.13. Leadership development and mentor-protégé relationships

Variable	Percent
Participated in a mentor-protégé relationship as a protégé	
N = 415	
Yes	49.4
No	50.4
Participating in Mentor-Protégé Relationship as a Mentor	
N = 415	
Yes, informally mentoring	66.0
Yes, formally mentoring	19.3
No	13.5
[The percentages for the following responses include only those who participated in a Mentor-Protégé Relationship as a Protégé:]	
Periods in Career Participating in Mentor-Protégé Relationship (*N* = 205)	
During undergraduate studies	7.9
During graduate studies	29.5
During first five years of career	16.3
During second five years of career	25.1
Other	21.2
Mentor-Protégé Experience (*N* = 205)	
Informal	84.3
Formal	15.7
Mentor-Protégé Experience – Who Established Relationship? (*N* = 205)	
Mentor approached by protégé	44.9
Protégé approached by mentor	55.1
Setting of Mentor-Protégé Experience (*N* = 205)	
During graduate program	9.4
During community college employment	61.3
Both	18.1
Somewhere else	11.2
Participated in More than One Mentor-Protégé Relationship (*N* = 205)	
Yes	61.8
No	38.2

females participated in these relationships at a much higher rate (65.9%) than did males (42.1%).

Of those who had participated in a mentor-protégé relationship as a protégé, the most common period in their careers when they had the experience was during the time they were

pursuing graduate studies (29.5%) followed closely by the second five years of their career. In contrast, they were least likely to have had a mentor-protégé experience as a protégé during undergraduate studies (7.9%) (Table 4.13).

Of those who reported having participated in a mentor-protégé experience as a protégé, 55.1% were approached by a mentor while 44.9% sought out a mentor. The most likely setting for the experience was during their employment at a community college (61.3%) (Table 4.13).

Summary of demographics

Leadership development by gender

Summary data of demographics and leadership development of community college presidents by gender are shown in Tables 4.3 and 4.13. While slightly less than one half of presidents (49.4%) had experienced a mentor-protégé relationship as a protégé while they were developing leadership skills, 85.3% of all presidents in the survey sample indicated they were participating in mentor-protégé relationships in the role of mentor (Table 4.13). Females participated at a higher rate as mentors (92.4%) than did males (82.1%) (Table 4.3). Table 4.13 reveals that for those participating in a mentor-protégé relationship, informal mentoring occurred at a higher percentage in both the role of protégé (84.3%) and in the role of mentor (66.0%) than did formal participation in mentoring, at 15.7% and 19.3%, respectively.

Issues and challenges facing community college presidents

Table 4.14 provides summary information on faculty, staff, and public relations along with other issues and challenges confronting the community college presidents. Survey participants were asked to identify their level of involvement with external boards, provide the frequency of meetings held with various college stakeholders, and rate the level of challenge posed by a variety of issues they face in their position.

Challenging issues. Presidents in the survey sample were also asked to rate the level of challenge that various issues present (Table 4.14). Of the challenges included in the survey, a majority of the presidents rated each issue, with the sole exception of board relations, as either challenging or very challenging. Issues that were rated as challenging or very challenging by the greatest percentage of the survey sample group included fundraising (85.0%) and enrollment (80.0%). Approximately 3 of 4 respondents rated legislative advocacy (75.6%) as challenging or very challenging; however, more than one half (57.6%) of presidents interact once or less per week with local, state, or national elected officials. Almost 72% rated economic and workforce development as challenging or very challenging, while almost two thirds of presidents indicated faculty relations (62.9%) and diversity (62.2%) as challenging or very challenging. Presidents participating in the survey were split in their opinions about the level of challenge posed by board relations and community involvement. Slightly more than half (53.1%) rated community involvement as challenging or very challenging while slightly less than half (48.4%) rated board relations as challenging or very challenging.

Table 4.14. Faculty, staff, and public relations—Issues and challenges

Variable ($N = 415$)	Level challenging (%)	
	Not/somewhat	Challenging/very
Challenging Issues as a community college president		
Faculty relations	36.8	62.9
Board relations	51.1	48.4
Enrollment	19.7	80.0
Fundraising	14.3	85.0
Legislative advocacy	24.3	75.6
Community involvement	46.5	53.1
Economic and workforce development	28.5	71.6
Diversity	37.6	62.2

	Frequency (%) per week		
Interactions with Constituents	Once or less	2-5 times	5+ times
Cabinet-level administrators	7.7	41.2	50.8
Faculty	32.3	49.9	16.9
Other college staff	15.4	48.7	34.9
Students	43.9	42.7	12.3
College board members	58.8	32.8	7.7
Other community college presidents	66.3	31.3	2.2
Other education officials	57.8	36.4	5.1
Business/Industry officials	21.0	53.3	25.1
Local, state, or national elected officials	57.6	34.9	6.5

Serve on External Boards	
Corporate	35.2
College or university	23.6
Other non-profit organizations	94.0

Table 4.9 presents the ratings for each of these issues based on the career path of the presidents. The level of challenge was nearly identical for all but three items, which were rated as either challenging or very challenging by a higher percentage of presidents with a non-academic background than by those with an academic background. Those issues and the respective challenging/very challenging rating for non-academic versus academic career paths were as follows: community involvement 58.8% versus 52.1%; economic and workforce development 75.2% versus 70.8%; and diversity 64.7% versus 59.9%.

Interactions with constituents. In their roles as community college leaders, respondents were asked to indicate how frequently they met or had discussion with constituents (Table 4.14). Presidents met and had discussions most often with their cabinet-level administrators, with 50.8% reporting they interacted with this group more than five times per week; and another 41.2% interacted two to five times per week. Presidents indicated they are spending a significant amount of time meeting with business and industry officials as 78.4% indicated this occurs two or more times per week. The amount of time spent with business and industry officials places a value of importance consistent with economic and workforce development issues which were highly rated by the presidents as challenging or very challenging.

Approximately one half of the presidents in the study meet or hold discussions with faculty members (49.9%), other college staff (48.7%), and students (42.7%) two to five times per week. Conversely, respondents indicated they interacted most infrequently, once or less per week, with their peers (other community college presidents), 66.3%, and with other education officials (57.8%). A majority of the presidents, 58.8%, indicated they interacted with their college board members once or less per week. While that level of interaction may be surprising, it is consistent with the majority of presidents, 51.1%, who rated board relations as either not challenging or somewhat challenging (Table 4.14).

Serving on external boards. Responses indicate that community college presidents serve on a variety of external boards (Table 4.14). Most (94%) serve on the board of another non-profit organization. Among the respondents, more than one third served on a corporate

board (35.2%) while almost one in five presidents served on the board of a (different) college or university (23.6%).

Research and Publications

Table 4.15 illustrates the research and publication activity over the past five years of community college leaders completing the survey. Within the last five years, one third of the presidents had published at least one article in a professional/trade journal (32.7%) and almost one in five had contributed one or more chapters in a published book (18.3%). Fewer than 1 of 10 had published a monograph or book (9.2%) or a book review (7.2%) during the same period of time.

Table 4.15. Research and publications

Variable ($N = 415$)	Percent
Book reviews published in past five years in a professional/trade journal	
One to two	5.5
Three to five	1.2
Six or more	0.5
Did not publish in past five years	92.7
Articles published in past five years in a professional/trade journal	
One to two	18.3
Three to five	11.3
Six or more	3.1
Did not publish in past five years	67.2
Monographs or books published in past five years	
One to two	7.7
Three to five	1.2
Six or more	0.3
Did not publish in past five years	89.2
Chapters contributed in a published book in past five years	
One to two	14.9
Three to five	2.9
Six or more	0.5
Did not publish in past five years	81.7

AACC *Competencies for Community College Leaders* and how Presidents Rank their Importance to Community College Leadership

Table 4.16 depicts how community college presidents in the sample perceived the level of importance of each of the leadership skills embedded in the AACC's *Competencies for Community College Leaders*. Results are based on presidents' responses to competency sets that were divided into six domains: organizational strategy, resource management, collaboration, community college advocacy, and professionalism.

Organizational strategy

Overall, 9 of 10 presidents in the sample indicated that each of the six competencies listed under the organizational strategy domain were either important or very important. More than 8 of 10 respondents (83.1%) reported that it was very important to develop a positive environment that supports innovation, teamwork, and successful outcomes.

Approximately 3 of 4 presidents in the sample responded that it was very important to use data-driven decision-making practices to plan strategically and to maintain and grow college personnel, fiscal resources and assets. Slightly more than two thirds of the presidents in the survey sample responded that it was very important to align the organizational mission, structures, and resources with the master plan (71.3%) and to develop, implement, and evaluate strategies to improve the quality of education at their institutions (66.7%). Slightly less than one half (49.2%) thought it was very important to use a systems perspective to assess and respond to the needs of students and the community.

Table 4.16. Level of importance of the AACC *Competencies for Community College Leaders*

Variable ($N = 415$)	Percent			
	Not important	Somewhat important	Important	Very important
Organizational Strategy				
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	0.2	3.1	28.9	66.7
Use data-driven decision making practices to plan strategically.	0.7	2.7	22.9	73.5
Use a systems perspective to assess and respond to the needs of students and the community.	1.7	8.4	40.5	49.2
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	0.2	0.7	15.7	83.1
Maintain and grow college personnel, fiscal resources, and assets.	0.2	1.7	23.1	74.9
Align organizational mission, structures, and resources with the college master plan.	0.5	2.9	25.1	71.3
Resource Management				
Ensure accountability in reporting.	0.2	2.7	27.7	68.4
Support operational decisions by managing information resources.	--	6.7	51.1	41.4
Develop and manage resources consistent with the college master plan.	--	4.6	35.7	59.0
Take an entrepreneurial stance in seeking ethical alternative funding sources.	1.7	11.1	33.5	52.3
Implement financial strategies to support programs, services, staff, and facilities.	0.2	2.2	25.5	70.4
Implement a human resources system that fosters the professional development and advancement of all staff.	--	4.1	37.3	58.1
Employ organizational, time management, planning, and delegation skills.	--	4.8	37.3	57.1
Manage conflict and change in ways that contribute to the long-term viability of the organization.	--	1.7	25.8	71.3
Communication				
Articulate and champion shared mission, vision, and values to internal and external audiences.	0.2	1.0	20.2	76.6
Disseminate and support policies and strategies.	0.2	8.2	46.3	42.9
Create and maintain open communication regarding resources, priorities, and expectations.	--	1.2	20.7	75.9
Effectively convey ideas and information to all constituents.	--	1.0	20.0	76.9
Listen actively to understand, analyze, engage, and act.	--	0.7	21.4	75.9
Project confidence and respond responsibly and tactfully.	--	2.2	19.8	75.7

Table 4.16. (Continued).

Variable ($N = 415$)	Percent			
	Not important	Somewhat important	Important	Very important
Collaboration				
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	0.2	4.3	31.3	59.5
Demonstrate cultural competence in a global society.	1.4	12.0	35.9	46.3
Involve students, faculty, staff, and community members to work for the common good.	0.5	4.1	29.9	61.4
Establish networks and partnerships to advance the mission of the community college.	--	2.2	23.1	69.9
Work effectively and diplomatically with legislators, board members, business leaders, and accreditation organizations.	--	1.4	16.9	77.3
Manage conflict and change by building and maintaining productive relationships.	--	1.7	23.4	70.8
Develop, enhance, and sustain teamwork and cooperation.	--	1.4	24.3	70.1
Facilitate shared problem solving and decision-making.	0.2	3.4	26.5	65.1
Community College Advocacy				
Value and promote diversity, inclusion, equity, and academic excellence.	0.2	4.6	26.7	61.2
Demonstrate commitment to the mission of community colleges and student success through teaching and learning.	0.5	8.9	26.0	57.8
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	0.5	2.7	23.4	66.5
Advocate the community college mission to all constituents and empower them to do the same.	0.7	1.7	26.3	63.9
Advance lifelong learning and support a learning-centered environment.	0.5	3.4	28.0	60.2
Represent the community college in a variety of settings as a model of higher education.	0.5	3.1	21.0	67.5
Professionalism				
Demonstrate transformational leadership.	0.7	5.8	30.4	55.4
Demonstrate an understanding of the history, philosophy, and culture of the community college.	1.2	13.7	35.9	41.7
Regularly self-assess one's own performance using feedback, reflection, goal-setting, and evaluation.	--	3.9	33.5	55.4
Support lifelong learning for self and others.	0.2	5.8	32.8	53.5
Manage stress through self-care, balance, adaptability, flexibility, and humor.	--	3.4	27.0	62.4
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	--	1.4	14.5	76.9

Table 4.16. (Continued).

