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Latina/o leadership: Transforming community colleges

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Latina/o leadership: Transforming community colleges

by

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DEDICATION

Este tesis doctoral se lo dedico a mi mamá y papá Maria y José Ignacio Hernández,

a mis suegros Obdulia y Apolonio Marin,

a mis hermanos Steven Francicso y Oscar Hernández,

a mis cuñados Luis y Filiberto Marin,

y a mi preciosa esposa Susana Hernández quien es mi compañera inquebrantable. Todos

ustedes tuvieron mucha fe en mis capacidades academicas, aveces mas que yo mismo.

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to my inlaws Obdulia and Apolonio Marin,

to my brothers Steven Francicso and Oscar Hernández,

to my brothers-in-law Luis and Filiberto Marin,

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ABSTRACT

The historic mission of community colleges has focused on serving the need of their local communities. From vocational training, lifelong learning courses, to the postsecondary transfer pathway; the scope of community college has remained expansive since their founding as extensions of local secondary schools. Today's community colleges enroll the largest proportion of Latina/o students than any institutional type in higher education, yet the leadership composition of these schools does not reflect the students who enroll. The purpose of this study was to use Bordas' (2001) Latina/o Leadership Model to make sense of Latina/o community college leaders' demographics, career pathways, participation in leadership programs, and educational preparation. A geographic distribution of Latina/o leaders in U.S. community colleges helped inform and challenge what we know about the regional enclaves where Latina/os live and work. The members of the National Community College Hispanic Council (NCCHC) an affiliate council of the American Association of Community Colleges (AACC) served as participants in this study. Major findings of the study included; challenging the dominance of the race-neutral AACC competencies and the importance for Latina/o leaders to tell their stories to challenges dominant knowledge claims about Latina/os in higher education and community colleges.

DEFINITION OF TERMS

Various key terms and acronyms are used throughout this dissertation. This section offers a listing and their appropriate definitions.

1. **American Association of Community Colleges (AACC)** was founded as the American Association of Junior Colleges in 1920 as a forum to the nation's two-year colleges. Headquartered in Washington, DC and a member of "The Six," the association currently represents nearly 1,200 two-year, associate degree-granting institutions serving more than 13 million students.

2. **AACCs Competencies for Community College Leaders** resulted from a two-year effort aimed at providing a set of competencies to guide future leaders as well as a framework to be used by current and emerging leaders to gauge their development

3. **Community colleges** are any institution accredited to award the Associate in Arts or the Associate in Science as their highest degree. This also includes comprehensive, public two-year colleges and technical institutes (Cohen & Brawer, 2003). The federal definition is public, two-year colleges (Snyder & Dillow, 2012).

4. **Latina/o** (Latina and Latino) refers to women and men who reside in the United States whose ancestry is from Latin American countries in the Western Hemisphere (Hayes-Bautista, 1987). Other terms such as *Hispanic* or *Chicana/o* may be used interchangeably if used in the primary sources cited.

5. **Latina/o Community College Leadership Survey (LCCLS)** is a 65-item cross-sectional survey instrument formulated as a result of extensive review of past and current survey instruments and studies in the area of community college leadership. Grounded in Bordas' (2001) Latina/o Leadership Model, the instrument is

organized in six main sections and measures community college leaders' affective or non-cognitive traits, such as attitudes, values, and opinions. This original survey instrument was designed as the data collection instrument for this dissertation.

6. The **National Community College Hispanic Council (NCCHC)** is one of 30 affiliate councils of the American Association of Community Colleges. Established in 1985, it is recognized as the premier organization in preparing Latina/o leaders in community colleges.

7. The **NCCHC Leadership Fellows Program (LFP)** works to address the lack of Hispanic Leaders in American community colleges and to develop a pool of highly qualified Hispanics and assist them in attaining high-level positions in community colleges.

CHAPTER ONE. INTRODUCTION

Community colleges[1] in the United States have a crucially relevant role across the educational spectrum (Cohen & Brawer, 2003; Dougherty, 1994; Dowd, 2007; Vaughan, 2004). Ubiquitous references to community colleges range from the political with an unprecedented summit at the White House (The White House, 2011), to the mainstream with NBC's sitcom *Community* (Harmon & Shapeero, 2010). Too often, however, community colleges and their students are compared to "regular" colleges and "traditional" students (Dougherty, 1994, p. 3). These comparisons are shortsighted and misguided since nearly 1,200 community colleges make up over 45% of all institutions of higher education in the United States and enroll nearly 50% of all first-year college students (Snyder & Dillow, 2012).

The quantifiable impact of community colleges on the landscape of higher education often relates to access (Dowd, 2007), and is evidenced by the commonly used phrase that community colleges accept 100% of students who apply. Accepting all students who apply references community colleges' open door policy and is what has made these institutions so distinctive and essential. Since their founding in 1901, community colleges in the U.S. have offered students access to an array of educational programs while only requiring completion of a high school diploma or its equivalent (Cohen & Brawer, 2003; Dougherty, 1994; Dowd, 2007; Nevarez & Wood, 2009; Vaughan, 2004). The increased access to postsecondary education made possible by this open door admissions policy has undoubtedly impacted the composition of the student bodies that enroll in these colleges

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[1] The federal designation used in the Digest of Education Statistics to refer to community colleges is public, two-year colleges (Snyder & Dillow, 2012).

(Provasnik & Planty, 2008). As a result, community college campuses enroll more working class, older, and students of color than their four-year counterparts (Dougherty, 1994; Provasnik & Planty, 2008; Snyder & Dillow, 2012).

Community colleges' missions and open access enrollment policies have created a need for a particular sort of leader, different from those at baccalaureate granting institutions. As institutions faced with serving the needs of a broad range of students, community colleges need leaders dedicated to serving local communities while also staying informed on national trends and issues (Eddy, 2010; Vaughan, 2006). University leaders have historically been identified by their exceptional track record as researchers and grant writers (Valverde, 2003). On the other hand, community college leaders have also been identified by a variety of means ranging from faculty, business professionals, and K-12 school leaders (