Variable (*N* = 415)	Percent			
	Not important	Somewhat important	Important	Very important
Professionalism (continued)				
Understand the impact of perceptions, world views, and emotions on self and others.	0.5	10.4	41.7	40.2
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	--	1.0	9.4	82.4
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	--	3.1	29.6	58.8
Weigh short-term and long-term goals in decision making.	0.2	1.9	32.8	57.3
Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	4.1	17.8	40.7	28.7

Resource management

As shown in Table 4.16, resource management competencies were generally cited as important or very important by more than 90% of the presidents responding. Over two thirds rated the following competencies as very important: managing conflict and change in ways that contribute to the long-term viability of the organization (71.3%); implement financial strategies to support programs, services, staff, and facilities (70.4%); and ensure accountability in reporting (68.4%).

Rated very important by more than 50% of the respondents were: develop and manage resources consistent with the college master plan (59.0%); implement a human resources system that fosters the professional development and advancement of all staff (58.1%); employ organizational, time management, planning, and delegation skills (57.1%); and take an entrepreneurial stance in seeking ethical alternative funding sources (52.3%). Less than one half (41.4%) rated support operational decisions by managing information resources as very important.

Communication

Responses from the presidents in the survey sample indicate that three of four felt it was very important to: effectively convey ideas and information to all constituents (76.9%); articulate and champion shared mission, vision, and values to internal and external audiences (76.6%); listen to actively understand, analyze, engage, and act (75.9%); create and maintain open communication regarding resources, priorities, and expectations (75.9%); and project confidence and respond responsibly and tactfully (75.7%) (Table 4.16).

Collaboration

Community college leaders in the survey were asked how they perceived the level of importance of competencies focused on collaborations (Table 4.16). More than 7 of 10 presidents rated as very important: work effectively and diplomatically with legislators, board members, business leaders, and accreditation organizations (77.3%); manage conflict and change by building and maintaining productive relationships (70.8%); and develop, enhance, and sustain teamwork and cooperation (70.1%). Between 60% and 70% of the respondents rated the remaining competencies as very important with the exception of one: demonstrate cultural competence in a global society, which 46.3% rated as very important, 35.9% rated as important, and 12.0% rated as somewhat important.

Community college advocacy

Community college leaders responding to the survey were also asked to rate the importance of competencies related to advocacy (Table 4.16). Approximately two thirds of respondents rated the following as very important: represent the community college in a variety of settings as a model of higher education (67.5%); promote equity, open access,

teaching, learning, and innovation as primary goals for the college (66.5%); and advocate the community college mission to all constituents and empower them to do the same (63.9%). The remaining competencies, which were rated slightly lower, included: value and promote diversity, inclusion, equity, and academic excellence (61.2%); advance lifelong learning and support a learning-centered environment (60.2%); and demonstrate commitment to the mission of community colleges and student success through teaching and learning (57.8%).

Professionalism

In the final set, respondents rated the level of importance of competencies related to professionalism (Table 4.16). Between 54% and 62% of the presidents rated six of these competencies as very important. Within this set, 2 of the 11 competencies were ranked as very important by 3 of 4 presidents: promote and maintain high standards for personal and organizational integrity, honesty, and respect for people (82.4%); and demonstrate the courage to take risks, make difficult decisions, and accept responsibility (76.9%).

There were three competencies that were rated as very important by less than one half of those responding: demonstrate an understanding of the history, philosophy, and culture of the community college (41.7%); understand the impact of perceptions, world views, and emotions of self and others (40.2%); and contribute to the profession through professional development programs, professional organizational leadership and research/publications (28.7%) (Table 4.16).

Perception of Level of Preparation, Satisfaction, and Transformational Leadership

As depicted in Tables 4.12 and 4.17, when asked to rate how well prepared they felt overall regarding their first presidency, 84.4% of survey respondents were at least moderately

Table 4.17. Perception of preparation, and job satisfaction, and transformational leadership

Variable ($N = 415$)	Percent
Preparation for First Presidency	
Very well prepared	38.6
Moderately well prepared	45.8
Somewhat prepared	9.2
Unprepared	1.2
Satisfaction in Current Position	
Very satisfied	79.3
Somewhat satisfied	13.5
Somewhat dissatisfied	1.2
Very dissatisfied	0.5
Perception of Self as Transformational Leader	
Yes	83.1
No	4.6
Unsure	12.0
Do Others Perceive You As A Transformational Leader?	
Yes	72.5
No	2.4
Unsure	25.1

well prepared if not very well prepared. Only 1.2% felt unprepared. Nearly 8 of 10 presidents indicated that they were very satisfied with their current role as a community college leader (79.3%), while 13.5% were somewhat satisfied (Table 4.17).

As indicated in Table 4.17, the presidents were also asked if they considered themselves to be transformational leaders and if they thought those with whom they worked consider them to be transformational leaders. More than 8 of 10 (83.1%) considered themselves to be a transformational leader, which was higher than the 72.5% who felt that those with whom they work would consider them to be a transformational leader. Twelve percent were unsure if they were a transformational leader; but when asked how others perceive them, there was a higher degree of uncertainty in their responses, as 25.1% were unsure if others perceived them to be transformational leaders. Only 4.6% did not view themselves as transformational leaders.

Based on career pathway, 80% of presidents from academic administration perceived themselves as transformational leaders versus 84% of presidents from non-academic administration. Fifteen percent of presidents from academic administration and 11% from non-academic administration were unsure if they were transformational leaders (Table 4.12).

Psychometrics of Importance of AACC *Competencies for Community College Leaders*

An exploratory factor analysis (EFA) was conducted on the 45 survey competency components contained within the six domains using principal component extraction and varimax, and varimax with Kaiser normalization rotation methods from the sample of 415 survey respondents. The purpose of the EFA was to determine how the competencies loaded under the themes assigned in the AACC *Competencies for Community College Leaders* before using the six domains as themes for further analyses. As a data reduction technique, the EFA was also used as a means to identify and construct composite variables for each of the six domains. Using this method, two components were extracted from the organizational strategy competency after the rotation converged in three iterations. This created a seventh construct that this researcher labeled developmental strategy, which included the following two components: develop a positive environment that supports innovation, teamwork, and successful outcomes; and develop, implement, and evaluate strategies to improve the quality of education at your institution.

Cronbach's alpha (α) was used to determine the reliability of the analyses. Factor loadings with an α of 0.53 or greater were not deleted from the principal factors extraction (Comrey & Lee, 1982).

The results of the loadings of variables on factors are shown in Table 4.18. Variables are grouped by size of loading to facilitate interpretation.

Table 4.18. Importance of *AACC Competencies for Community College Leaders* to community college leaders

Variable (N = 415)	Factor loading
Organizational Strategy (α = .632)	
Use a systems perspective to assess and respond to the needs of students and the community.	0.811
Use data-driven decision making practices to plan strategically.	0.654
Align organizational mission, structures, and resources with the college master plan.	0.636
Maintain and grow college personnel, fiscal resources, and assets.	0.565
Developmental Strategy (α = .531)	
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	0.828
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	0.761
Resource Management (α = .869)	
Develop and manage resources consistent with the college master plan.	0.817
Support operational decisions by managing information resources.	0.796
Ensure accountability in reporting.	0.744
Implement a human resources system that fosters the professional development and advancement of all staff.	0.735
Take an entrepreneurial stance in seeking ethical alternative funding sources.	0.717
Employ organizational, time management, planning, and delegation skills.	0.684
Implement financial strategies to support programs, services, staff, and facilities.	0.670
Manage conflict and change in ways that contribute to the long-term viability of the organization.	0.656
Communication (α = .923)	
Listen actively to understand, analyze, engage, and act.	0.888
Articulate and champion shared mission, vision, and values to internal and external audiences.	0.876
Effectively convey ideas and information to all constituents.	0.868
Create and maintain open communication regarding resources, priorities, and expectations.	0.859
Project confidence and respond responsibly and tactfully.	0.851
Disseminate and support policies and strategies.	0.785
Collaboration (α = .973)	
Develop, enhance, and sustain teamwork and cooperation.	0.962
Manage conflict and change by building and maintaining productive relationships.	0.956
Involve students, faculty, staff, and community members to work for the common good.	0.930
Work effectively and diplomatically with legislators, board members, business leaders, and accreditation organizations.	0.927

Table 4.18. (Continued).

Variable (N = 415)	Factor loading
Collaboration (α = .973) (continued)	
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	0.914
Demonstrate cultural competence in a global society.	0.898
Facilitate shared problem solving and decision-making.	0.884
Establish networks and partnerships to advance the mission of the community college.	0.883
Community College Advocacy (α = .973)	
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	0.972
Demonstrate commitment to the mission of community colleges and student success through teaching and learning.	0.954
Advocate the community college mission to all constituents and empower them to do the same.	0.952
Advance lifelong learning and support a learning-centered environment.	0.925
Value and promote diversity, inclusion, equity, and academic excellence.	0.925
Represent the community college in a variety of settings as a model of higher education.	0.921
Professionalism (α = .976)	
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	0.937
Regularly self-assess one's own performance using feedback, reflection, goal-setting, and evaluation.	0.930
Understand the impact of perceptions, world views, and emotions on self and others.	0.929
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	0.914
Weigh short-term and long-term goals in decision-making.	0.911
Manage stress through self-care, balance, adaptability, flexibility, and humor.	0.908
Demonstrate an understanding of the history, philosophy, and culture of the community college.	0.896
Support lifelong learning for self and others.	0.893
Demonstrate transformational leadership.	0.878
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	0.872
Contribute to the profession through professional development programs, professional organizational leadership, and research/publications.	0.854

The Exploratory Factor Analysis yielded seven composite variables from the domains defined by the AACC and this author: organizational strategy, developmental strategy, resource management, communication, collaboration, community college advocacy, and professionalism. As shown in Table 4.18, no other factors were extracted. All factors were

internally consistent and well defined by the variables. With a cutoff of 0.53 for inclusion of a variable in the interpretation of a factor, each of the 45 items loaded with the factor to which they were assigned. Without the deletion of any of the variables from the seven factors, the lowest α resulting from the Cronbach reliability analysis was 0.531. Following the EFA, variables under each of the factors were re-coded to be used as constructs for *t* tests intended to examine survey respondents' ratings of importance to community college leadership.

Career Path and Importance of the AACC Competencies

In order to determine if the different career paths taken by community college presidents influence how they rate the level of importance of the AACC *Competencies for Community College Leaders*, *t*-tests were performed on the seven dependent composite variables: organizational strategy importance, developmental strategy importance, resource management importance, communication importance, collaboration importance, community college advocacy importance, and professionalism importance. The two independent variables were the last position held prior to assuming the first community college presidency: academic administration and non-academic administration.

The survey question, "What was your last job (position) prior to your first presidency?" enabled respondents to write their answer. Based on the responses, the following seven professional classifications were developed:

- Academic administration
- Student affairs
- Economic and workforce development
- Central office administration
- Provost/campus president
- K-12 administration

- Other

For purposes of this research, each of the seven professional classifications was placed into one of the following three career paths:

- Administrative administration
- Non-academic administration
- Other

Figure 4.1 illustrates how the professional classifications were grouped into the career paths. The non-academic administration career path includes those presidents whose last

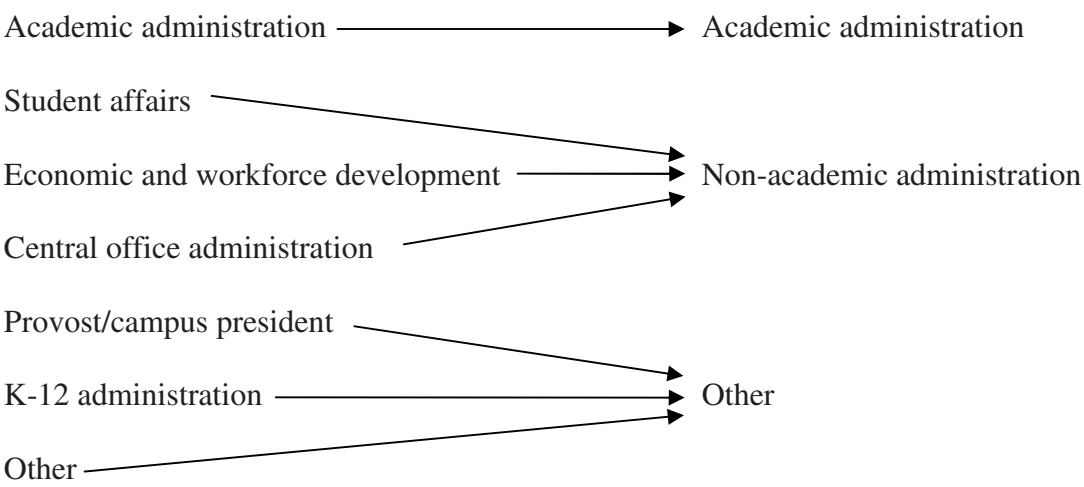

Figure 4.1. Professional classification groupings as career paths

position before their first presidency involved a higher education administrative position in an area other than academics. Because the classification of provost/campus president did not clearly fit into one of the first two career paths, it was included in other, which is not incorporated in either of the career pathways used for analysis. Academic administration represents 192 respondents, while non-academic administration represents 153 respondents.

These two groups comprise the 345 presidents who represent the sample population used for analysis of career path: academic administration and non-academic administration.

Independent samples *t*-test

T-tests for independent samples were performed because the fifth research question addressed a comparison of presidents' ratings of importance of the AACC *Competencies for Community College Leaders* based on their academic or non-academic background experiences. Depending on whether or not the two groups, community college academic administrative background experience or community college non-academic administrative background experience, have similar variances on the dependent variables, there can potentially be one of two different ways to compute *t*-tests using the SPSS software. In order to determine which method should be used, Levene's Test for Equality of Variances was run.

When the 45 variables were run from the seven domains, results yielded probability scores greater than .05 on all tests with the exceptions of "maintain and grow college personnel, fiscal resources, and assets," ($p = .009$), and "create and maintain open communication regarding resources, priorities, and expectations" ($p = .041$). The results are shown in Tables 4.19 through 4.25. However, as shown in Tables 4.19 and 4.22, further examination and comparison of the difference between means, confidence intervals, and probability between the scores of equal variances assumed and equal variances not assumed did not yield any significant differences. Thus, the *t*-test statistics used for the examination of the mean differences were based on equal variances. A *p*-value of $< .05$ was established for statistical significance.

Organizational strategy

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the four components within the organizational strategy competency produced probabilities ranging from .143 to .843. Because all were greater than .05 the test did not yield any significant differences (see Table 4.19).

Developmental strategy

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the two components within the developmental strategy competency produced probabilities ranging from .184 to .918. Because all were greater than .05 the test did not yield any significant differences (see Table 4.20).

Resource management

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of one component within the resource management competency, manage conflict and change in ways that contribute to the long-term viability of the organization ($t = 2.279$, $df = 343$, $p = .023$), did yield significant differences (see Table 4.21).

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the remaining seven components within the resource management competency produced probabilities ranging from .339 to .974. Because these seven were greater than .05, the test did not yield any other significant differences.

Communication

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the six components within the communication competency produced probabilities ranging from .448 to .983. Because all were greater than .05 the test did not yield any significant differences (see Table 4.22).

Collaboration

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the eight components within the collaboration competency produced probabilities ranging from .076 to .624. Because all were greater than .05 the test did not yield any significant differences (see Table 4.23).

Community college advocacy

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the six components within the community college advocacy competency produced probabilities ranging from .598 to .999. Because all were greater than .05 the test did not yield any significant differences (see Table 4.24).

Professionalism

Results of the independent samples *t*-test showing how presidents with different career paths perceive the importance of the eleven components within the professionalism competency produced probabilities ranging from .149 to .656. Because all were greater than .05 the test did not yield any significant differences (see Table 4.25).

In summary, the null hypothesis for the fifth research question in this study maintained that there is no significant difference between the career path of community college presidents and how they rate the level of importance in the AACC *Competencies for Community College Leaders.* With the exception of one component in the resource management competency, manage conflict and change in ways that contribute to the long-term viability of the organization ($p = .023$), $p > .05$ for all of the remaining 44 components within each of the seven dependent variables; therefore, findings from the *t* test reveal that the null hypothesis was not rejected (Table 4.21).

Table 4.19. *T*-test results for Organizational Strategy

Variable (*N* = 345)	Levene's Test for Equality of Variances							95% confidence interval	
	F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	Lower	Upper
Use data-driven decision making practices to plan strategically.	.044	.835	.787	343	.432	.053	.068	-.080	.186
Use a systems perspective to assess and respond to the needs of students and the community.	.449	.503	-1.038	343	.300	-.085	.082	-.246	.076
Maintain and grow college personnel, fiscal resources, and assets.	6.965	.009*							
Equal variances assumed			1.468	343	.143	.078	.053	-.027	.183
Equal variances not assumed			1.452	310	.147	.078	.054	-.028	.184
Align organizational mission, structures, and resources with the college master plan.	.432	.511	-.199	343	.843	-.013	.066	-.144	.117

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.20. *T*-test results for Developmental Strategies

Variable (*N* = 345)	Levene's Test for Equality of Variances							95% confidence interval	
	F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	*F*	Sig.
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	.335	.563	.103	343	.918	.009	0.88	-.164	.182
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	1.430	.233	1.33	343	.184	.074	.055	-.035	1.83

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.21. *T*-test results for Resource Management

Variable (*N* = 345)	Levene's Test for Equality of Variances							95% confidence interval	
	F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	*F*	Sig.
Ensure accountability in reporting.	.023	.881	.119	343	.906	.010	.086	-.159	.180
Support operational decisions by managing information resources.	.625	.430	-.033	343	.974	-.003	.087	-.173	.167
Develop and manage resources consistent with the college master plan.	.021	.884	.576	343	.565	.049	.084	-.117	.214
Take an entrepreneurial stance in seeking ethical alternative funding sources.	.461	.497	.065	343	.948	.007	.112	-.213	.227
Implement financial strategies to support programs, services, staff, and facilities.	.374	.541	.947	343	.344	.088	.093	-.095	.272
Implement a human resources system that fosters the professional development and advancement of all staff.	1.818	.178	.660	343	.510	.051	.078	-.102	.204
Employ organizational, time management, planning, and delegation skills.	.005	.945	.957	343	.339	.080	.084	-.084	.244
Manage conflict and change in ways that contribute to the long-term viability of the organization.	.004	.952	2.279	343	.023*	.197	.086	.027	.366

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.22. *T*-test results for Communication

Variable (*N* = 345)	Levene's Test for Equality of Variances		*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	95% confidence interval	
	F	Sig.						*F*	Sig.
Articulate and champion shared mission, vision, and values to internal and external audiences.	.197	.658	-.022	343	.983	-.002	.100	-.198	.194
Disseminate and support policies and strategies.	.003	.960	-.760	343	.448	-.088	.116	-.316	.140
Create and maintain open communication regarding resources, priorities, and expectations.	4.211	.041*							
Equal variances assumed			.572	343	.568	.059	.103	-.144	.262
Equal variances not assumed			.557	283	.578	.059	.106	-.150	.268
Effectively convey ideas and information to all constituents.	1.641	.201	.484	343	.629	.047	.098	-.145	.240
Listen actively to understand, analyze, engage, and act.	.888	.347	.272	343	.786	.027	.098	-.166	.219
Project confidence and respond responsibly and tactfully.	1.851	.175	.450	343	.653	.049	.108	-.164	.261

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.23. *T*-test results for Collaboration

Variable (*N* = 345)	Levene's Test for Equality of Variances		*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	95% confidence interval	
	F	Sig.						*F*	Sig.
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	.036	.850	.869	343	.385	.126	.145	-.159	.411
Demonstrate cultural competence in a global society.	.247	.620	1.612	343	.108	.249	.155	-.055	.554
Involve students, faculty, staff, and community members to work for the common good.	.084	.772	.490	343	.624	.069	.140	-.026	.343
Establish networks and partnerships to advance the mission of the community college.	.612	.435	1.781	343	.076	.249	.140	-.026	.524
Work effectively and diplomatically with legislators, board members, business leaders, and accreditation organizations.	.958	.329	1.125	343	.261	.147	.131	-.110	.405
Manage conflict and change by building and maintaining productive relationships.	.119	.731	1.014	343	.311	.133	.131	-.125	.392
Develop, enhance, and sustain teamwork and cooperation.	.009	.922	-.616	343	.539	.081	.132	-.178	.340
Facilitate shared problem solving and decision-making.	.231	.631	.608	343	.544	.089	.147	-.199	.377

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.24. *T*-test results for Community College Advocacy

Variable (*N* = 345)	Levene's Test for Equality of Variances							95% confidence interval	
	F	Sig.	*t*	*df*	Sig (2-tailed)	Mean difference	Std. Error difference	*F*	Sig.
Value and promote diversity, inclusion, equity, and academic excellence.	.076	.783	.346	343	.729	-.057	.166	-.384	.269
Demonstrate commitment to the mission of community colleges and student success through teaching and learning.	.057	.812	.002	343	.999	.000	.166	-.326	.327
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	.000	.988	.527	343	.598	.085	.160	-.231	.400
Advocate the community college mission to all constituents and empower them to do the same.	.000	.989	-.041	343	.967	-.007	.166	-.333	.319
Advance lifelong learning and support a learning-centered environment.	.809	.369	.044	343	.965	.008	.174	-.335	.351
Represent the community college in a variety of settings as a model of higher education.	.230	.632	.075	343	.940	.013	.167	-.317	.342

AACC Competencies for Community College Leaders (2005).
* p<.05

Table 4.25. *T*-test results for Professionalism

Variable (*N* = 345)	Levene's Test for Equality of Variances							95% confidence interval	
	F	Sig.	*t*	*df*	Sig. (2-tailed)	Mean difference	Std. Error difference	*F*	Sig.
Demonstrate transformational leadership.	.196	.658	.446	343	.656	.078	.176	-.267	.424
Demonstrate an understanding of the history, philosophy, and culture of the community college.	.297	.586	1.050	343	.295	.193	.184	-.169	.554
Regularly self-assess one's own performance using feedback, reflection, goal-setting, and evaluation.	.163	.687	.615	343	.539	.103	.168	-.227	.433
Support lifelong learning for self and others.	.138	.711	.506	343	.613	.089	.176	-.257	.435
Manage stress through self-care, balance, adaptability, flexibility, and humor.	.124	.725	.468	343	.640	.077	.164	-.246	.399
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	3.585	.059	1.447	343	.149	.225	.156	-.081	.531
Understand the impact of perceptions, world views, and emotions on self and others.	.175	.676	.760	343	.448	.133	.175	-.211	.477
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	.619	.432	.927	343	.354	.139	.150	-.156	.433
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	1.673	.197	1.150	343	.251	.201	.175	-.143	.544
Weigh short-term and long-term goals in decision making.	.311	.577	.912	343	.362	.150	.164	-.173	.474
Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	1.028	.311	.505	343	.614	.102	.202	-.296	.500

AACC Competencies for Community College Leaders (2005).
* p<.05

CHAPTER 5. DISCUSSION AND CONCLUSIONS

This study was designed to ascertain whether presidents develop the skills and competencies necessary to lead community colleges. The study sought to develop a profile of current community college presidents' demographics, educational preparation, career pathways, and participation in leadership programs. The study also examined whether those factors differ based on the career path of the presidents and how presidents with academic versus non-academic backgrounds rate the importance of AACC's *Competencies for Community College Leaders*. It then examined the effect of these factors showing the importance and preparation of the development of the transformational leadership skills embedded in those same competencies. This chapter presents discussion and conclusions of the major findings, relationships to previous studies, implications for policy and practice, and recommendations for future research.

The results of this study could be used by those who develop and deliver leadership programs to develop future community college leaders, including university-based programs as well as GYOL programs, formal and less formal programs, and mentoring relationships. The study may also assist those in positions to identify and develop leadership talent among current administrators as well as community college boards who will be selecting these future leaders. Finally, it may be useful for individuals who desire to continue the learning process and help them chart their educational and professional path to develop those traits identified as necessary for community college presidents. The findings from this study should assist those who have a vested interest in ensuring that tomorrow's leaders develop the competencies identified and recommended by AACC.

Demographic Characteristics of Community College Presidents

The first research question was designed to establish a demographic profile of community college presidents, specifically age, gender, race, and number of years as a president. The third research question was designed to examine gender, race, and years of service based on the president's career pathway. Following is a discussion of the findings.

Age

The average age of current community college presidents is 58 years old and the most common reported age (mode) is 60. Nine of ten presidents in the study were aged 50 to 69 years old, with almost equal percentages in both the 50 to 59 and 60 to 69 age groups. Of the respondents, 41% of the males and 59% of the females were in the 50 to 59 age group. The percentage gender breakdown in the 60 to 69 age group reverses with 48% of the males and 36% of the females belonging to this group.

Community college presidents are now older than ever before, which envisages the large number of retirements that are eminent and the cause of concern regarding a potential leadership crisis (Campbell, 2006; Shults, 2001). The average age of presidents responding to the survey was 58 years old, which is identical to that of the most recent study conducted by Weisman and Vaughan (2007). There has been a consistent increase in average age from previous studies in which the average age was 56 (Weisman & Vaughan, 2002) and 54 years old (Vaughan & Weisman, 1998). The relative youth of female presidents is consistent with data from these same studies that reported increases in the percentage of female presidents occurring in the mid 1990s. These data, indicating the pending need to replace large numbers

of retiring community college presidents, do point to a potential opportunity to bring new ideas, energy, and a greater diversity to the community college presidency (Boggs, 2003).

Gender

Results from this study reveal that the percentage of female presidents continues to increase, but at a much slower rate than in the 1990s. Of the respondents, 32% were female, which is a slight increase from other recent studies showing 29% (Weisman & Vaughan, 2007) and 27% (Amey & VanDerLinden, 2002). The percentage of female presidents is significantly higher than in earlier studies which revealed 11% (Vaughan et al. 1994) and 19% (Vaughan & Weisman, 1998) of the presidents were female, although the dramatic increases have slowed significantly.

While the results of recent surveys indicate progress toward gender balance in the presidency, that progress has slowed considerably. Females continue to be underrepresented in the president's position when compared to the number of female faculty (VanDerLinden, 2005) and the number of female community college students, who comprise 59% of the student population (Knapp et al. 2007) and 57% of the student population (Phillippe & Sullivan, 2005).

While females are underrepresented in the community college presidency, that discrepancy is greater for those coming to the position from a non-academic administration background. When comparing career pathways, females represent a much higher percentage of presidents from academic administration (36%) than those from non-academic administration (24%). One way to more quickly address this gender imbalance may be to develop and promote more females from this career pathway. Additional research should

investigate the gender ratio of administrators in these non-academic positions, determine what is required for those coming to the presidency from non-academic administration positions, and recommend ways to increase the number of females who can be developed from this pathway. Current community college presidents, educational leaders, and board members responsible for identifying, educating, and hiring community college leaders must increase their efforts and make it a priority to include a representative number of women in that developmental process.

Race/Ethnicity

Four of every five presidents responding to the survey (80.7%) were White/Caucasian. Among other race/ethnicity groups, 8.2% of the respondents were Black/African American; 5.8% were Hispanic/Latino; 2.2% were Native American; and 1.9% were Asian/Pacific Islander. These percentages have changed somewhat from previous studies (Amey & VanDerLinden, 2002; Weisman & Vaughan, 2002, 2007) and reveal a decrease of approximately 4% to 8% in the White/Caucasian percentage and a corresponding increase of approximately 1% to 2% in each of the other race/ethnicity groups, as a percentage of the total number of presidents.

Of the respondents, females represent a more diverse group with 74% of the females and 85% of the males White/Caucasian, while 11% of the females and 7% of the males were Black/African American, and 10% of the females and 4% of the males were Hispanic/Latino. The percentages indicating Native American and Other were equal at 5% for both female and male presidents.

Results from this study indicate that presidents who held non-academic administrative positions prior to their first presidency are a more racially diverse group than those who came from an academic administrative position. The percentage of minority (Native American, Asian/Pacific Islander, Black/African American, and Hispanic/Latino) presidents from non-academic administration was 21% compared to the percentage of minority presidents from academic administration, which was 15%. Additional efforts are required to increase the number of minorities entering academic administration positions and then continuing with the development of their leadership skills so they can assume the community college presidency.

In contrast to the percentage of non-white presidents (19%), recent data on community colleges indicate minorities represent 34% to 36% of the students enrolled (AACC, 2004; College Board, 2008; Phillippe & Sullivan, 2005). The percentage of minority presidents is a concern, as is the small rate of change that is occurring in this segment of community college presidential ranks. The growth in the number of high school graduates is made up of minority Americans (College Board, 2008) and projections are that by 2050 minorities and Whites/Caucasians will each comprise 50% of the U.S. population (Phillippe & Sullivan, 2005). If the nation's community colleges are to embrace diversity and create an environment reflective of the students they educate, additional efforts are required to increase the number of minorities in leadership positions and the number presidents from minority groups.

Educational Preparation, Leadership Preparation, and Career Pathways to the Presidency

In order to understand the professional backgrounds of community college presidents, the second research question addressed how current leaders differ in terms of formal educational preparation, leadership development outside of formal education, and professional work experience. Based on survey responses which included the most recent position held prior to the first presidency, the following seven professional classifications were developed: academic administration, student affairs, economic and workforce development, central office administration, provost/campus president, K-12 administration, and other. The third research question was designed to examine educational background and leadership development based on the presidents' career pathways. For purposes of this research, each of the seven professional classifications was placed into one of the following three career paths: academic administration, non-academic administration, and other.

Findings revealed that an earned doctorate continues to be the educational passport to a seat in the office of the community college president. Experience in academic administration is the most common track prior to assuming the first presidency, and presidents are currently involved with the sponsorship of in-house leadership development programs, such as GYOL, at their colleges at much higher rate than that in which they participated as they were preparing for the position.

Educational background

The highest degree attained for the majority of community college presidents responding to the survey continues to be an earned doctorate. In this study, 87% of the survey respondents had earned a doctorate. This is consistent with other national surveys that found the percentage of community college presidents with an earned doctorate to be 87% to 89% (Amey & VanDerLinden, 2002; Vaughan & Weisman, 1998; Weisman & Vaughan, 2002, 2007). To see a noticeable change in this statistic, one would need to go back to a survey conducted in 1984 (Vaughan, 1986) which revealed that only 76% of community college presidents had an earned doctorate. Respondents to the survey held either a Ph.D. (43%) or an Ed.D. (44%). This finding was slightly different from the percentages of 49% (Ph.D.) and 38% (Ed.D.) found in the survey conducted by Amey and VanDerLinden (2002).

Almost one in five (17%) current presidents earned their highest degree in a field of study outside of education. While the majority of the presidents (83%) earned their highest degree in an education-related field, only 38% had earned a degree in higher education with a community college emphasis. Amey and VanDerLinden (2002) revealed that 80% of presidents with doctorates had received an education-related degree; however, that study revealed a smaller percent of those presidents specified that their field of study was specific to community college leadership or administration. This is a positive development in that those entering the rank of president have taken formal education paths that have placed emphasis on preparing them for challenges specific to community colleges. This may be an early indicator of success from the recognized need to train future leaders and the resulting development of programs in partnership with universities and community college

associations and leaders, such as those described in the *Breaking Traditions* study (Amey, 2006).

The study revealed notable differences in the highest degree earned based on the career pathway of the presidents. Based on their career path, a greater percentage of presidents from academic administration earned their highest degree in higher education with community college leadership emphasis (42%) than presidents from non-academic administration (33%). The study also revealed that the percentage of presidents who earned their highest degree in other areas of higher education was lower for presidents from academic administration (25%) than presidents from non-academic administration (30%). Finally, the percentage of presidents who earned a degree in an other, non-educational major was higher for presidents from non-academic administration (19%) than from academic administration (15%).

Career pathway

Of the 415 current community college presidents responding to the survey, 64% were in their first presidency while 26% had held at least two such positions. Twelve percent began their first presidency before they were 40 years old, and 6% began after their 60th birthday, with the majority beginning between the ages of 40 and 59. There was an even distribution among presidents reporting the number of years in their present position: 1 or 2 years (25%); 3 to 5 years (28%); 6 to 10 years (25%); and more than 10 years (22%). Approximately one half of those responding (50.3%) had been a college president between 3 and 10 years while one fifth (21.9%) had been a president for more than 10 years. These data are consistent with similar studies (Weisman & Vaughan, 2002, 2007).

The majority of the presidents came into that position with an academic background, which is consistent with research over the last several decades (Vaughan, 1986; Weisman & Vaughan, 2007). Forty-seven percent held an academic administration position prior to beginning their first presidency. Slightly more than one third (36%) held a different administrative position in higher education, including central office administration, student affairs, or economic and workforce development as the position prior to becoming a president. When asked to rate their reason for becoming a community college president, almost 9 of 10 rated "to make a difference" as very important. Eighty-five percent of the presidents have taught in a community college setting, and 21% are currently teaching.

The career path to the position of president clearly continues to flow through positions in higher education, and the most popular path leading to the presidency continues to be through prior experience in the academic ranks. These findings suggest that the skills and competencies developed in this career trajectory is both sought out and valued by those filling the presidential position for their institution.

Leadership development and preparation

More than one half reported having participated in a formalized leadership program prior to their first presidency while 39% participated in such a program after assuming their first presidency. These leadership programs are available from a variety of providers including various public and private universities; state and private organizations; associations such as AACC, ACE, the League for Innovation in Community Colleges; and foundations such as the W. K. Kellogg Foundation. McFarlin and Ebbers (1997) studied the participation in peer networks as well as leadership preparation programs by community college leaders

both before and after their presidential appointment. The study further identified an outstanding group and a normative group of presidents from within the study. The outstanding leaders participated in peer networks within their graduate program, as well as within a community college work setting at a significantly higher rate than the normative group. The data indicated that prior to assuming the presidency the normative group participated in leadership preparation programs at a rate almost double that of the outstanding group: 44% versus 23%. It is clear from the study that leadership training did not end with the attainment of a presidential appointment. After assuming the presidency, however, the rate of participation was reversed, with the outstanding group participating at a much higher rate than the normative group: 65% versus 39%.

When asked to rate the importance of various peer networks in preparing for their first presidency, the highest percentage of survey respondents rated previous co-workers at community colleges very important. Those responses may be a result of the fact that one half of presidents participated in a mentor-protégé relationship as a protégé, and 61% of them experienced that relationship during their employment at a community college. Those relationships were established by the mentor 55% of the time.

These are important relationships in developing community college leaders, and an encouraging statistic from the research is that 85% of the presidents are currently participating in a mentor-protégé relationship as a mentor. In 2001, the Career and Lifestyle Survey asked presidents for the first time about mentor relationships. Approximately one half of the respondents indicated having a formal mentoring relationship with a potential future community college leader (Weisman & Vaughan, 2002).

McDade (2005) advised aspiring community college presidents to "get a mentor" and apply a transformational learning theory to workplace mentoring in that the relationship changes both the protégé and the mentor. Leadership development should be a prominent institutional concern, but individual administrators can play more direct roles. Research by VanDerLinden (2005) revealed "the important role that mentors are playing in the lives of community college" employees (p. 740).

Data from research conducted by Amey and VanDerLinden (2002) suggest that "the internal hire continues to be the most common means of appointing most high-ranking community college administrators" (p. 13). Respondents to that study indicated, on average, at least two internal job promotions, and sometimes three. That data combined with results from *The Community College Presidency: Demographics and Leadership Preparation Factors Survey* showed that 94% of first time presidents come from within education, which suggests that community colleges are a market sector unto themselves. This may be one reason, along with the leadership crisis facing community colleges, behind the existence and increased presence of in-house staff development or GYOL programs.

Based on the results of this survey, only 13% of presidents participated in a GYOL program in preparation for their first presidency. Based on career pathway, a higher percentage of presidents from non-academic administration participated in a GYOL program in preparation for their first presidency (16%) than of presidents from academic administration (13%). However, almost one half (44%) responded that their current community college participates in a GYOL program. This is consistent with another recent study by Weisman and Vaughan (2007) in which 43% of respondents stated that they sponsored a GYOL program on their campus. Data regarding GYOL programs did not

appear in the previous Career and Lifestyle Survey (Weisman & Vaughan, 2002). This suggests that GYOL programs are emerging as one solution to address the shortage of community college presidents, and that increasing emphasis is being placed on these programs to develop future leaders.

Challenges Facing Community College Presidents

Presidents responding to the survey were asked about the challenges they face as well as dealings with faculty, staff, and public relations. Presidents responding to *The Community College Presidency: Demographics and Leadership Preparation Factors Survey* indicated they interacted most often with their cabinet-level administrators, with 51% reporting interactions with this group more than five times per week. On the other end of the spectrum, respondents indicated they interacted least frequently with their peers, with two thirds having meetings or discussions with other community college presidents once or less per week. Interaction between presidents, especially involving those newer to the position, appears to be underutilized and is an area in which all presidents need to take advantage. Vaughan (2000) proposed the development of a network of retired presidents who would be available to develop future leaders. Presidents must put aside every pretext they have that might be preventing them from regular dialogue with their peers. Current presidents have a golden opportunity to access the experience and wisdom of their peers and should move to take advantage of it while they are readily available before being lost to retirement.

Interactions with various constituents, both internal and external, involve a considerable amount of community college presidents' time. Time spent on meetings and related activities increased from 71% in 2001 to 74% in 2006 based on presidents' responses

to the Career and Lifestyle Surveys (Weisman & Vaughan, 2007; Weisman & Vaughan, 2002). Those same surveys revealed a 10% increase in the amount of time presidents spent on external tasks, which included community and fundraising activities and legislative advocacy. This shift is a result of increased emphasis that is placed on the position of presidents to develop the relationships and deliver the resources that are critical in today's community college environment. Future leaders must be aware of these requirements and develop the ability to deliver on them.

Findings from the study indicated that more than 7 of 10 presidents rated the following issues, ranked in order of importance, as either challenging or very challenging:

- fundraising
- enrollment
- legislative advocacy
- economic and workforce development

When segregated based on the career path of the presidents, the ratings assigned to most of the issues were the same. There were three items that were rated as challenging/very challenging by a higher percentage of presidents from a non-academic career path. Those issues were community involvement, economic and workforce development, and diversity.

The aforementioned challenges deal primarily with external constituencies, and more specifically with resource development. These ratings are consistent with the increasing amount of time presidents are spending on external relations and may offer an explanation as to why that is occurring. Faculty relations were ranked fifth, with 63% rating this as challenging or very challenging. A 2001 AACC survey indentified similar challenges for new community college presidents including fundraising and financial management (Shults, 2001). Vaughan and Weisman (1998) identified the following major issues facing

community college presidents: funding, technology, leadership and governance, interacting with change, accountability and mission, and workforce development. Amey and VanDerLinden (2002) identified similar challenges which they specifically differentiated into external and internal issues.

External professional development activities cover a multitude of interests including serving on a variety of boards, research and publication activity, presentations at the local, state or national level, and consulting. Ninety-four percent of the respondents served on the board of another non-profit organization, which is consistent with 94% in 2006 and 93% in 2001 (Weisman & Vaughan, 2007). Weisman and Vaughan also reported a decrease in the percentage of presidents who sit on corporate boards, from 49% in 2001 to 36% in 2006; a trend that appears to be continuing as just 35% of respondents to this study serve on a corporate board. Within the last five years, one third of community college leaders had published at least one article in a professional/trade journal.

While the order of importance of the challenges facing presidents may have shifted slightly over time, a clear picture of the demands faced by community college presidents has been developed. Challenges identified by presidents in this study are consistent with previous research. Individuals aspiring to the presidency should understand and prepare to address the challenges identified by current presidents. Mentors, as well as those responsible for informal and formal leadership programs, must enhance programs and promote activities to develop the skill sets required to solve these challenges.

Importance of the AACC *Competencies for Community College Leaders*

The fourth research question for this study called for the examination of current community college presidents' perceptions of the level of importance of each of the leadership skills embedded in the AACC *Competencies for Community College Leaders*. The competency sets in which they rated the importance included six domains or themes: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. Overall, 9 of 10 presidents indicated the competencies were either important or very important; however, findings revealed varying levels of importance within certain areas. Results were obtained from the 45 components residing within each of the six competencies. Those rated as very important by respondents produced a three-tiered stratification, which placed two of the domains in each tier, as follows based on the rating of level of importance:

- communication and organizational strategy
- collaboration and community college advocacy
- resource management and professionalism

Summary of Ratings by Domain

The following summary provides a review of the ratings within each of the six domains. Findings should be used by those who oversee and participate in leadership preparation programs and those working with future leaders to provide specific competencies which will assist in the development of future leaders.

Organizational strategy

Current community college presidents in this study indicated the highest level of importance was to develop a positive work environment that supports innovation, teamwork, and successful outcomes.

The literature on transformational leadership often compares it to transactional leadership in order to define the difference between the two and then put transformational leadership in to the proper context (Bass, 1985; Burns, 1978; Roueche et al. 1989). For purposes of this study, a transformational leader can create a vision for change, effectively communicate it to others involved with the organization, and help them to achieve that vision through their commitment to it. This definition corresponds to those components rated the most important within this domain. The activity rated the highest in terms of importance was to develop a positive environment that supports innovation, teamwork, and successful outcomes. This organizational strategy involves the leader setting the stage to allow others in the organization to succeed, and would be viewed as transformational. Transactional activities, on the other hand, include tasks classified more as managerial and would encompass the process that was rated the lowest, which was to use a systems perspective to assess and respond to the needs of students and the community. The results imply that community college presidents, through their ratings of level of importance, place less value on those activities that are considered transactional and they place a much higher value on those components indicative of transformational leaders.

Resource management

Overall, 60% of respondents rated the components included in this domain as very important; however, based on that rating the resource management competency was rated in the lowest tier of the six competencies. Components in this domain which were rated near the top for importance were: manage conflict and change in ways that contribute to the long-term viability of the organization and implement financial strategies to support the institution and ensure accountability in reporting. Ranked immediately below the former were: human resources dealing with professional development and time management, followed by activities that develop and manage resources consistent with the college master plan, and take an entrepreneurial stance in seeking ethical alternative funding sources. These last two activities are essential when dealing with resource development issues in community colleges, and if developed properly, should help with all other areas of resource management.

Results of this study indicate resource development issues, specifically fundraising, enrollment, and legislative advocacy, to be the most challenging issues facing community college presidents. Based on responses to this survey, presidents are not placing a relative level of importance on the need of competencies related to these same issues. Duree (2007) suggested that there has been a shortfall in leadership preparation that adequately develops the competencies essential to effectively address funding related issues. Research indicates that resource management is a competency that: (a) presidents rank near the bottom in level of importance, when compared to the other competencies; (b) presidents rate themselves as having not adequately developed the skills to address financial issues prior to beginning their first presidency; and (c) community college presidents rank as one of the greatest challenges with which they are faced. This competency needs a great deal of attention when training

both current and future presidents. Greater efforts must be made by those involved in formal and informal education, leadership training, and mentoring activities to develop financial skills and abilities that will allow presidents to successfully deal with resource management challenges in the future. Curriculum developed by university-based programs and continuing professional education opportunities provided by associations need to incorporate additional resource development principles and skills into those programs. Mentors need to expose protégés to finance issues and those preparing for the presidency need to avail themselves of all opportunities to increase their knowledge of community college finance.

Communication

In terms of importance to community college leadership, this was the highest rated of the six competencies. Components rated the highest in this set include: effectively convey ideas and information to all constituents; articulate and champion shared mission, vision, and values to internal and external audiences; create and maintain open communication regarding resources, priorities, and expectations; and listen actively to understand, analyze, engage, and act. These components represent the foundations of transformational leadership espoused in the literature by Burns (1978), Roueche et al. (1989), and Kotter (1996). Through their vision, transformational leaders are successful in instilling a greater recognition of the critical issues, raising those around them to a higher level of awareness and responsiveness. According to Bass (1985), the leadership of great men and women of history has usually been transformational, whereby leaders have influenced their contemporaries through the ideas they represent.

The importance placed on communication is consistent with the presidents' rating of communication-related challenges such as faculty relations, board relations, and community involvement, which were rated as challenging or very challenging by more than 50% of the presidents. The high rating of the importance of a strong skill set in the communication domain is an excellent sign that community college presidents recognize its value not only for themselves but for future leaders as well. Duree (2007) revealed that most presidents are either prepared or well prepared in the communication competency set prior to beginning their first presidency. These findings indicate that exposure to and development of these skill sets is being provided to aspiring community college leaders. Because communication is and will continue to be a challenge, this competency should continue to receive emphasis when developing future presidents.

Collaboration

Two thirds of presidents rated collaboration as very important to community college leadership. Seven of 10 rated as very important: work effectively and diplomatically with legislators, board members, business leaders, and accreditation organizations; manage conflict and change by building and maintaining productive relationships; and develop, enhance, and sustain teamwork and cooperation. Economic and workforce development is just one example requiring presidents to collaborate, and it was rated as challenging or very challenging by more than 70% of survey respondents. Amey and VanDerLinden (2002) identified working with and meeting the needs of the community as a challenge faced by community college presidents.

Collaboration is required in most aspects of the presidency and in dealing with the institution's many stakeholders. Collaboration involves change, and Fullan (2001) stated "Change cannot be managed. It can be understood and perhaps led, but it cannot be controlled" (p. 33). Bennis and Nanus (1985) posited that the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivation: "Transformational leadership achieves significant change that reflects the community of interests of both leaders and followers" and raises both to higher levels of motivation (p. 218).

The ability to demonstrate cultural competence in a global society was the lowest rated component in this domain with less than one half of the respondents rating it as very important. One third of presidents did not rate themselves as prepared or well-prepared in this same component (Duree, 2007). Community colleges are currently among the most culturally diverse of American institutions, and that trend is projected to increase in our global society. According to an AACC National Profile of Community Colleges (Phillippe & Sullivan, 2005), the percentage of minority students enrolled in community colleges was 31% in 1993 and 41% in 2002, and was generally reflective of the percentage of minorities in the U.S. population at those times. With projections estimating a continued steady increase in the percentage of the minority population in the U.S., it is incumbent on all organizations and individuals involved in the training of future leaders to prepare them to understand and embrace diversity so that community colleges can truly be a reflection of the populations they serve. "The time has arrived for all community college leaders to competently demonstrate a working knowledge and ongoing awareness of how traditional monolithic

organizational structures are counterproductive to the success of the diverse constituencies served by the institution" (Duree, 2007, p. 121).

Those identifying potential future leaders need to promote a diverse pool, and university-based and other leadership programs must continue to present those principles of collaboration with a diverse constituency. Development of the skills addressed in this domain is perhaps best met through experience. Both future leaders and their mentors must actively engage in opportunities to establish networks with a wide range of stakeholders.

Community college advocacy

Approximately 6of 10 current community college presidents in the survey rated the community college advocacy competencies as very important. Rated as most important were: represent the community college in a variety of settings as a model of higher education; and promote equity, open access, teaching, learning and innovation as primary goals for the college. The ratings are encouraging when the community college mission includes attention to the promotion of equity and open access. With their open door policy, community colleges continue to be the portal to opportunity for a very diverse population, providing an educated workforce to keep America competitive in a global society. A key attribute associated with transformational leadership identified by Roueche et al. (1989) includes the ability of presidents to demonstrate a mission-oriented focus. To articulate internal policies that match external realities, "Leaders in community colleges must have a sense of history and context into which they can place the issues that come to their attention daily" (Cohen, 1983, as cited in Vaughan, 1983, p. xii).

Opportunities to experience the community college mission and its impact on millions of students are readily available to future leaders currently operating within the system or availing themselves to the many initiatives provided by community college-related associations or advocacy groups. University-based programs of study in higher education with a community college emphasis need to continue to offer and expose future leaders to a program designed to develop community college advocacy competencies.

Professionalism

In the final set, respondents rated the level of importance of competencies related to professionalism. Overall, 60% of respondents rated the components included in this domain as very important; however, in terms of importance to community college leadership, this was the lowest rated of the six competencies. Within this set, two of the eleven components were ranked as very important by three of four presidents: promote and maintain high standards for personal and organizational integrity, honesty, and respect for people (82%); and demonstrate the courage to take risks, make difficult decisions, and accept responsibility (77%). These are admirable personal attributes which, according to Bass (1985), are required, along with vision, self-confidence and inner strength to do what is right, not what is popular or acceptable, according to common wisdom of the time.

There were three components that were rated as very important by less than one half of those responding: demonstrate an understanding of the history, philosophy, and culture of the community college (42%); understand the impact of perceptions, world views, and emotions of self and others (40%); and contribute to the profession through professional development programs, professional organizational leadership and research/publications

(29%). This may indicate an undesirable trend if presidents adopt a more myopic view of the institution's history and how the objectives they are currently working to achieve fit in to the larger context of community.

Demonstrating transformational leadership was rated by 86% of the presidents as either important or very important. When asked if they considered themselves a transformational leader 83% answered yes; however, one third of the presidents did not consider themselves either prepared or well-prepared in the area of demonstrating transformational leadership when coming into their first presidency. Based on career pathways, 80% of presidents from academic administration perceived themselves as transformational leaders versus 84% of presidents from non-academic administration; while 15% of presidents from academic administration and 11% of presidents from non-academic administration were unsure if they were transformational leaders. This finding is consistent with the literature that one of the basic concepts of transformational leadership theory contends that leadership can be learned (Bass, 1985; Bennis, 1989; Bennis & Goldsmith, 2003; Burns, 1978; Tichy & Devanna, 1986).

It appears that current presidents are students of lifelong learning, but rather than waiting for experience to be the teacher, mentors should provide the opportunity for exposure and instill the need in protégés to develop these professional competencies. Formal and informal programs should provide theory and activities that allow and encourage future leaders to develop those transformational leadership competencies.

Career Pathways and Ratings of Importance of the AACC *Competencies for Community College Leaders*

The fifth research question for this study intended to examine the extent to which the perceptions of community college presidents whose previous position included academic administration differ from those presidents whose previous position was non-academic administration, when rating the level of importance of the AACC *Competencies for Community College Leaders*.

As part of the Leading Forward initiatives sponsored by the W. K. Kellogg Foundation, the AACC contacted community college leaders from around the nation to develop a set of recommended competencies to be used as a framework for developing future leaders. Before conducting *t*-tests an exploratory factor analysis was conducted to assess how well the individual competencies loaded under the six major themes.

As a result of the exploratory factor analysis, two constructs from the organizational strategy domains did not load properly in the original rotation (analysis) but did successfully load to form a seventh construct. The two components were: develop a positive environment that supports innovation, teamwork, and successful outcomes; and develop, implement, and evaluate strategies to improve the quality of education at your institution. These two components were included in a new domain labeled developmental strategies. The four components remaining in the AACC's *Competencies for Community College Leaders* in organizational strategies involve the use of systems to address needs, the use of data in decision making, the alignment of goals, resources and plans, and maintaining and growing assets. These are concrete organizational strategies and differ from the more abstract developmental strategies that address a positive environment and quality of education at the

institution. The organizational strategies focus on processes and could be addressed through transactional leadership. The developmental strategies are "big picture" and visionary and embody those attributes of transformational leadership whereby those involved with the organization are motivated to be a part of the change in the culture.

With the exception of the separation of two components from the organizational strategy into a developmental strategy, the results of the constructs validated that those community college leaders who developed the competency framework were accurate in their placement of the skill sets under the domains. These findings would indicate that the AACC *Competencies for Community College Leaders* remain relevant as the constructs for leadership development for current presidents and those preparing to lead in the years ahead. The results of the factor analysis quantitatively validate the psychometrics of the competency constructs, and reinforce the competencies created by the community college leaders who originally worked on the Leading Forward project.

Remaining results from the *t*-tests did not bare findings that were significant. This segment of the study sought to disprove the null hypothesis that there would be no differences in how community college presidents rate the level of importance of the competency constructs. With two exceptions, findings revealed that a Type II error had occurred and the null hypothesis was not rejected. To summarize, results have proven the assumption that there are no differences in the career pathway of community college presidents and how community college leaders rate the level of importance.

Nevertheless, a variety of conclusions can be drawn from the findings in this part of the study. There is no single educational or leadership development path that works every time for everyone. Based on the data, one cannot conclude that the only successful route the

presidency is surviving the doctoral journey through the completion of a terminal degree. While formal education does play an important role, leadership development should be viewed as a lifelong process.

Results from the study indicate that an academic administration versus a non-academic administration career path toward a presidency does not significantly influence how leaders rate the importance of the competencies. The study revealed that presidents from different career paths place similar importance on these competencies recommended by the AACC. This information is important for those responsible for higher education programs of study, in particular those with a community college leadership emphasis. It would be beneficial to align course objectives and curricula with the competencies recommended by the AACC. Completion of a terminal degree, prior to the first presidency, coupled with participation in leadership programs such as professional conferences, academies, and seminars is valuable in the preparation of leaders in those skill sets contained in the AACC competencies. [no one-sentence paragraphs, please]

Limitations of the Study

There were several limitations that should be considered when contemplating the relevance of this study. First, the results provide a profile of community college presidents at a specific point in time. The study was limited to the perceptions of presidents presiding during the time data were collected. This survey did not enable the researcher the opportunity to examine changes that would occur over time, which would be produced from a longitudinal study.

Second, the data collection procedures used an online survey instrument during the summer, 2007, which may have affected certain community colleges presidents' ability or willingness to respond. Several out-of-office replies were received even after repeated reminders encouraging participation. Although the response rate was nearly 40%, the non-response of the remaining target population could have affected the outcomes of the study.

Third, *The Community College Presidency: Demographics and Leadership Preparation Factors Survey* was a lengthy instrument, which may have kept some presidents from completing and responding to the survey. Feedback from Iowa State University's CSSM reported that 24 partially completed surveys had insufficient responses and needed to be eliminated from the final pool.

Finally, an analysis of non-respondents was not conducted. Consequently, the results of the study did not include information about current community college presidents who made the choice not to respond to the survey. Therefore, results were limited to the bias of those who did choose to respond.

Implications for Practice and Policy

This study revealed a disproportionate percentage of females and minorities represented in community college presidential positions compared to the population these institutions serve. The lower number of minority and female representation was notably prevalent in two areas, based upon the career path taken: there is a lower percentage of minorities represented from those presidents who came from an academic administration and there are a lower number of female presidents coming from non-academic administration positions. By examining the systems currently in place within community colleges, those

practices that are successful in preparing minorities to ascend to the presidency from these non-academic administration positions and females to move into the presidency from academic administration career path at rates of success higher than their counterparts should be identified. These practices should then be applied to increase the number of minorities and women advancing to these underrepresented career paths.

The doctoral degree is increasingly becoming a prerequisite to the presidents' office and findings from the study indicate it plays an important role in the level of preparation. University-based doctoral programs should consider activities designed to deliver skills addressing the competencies identified by presidents as most important. Similarly, informal programs should address those components that were rated as most important by presidents. This will ensure these programs include proficiencies in those competencies to better prepare leaders. It will allow individuals to utilize those resource development opportunities that will best prepare them and chart the most effective pathway in preparation for the leadership position they desire.

Results of the study validate the importance of the AACC competencies and their use in the development of programs to prepare future presidents with the skill sets required to lead in the future. The ratings of importance by presidents were consistent, regardless of the differences in career path of the presidents. This indicates to those responsible for hiring community college presidents that candidates with varying backgrounds place a similar value on the importance of and appreciation of the value these competencies hold for leaders. Results from the study indicate that two components be removed from the organizational strategy construct to form a seventh construct labeled developmental strategy. These two components—develop a positive environment that supports innovation, teamwork, and

successful outcomes and develop, implement, and evaluate strategies to improve the quality of education at your institution—encompass visionary skill sets that are required of transformational leaders.

Implications for Future Research

The community college presidency has been and will continue to be a popular subject for research. The institutions they serve have had a rich, but relatively short, higher education history as most are only in their fourth decade of existence. The need for future leaders, due to the large numbers of expected retirements of current presidents, has been well documented in the research. The current period may be similar to the period two decades ago when many of the founding presidents were retiring. At that time they were replaced by administrators who had risen through the ranks at community colleges, many of whom were present at the onset and experienced the huge growth period of these two-year institutions of higher education. The leaders of today are still coming predominantly from within the system, but are entering at a time that will see less much enrollment growth but perhaps more change than any previous time. Leaders must possess those competencies that are important, competencies that are relevant and required to address the challenges and opportunities present at community colleges.

Community colleges deserve competent leaders are who will make a difference. “And leaders do make a difference; if they did not, all colleges that operate under the same sets of directives in a single state would look alike” (Cohen, 1983, as cited in Vaughan, 1983, p. xii). Results from this study raised numerous issues that will deserve the attention of future researchers. Findings from this study revealed that the community college presidency does

not reflect the gender or race/ethnicity that is represented in the student body and the communities these institutions serve. If this disparity is to be improved upon, continued study of issues that impact the number of qualified females and minority presidential candidates is needed to support their development and pursuit of the presidency.

Mentoring has helped current presidents develop needed skills, and many presidents are currently serving as mentors to future leaders. Future research is needed on the specific role mentoring played in developing current presidents, and based on their current experiences, what mentorship changes have they made as they are working to prepare future leaders.

Review of the competencies should occur on a regular basis. The competencies should reflect the most recent skill sets and attributes required of future community college leaders. Periodic re-evaluation of the relevance of the competencies is required to reflect the changing environments and personnel at community colleges.

Statistics from this study presented the educational and career paths of presidents, their leadership development pursuits and the challenges they face. Focusing on this information, future studies could examine what, if anything, presidents would have done differently based on their current knowledge of the position and its demands.

The findings of this study on the importance of the competencies for a community college leader could be used as a conceptual basis for further research designed to develop an evaluation instrument for presidents. The instrument could be designed and used for self-evaluation as well as for board evaluation of the president.

Descriptive statistics from this survey revealed the importance survey respondents placed on the competencies. Presidents prepare themselves for the position using a wide

range of resources. Future studies could examine those competencies identified as most important, communication and organizational strategy, and determine which opportunities and leadership development programs best address them. This would be helpful for mentors training future leaders as well as those individuals preparing for a leadership role.

This study did not intend to differentiate the responses of presidents based on the length of time they have served as president or if they earned a Ph.D. versus an Ed.D. A recommendation is made for research designed to investigate presidents' responses and ratings of the competencies based on their years of experience as a president as well as their doctoral degree.

APPENDIX A. AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

COMPETENCIES FOR COMMUNITY COLLEGE LEADERS (2005)

Organizational Strategy

- Assess, develop, implement, and evaluate strategies regularly to improve the quality of education and the long-term health of the organization.
- Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.
- Use a systems perspective to assess and respond to the culture of the organization, to changing demographics, and to the economic, political, and public health needs of students and the community.
- Develop a positive environment that supports innovation, teamwork, and successful outcomes.
- Maintain and grow college personnel and fiscal resources.
- Align organizational mission, structures, and resources with the college master plan.

Resource Management

- Ensure accountability in reporting.
- Support operational decisions by managing information resources and ensuring the integrity and integration of supporting systems and databases.
- Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.
- Take an entrepreneurial stance in seeking ethical alternative funding sources.
- Implement financial strategies to support programs, services, staff, and facilities.
- Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.
- Employ organizational, time management, planning, and delegation skills.
- Manage conflict and change in ways that contribute to the long-term viability of the organization.

Communication

- Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.
- Disseminate and support policies and strategies.
- Create and maintain open communications regarding resources, priorities, and expectations.
- Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies.
- Listen actively to understand, comprehend, analyze, and act.
- Project confidence and respond responsibly and tactfully.

Collaboration

- Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.
- Demonstrate cultural competence relative to a global society.
- Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.

- Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.
- Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.
- Manage conflict and change by building and maintaining productive relationships.
- Develop, enhance, and sustain teamwork and cooperation.
- Facilitate shared problem solving and decision making.

Community College Advocacy

- Value and promote diversity, inclusion, equity, and academic excellence.
- Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.
- Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.
- Advocate the community college mission to all constituents and empower them to do the same.
- Advance lifelong learning and support a learner-centered environment.
- Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.

Professionalism

- Demonstrate transformational leadership through authenticity, creativity, and vision.
- Understand and endorse the history, philosophy, and culture of the community college.
- Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.
- Support lifelong learning for self and others.
- Manage stress through self-care, balance, adaptability, flexibility, and humor.
- Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
- Understand the impact of perceptions, world views, and emotions on self and others.
- Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.
- Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.
- Weigh short-term and long-term goals in decision making.
- Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

APPENDIX B. TRANSFORMATIONAL LEADERSHIP FOR COMMUNITY COLLEGE PRESIDENTS

Transformational Leadership for Community College Presidents

Triggers for Change

Act I: Recognizing the Need for Revitalization and New Direction

Organizational Dynamics

Need for Transformation

- Realize need for change
- Understand resistance to change
- Plan long term

Individual Dynamics

Endings

- Review past activity
- Acknowledge need for change

Act II: Creating a New Vision

Organizational Dynamics

A Motivating Vision

- Collaboratively create a vision
- Mobilize commitment

Individual Dynamics

Transitions

- Separation from the past
- Develop new approach

Act III: Institutionalizing Change

Organizational Dynamics

Social Architecture

- Creating realignment of culture
- Reweaving expectations
- Motivate to achieve vision

Individual Dynamics

New Beginnings

- Inner realignment
- New approach
- Reenergized

Adapted from the Tichy/Devanna Transformational Leader Model

APPENDIX C. HUMAN SUBJECTS APPROVAL AND ENDORSEMENT

C-1. Human Subjects Approval

IOWA STATE UNIVERSITY

Institutional Review Board Office of Research Assurances Vice Provost for Research 1138 Pearson Hall
Ames, Iowa 50011-2207

515 294-4566 FAX
515 294-4267

DATE: May 8, 2007

TO: Chris Duree, Co-Principal Investigator
Greg Schmitz, Co-Principal Investigator
Alethea Stubbe, Co-Principal Investigator

FROM: Office of Research Assurances

RE: **IRB ID** # 07-223
STUDY REVIEW DATE: April 27, 2007

The Institutional Review Board has reviewed the project, "The Community College Presidency in the New Millennium" (IRB ID 07-223) and has declared the study exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101 (b), Exempt Category (2). The applicable exemption category is provided below for your information. Please note that you must submit all research involving human participants for review by the IRB. Only the IRB may make the determination of exemption, even if you conduct a study in the future that is exactly like this study.

The IRB determination of exemption means that this project does not need to meet the requirements from the Department of Health and Human Service (DHHS) regulations for the protection of human subjects, unless required by the IRB. We do, however, urge you to protect the rights of your participants in the same ways that you would if your project was required to follow the regulations. This includes providing relevant information about the research to the participants.

Because your project is exempt, you do not need to submit an application for continuing review. However, you must carry out the research as proposed in the IRB application, including obtaining and documenting (signed) informed consent if you have stated in your application that you will do so or required by the IRB.

Any modification of this research must be submitted to the IRB on a Continuation and/or Modification form, prior to making any changes, to determine if the project still meets the Federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.

cc: ELPS
Larry Ebbers

ORC 04-21-04

C-2. Endorsement

Larry H Ebbers <lebbers@iastate.edu> 5/21/2007 11:58 AM >>>

Hi George,

Attached please find the survey we discussed. We are planning on administering it electronically and we would like to have your endorsement--you will not need to do anything --only maybe encourage Presidents to complete the survey. We would like to finish this in the next couple of weeks as we know if we get into the summer it will be more difficult to get responses! . We used the competencies as the basis for the instrument. Can we buy email addresses from your office?

Also are available to come to our Leadership group LINC again this year. We would like it to be Thursday December 6 in the morning and then you could be at the Presidents meeting for a short time starting at 1 –or we could do like we did a couple of years ago and have lunch with the Presidents and then leave. We will be in Des Moines again.

Larry

Date: Tue, 22 May 2007 12:47:08 -0400
From: "GEORGE BOGGS" <gboggs@aacc.nche.edu>
To: "Larry H Ebbers" <lebbers@iastate.edu>
Cc: "KENT PHILLIPPE" <KPHILLIPPE@aacc.nche.edu>, "LYNN BARNETT" <LBARNETT@aacc.nche.edu>, "MARGARET RIVERA" <MRIVERA@aacc.nche.edu>, "NORMA KENT" <NKENT@aacc.nche.edu>, "PAULETTE WATSON" PWATSON@aacc.nche.edu

Subject: Re: AACC President Survey

Hi, Larry.

Paulette will check my schedule and let you know about December 6.

The survey looks to me like it will give us some current valuable information about leaders and competencies. We do sell mailing labels, but unfortunately our Board has a policy against sharing or selling email addresses. I suppose that you could send a card asking the presidents and chancellors to go to a Web site to complete the survey, or we could list the link in my electronic AACC Letter (or both). The only way that you could contact the CEOs through our email system is if AACC partners with you in the survey and we send it out. I would have to check with my staff to see if that is a possibility since we have a number of surveys already planned. I would be happy to encourage the CEOs to complete the survey by way of my electronic AACC Letter. You can let me know what you think would work best.

Best wishes.

George

George R. Boggs
President and CEO
American Association of Community Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036

gboggs@aacc.nche.edu
(T) 202.728.0200, ext. 235
(F) 202.452.1461

Plan now to attend the April 5-8, 2008, convening of the Community College Movement in Philadelphia, PA, The Voice of America's Community Colleges
http://www.aacc.nche.edu/>http://www.aacc.nche.edu

APPENDIX D. SURVEY INSTRUMENT

The Community College Presidency: Demographics and Leadership Preparation Factors Survey

Iowa State University
Center for Survey Statistics & Methodology

Thank you for your willingness to participate in this survey.

- Please use the User name and Password that appear in the letter and/or e-mail that you received from Iowa State University to enter the survey.
- Click on the **Continue** button at the end of each section to proceed. You may have to scroll down to see the continue button on some screens.
- Click on the **Final Submit** button at the end of the survey to submit your final answers.

After beginning the survey, you may exit and complete the remaining items later if you like, but you must use your assigned survey **user name and password each time to re-enter.**

Click on the Start button to start the survey. [Start]

If you have any difficulties with this form, please contact Allison Tyler, atyler@iastate.edu, phone (toll-free): (877) 578-8848.

In each section, provide the information or check the spaces as appropriate. All responses will remain confidential. For this survey, *Community College President* is defined as the CEO of an institution or system with two-year associate degrees as its primary offering.

Your Professional and Personal Information

1. Current position/leadership title:

   ○ President
   ○ Chancellor
   ○ Vice Chancellor
   ○ Other

   If other, please explain below.

   [ ]

2. Including your current position, how many college president/chancellor/CEO positions have you held?

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5 or more

3. Number of years in your present position:

- ○ 1-2
- ○ 3-5
- ○ 6-10
- ○ More than 10

4. Total number of years as a college president/chancellor:

- ○ 1-2
- ○ 3-5
- ○ 6-10
- ○ More than 10

5a. Age at which you assumed your first college presidency: _____

5b. Current age: ____

6. Gender:
- ○ Male
- ○ Female

7. Race/Ethnicity:

- ○ American Indian/Native American
- ○ Asian/Pacific Islander
- ○ Black/African American
- ○ Hispanic/Latino
- ○ White/Caucasian
- ○ Other

8. Current marital status:

- ○ Single
- ○ Married or living as married
- ○ Divorced/Separated
- ○ Widowed

Your Career Pathways

9a. What was your last job (position) prior to your first presidency?

9b. Was this job in a community college setting?

- ○ Yes
- ○ No

10. How many years did you spend in each of the following career tracks prior to your first presidency?

Number of Years	
_____	Community College academics
_____	Other Community College positions
_____	Other positions in education (outside of Community College)
_____	Other positions outside of education

11. Have you ever taught in a community college?

- ○ Yes, Full-time
- ○ Yes, Part-time
- ○ Yes, Both Full- and Part-time
- ○ No

12. Are you currently teaching in any of the following settings? (Check all that apply)

- ☐ Community College
- ☐ Other higher education
- ☐ Not currently teaching
- ☐ Other

If other, please explain below.

13. How important to you were the following reasons for becoming a president?

	Not Important			Very Important
Salary/Compensation	o	o	o	o
Personal satisfaction	o	o	o	o
Professional challenge	o	o	o	o
To make a difference	o	o	o	o
Mentor's encouragement	o	o	o	o
Other reasons	o	o	o	o

If other reasons, please explain below.

Your Educational Background

14. What degrees have you earned? (Check all that apply)

☐ Bachelor's
☐ Master's
☐ Ed. Specialist
☐ Ph.D.
☐ Ed.D.
☐ J.D.
☐ Other

If other, please explain below.

15. What was your major field of study in your highest degree?

○ Higher education with emphasis on community college leadership
○ Higher education with other emphasis
○ K-12 administration
○ Other educational field
○ Other

If other educational or non-educational field, please explain below.

Leadership Preparation

16. Outside of your graduate program and **prior to** your first presidency, did you participate in any formalized leadership preparation programs (e.g. The League for Innovation in Community Colleges, AACC, state programs, etc.)?

○ Yes
○ No

If yes, please list these formal leadership preparation programs below.

17. Have you participated in a "grow your own leadership" (GYOL) program in your preparation for your presidency?

○ Yes
○ No

18. How important were each of the following peer networks in assisting you in preparing for and assuming your first presidency?

	Not Important			**Very Important**
a. Graduate program cohort	○	○	○	○
b. Graduate program faculty	○	○	○	○
c. Previous co-workers at community colleges	○	○	○	○
d. Social networks	○	○	○	○
e. Business networks	○	○	○	○

19a. As you were developing leadership skills required of a community college leader, did you participate in a mentor-protégé relationship as a protégé?

○ Yes
○ No → If no, please scroll to the bottom of the page and click on "Continue." (Go to Q20a)

19b. When did you participate in a mentor-protégé relationship? (Check all that apply)

☐ During undergraduate studies
☐ During graduate studies
☐ During first 5 years of career
☐ During second 5 years of career
☐ Other

19c. Was your mentor-protégé relationship formal or informal?

○ Formal
○ Informal

19d. Did you approach your mentor or did your mentor approach you to establish the mentor-protégé relationship?

○ Approached mentor
○ Was approached by mentor

19e. Was your mentor-protégé relationship developed within the academic setting of a graduate program or within the professional setting of community college employment?

○ During graduate program
○ During Community College employment
○ Both
○ Somewhere else

19f. Did you participate in more than one mentor-protégé relationship as a protégé?

○ Yes
○ No

19g. Please indicate the number of mentors you have had by gender.

_____Female mentors
_____Male mentors

20a. Have you or are you mentoring a potential community college leader?

○ Yes, informally mentoring
○ Yes, formally mentoring
○ No

20b. Please indicate the number of persons you have mentored by gender.

_____Females mentored
_____Males mentored

21. **After** assuming your first presidency, did you participate in any formalized leadership preparation programs?

○ Yes
○ No
If yes, please list these formal leadership preparation programs below.

22a. Does your community college participate in a "grow your own leadership" (GYOL) program?

○ Yes
○ No → If no, please scroll to the bottom of the page and click on "Continue." (Go to Q23)

22b. If your community college sponsors or participates in a GYOL program, who are the targeted participants in the program? (Check all that apply):

☐ Top administration (vice presidents and deans)
☐ Mid-level academic managers (department chairs)
☐ Mid-level managers or directors
☐ Faculty

22c. What is your personal involvement in the GYOL program? (Check all that apply):

☐ Broad oversight
☐ Primary decision maker
☐ A presenter
☐ No personal involvement

Faculty, Staff, & Public Relations

23. How many of the following external boards do you currently serve on?

____ Corporate
____ College or university
____ Other nonprofit organizations

24. In your role as a community college leader, on average, how often do you meet with or have discussions with each of the following?

	Once per week or less	2 - 5 times per week	5+ times per week
Cabinet level administrators	○	○	○
Faculty	○	○	○
Other college staff	○	○	○
Students	○	○	○
College board members	○	○	○
Other community college presidents	○	○	○
Other education officials	○	○	○
Business/Industry officials	○	○	○
Local, state or national elected officials	○	○	○

25. In your role as a community college leader, please rate the level of challenge each of the following issues present.

	Not Challenging			Very Challenging
Faculty Relations	○	○	○	○
Board relations	○	○	○	○
Enrollment	○	○	○	○
Fundraising	○	○	○	○
Legislative Advocacy	○	○	○	○
Community Involvement	○	○	○	○
Economic & workforce development	○	○	○	○
Diversity	○	○	○	○

26. Select the top three constituent groups that present the greatest challenge to you as president.

☐ Administration and staff
☐ Community residents/leaders
☐ Donors/benefactors/fundraising
☐ Faculty
☐ Governing board
☐ Legislators and policy makers
☐ Media
☐ Students

27. Select the top three areas that have increased in their level of importance since you first became a college president.

☐ Academic issues
☐ Accountability
☐ Athletics
☐ Budget/financial management
☐ Crisis management
☐ Diversity
☐ Enrollment management
☐ Entrepreneurship
☐ Fund raising
☐ Governing board relations
☐ Personnel issues
☐ Public relations
☐ Strategic planning

28. Do you consider yourself a transformational leader?

○ Yes
○ No
○ Unsure

29. Do those who work with you consider you a transformational leader?

○ Yes
○ No
○ Unsure

Research and Publications

30a. Within the past 5 years, how many book reviews have you published in a professional/trade journal?

[ ] Book reviews published

30b. Within the past 5 years, how many articles have you published in a professional/trade journal?

[ ] Articles published

30c. Within the past 5 years, how many monographs or books have you published?

[ ] Monographs or books published

30d. Within the past 5 years, how many chapters have you contributed to a published book?

[ ] Chapters contributed

Competencies for Community College Leaders

The next questions address six competency domains for community college leaders that have been developed and endorsed by the American Association of Community Colleges (AACC). For each component listed, please rate how well prepared you were coming into your first presidency as well as how important each competency is to community college leadership.

31. **Organizational Strategy**

		Not Prepared		Well Prepared	
		Not Important		Very Important	
Develop, implement, and evaluate strategies to improve the quality of education at your institution.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Use data-driven decision making practices to plan strategically.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Use a systems perspective to assess and respond to the needs of students and the community.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Maintain and grow college personnel, fiscal resources and assets.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Align organizational mission, structures, and resources with the college master plan.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

32. **Resource Management**

		Not Prepared		Well Prepared	
		Not Important		Very Important	
Ensure accountability in reporting.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Support operational decisions by managing information resources.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Develop and manage resources consistent with the college master plan.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Take an entrepreneurial stance in seeking ethical alternative funding sources.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Implement financial strategies to support programs, services, staff, and facilities.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Implement a human resources system that fosters the professional development and advancement of all staff.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Employ organizational, time management, planning, and delegation skills.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Manage conflict and change in ways that contribute to the long-term viability of the organization.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

33. **Communication**

		Not Prepared		Well Prepared	
		Not Important		Very Important	
Articulate and champion shared mission, vision, and values to internal and external audiences.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Disseminate and support policies and strategies.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Create and maintain open communication regarding resources, priorities, and expectations.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Effectively convey ideas and information to all constituents.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Listen actively to understand, analyze, engage, and act.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Project confidence and respond responsibly and tactfully.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

34. **Collaboration**

		Not Prepared 1	2	Well Prepared 3	4
		Not Important		Very Important	
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Demonstrate cultural competence in a global society.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Involve students, faculty, staff, and community members to work for the common good.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Establish networks and partnerships to advance the mission of the community college.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Work effectively and diplomatically with legislators, board members, business leaders, accreditation organizations, and others.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Manage conflict and change by building and maintaining productive relationships.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Develop, enhance, and sustain teamwork and cooperation.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Facilitate shared problem solving and decision-making.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

35. **Community College Advocacy**

		Not Prepared		Well Prepared	
		Not Important		Very Important	
Value and promote diversity, inclusion, equity, and academic excellence.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Demonstrate commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Promote equity, open access, teaching, learning, and innovation as primary goals for the college.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Advocate the community college mission to all constituents and empower them to do the same.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Advance lifelong learning and support a learning-centered environment.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Represent the community college in a variety of settings as a model of higher education.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

36. **Professionalism**

		Not Prepared		Well Prepared	
		Not Important		Very Important	
Demonstrate transformational leadership.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Demonstrate an understanding of the history, philosophy, and culture of the community college.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Regularly self assess one's own performance using feedback, reflection, goal setting, and evaluation.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Support lifelong learning for self and others.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Manage stress through self-care, balance, adaptability, flexibility, and humor.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Understand the impact of perceptions, world views, and emotions on self and others.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Weigh short-term and long-term goals in decision-making.	**Preparation**	o	o	o	o
	Importance	o	o	o	o
Contribute to the profession through professional development programs, professional organizational leadership, and research/publications.	**Preparation**	o	o	o	o
	Importance	o	o	o	o

37. Overall, how well prepared did you feel for your first presidency?

- O Very well prepared
- O Moderately well prepared
- O Somewhat prepared
- O Unprepared

38. How would you rate your current job satisfaction?

- O Very satisfied
- O Somewhat satisfied
- O Somewhat dissatisfied
- O Very dissatisfied

39. Please list the three community college presidents from within your state that you consider the best examples of outstanding/leading community college presidents. All information provided will be kept completely confidential.

Leader A: _____ Institution: _____

Leader B: _____ Institution: _____

Leader C: _____ Institution: _____

40. What do you wish you had done differently to prepare for community college leadership, knowing what you know now?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION. YOUR RESPONSES HAVE BEEN RECORDED.

APPENDIX E. SURVEY CORRESPONDENCE

E-1. Letter Mailed to Presidents Regarding Survey

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Education
Department of Educational
Leadership and Policy Studie
N243 Lagomarcino Hall
Ames, Iowa 50011-3195
515 294-4143
www.educ.iastate.edu/elps

[redacted]
President
[redacted] Community College
[redacted]

July 9, 2007

Dear Dr [redacted],

The development and availability of well-prepared leaders is vital to the continued success of America's community colleges and their students. As you may know, recently the American Association of Community Colleges (AACC) brought professionals together to develop a list of critical competencies needed by leaders of community colleges.

Researchers in the Department of Educational Leadership and Policy Studies and Community College Leadership Program at Iowa State University are studying the leadership development of current community college leaders to find out how well the competencies match the training and mentoring received and needed in today's academic environment.

As a leader of a community college, we invite you to participate in this study by completing a short web survey. This survey is part of a nation-wide study of the career pathways and leadership development of community college presidents and has been reviewed and endorsed by George Boggs, President of the AACC.

To access the survey, you must follow the instructions below:
Go to: http://cssm.iastate.edu/srs/CCPresidents
Enter the following user name: **2347**
Enter the following password: **furihibb**

Although your participation is voluntary, your cooperation is most important. You are free to refuse any question and all the information provided will be kept strictly confidential. Your answers will be combined with those of others who take part in this research, so no individual will be identifiable. If you have any questions, please contact project staff; toll free at 877-578-8848.

Thank you very much for your cooperation.

Sincerely,

[redacted]

Larry Ebbers, PhD
University Professor
Educational Leadership and Policy Studies
Iowa State University

[redacted]

Frankie Santos Laanan, Ph.D.
Associate Professor
Educational Leadership and Policy Studies
Iowa State University

E-2. Email Reminding Presidents to Respond to Survey

From: Larson, Janice M [CSSM] [mailto:jmlarson@mail.adp.iastate.edu]
Sent: Monday, July 16, 2007 2:41 PM
To: Greg Schmitz
Subject: Survey of Community College Administrators

Dear Dr Schmitz,

Recently you were sent a letter about a research study being done in the Department of Educational Leadership and Policy Studies and Community College Leadership Program at Iowa State University. As you may know, recently the American Association of Community Colleges (AACC) brought professionals together to develop a list of critical competencies needed by leaders of community colleges. The purpose of this research is to find out how well the competencies match the training and mentoring received and needed in today's academic environment.

As a leader of a community college, we invite you to participate in this study by completing a web survey. It should take about 15-20 minutes. This survey is part of a nation-wide study of the career pathways and leadership development of community college presidents and has been reviewed and endorsed by George Boggs, President of the AACC.

To access the survey, you must follow the instructions below:

Go to: http://cssm.iastate.edu/srs/CCPresidents
Enter the following user name: **2347**
Enter the following password: **furihibb**

Although your participation is voluntary, your cooperation is most important. You are free to refuse any question and all the information provided will be kept strictly confidential. Iowa State University's Center for Survey Statistics & Methodology (CSSM) has been contracted to administer this survey to ensure that it is conducted in a scientific and neutral manner. Your answers will be combined with those of others who take part in this research, so no individual will be identifiable. If you have any questions, please contact project staff, toll-free, at 877-578-8848.

Thank you very much for your cooperation.

Sincerely,

Janice Larson, Survey Director
Center for Survey Statistics & Methodology
Iowa State University

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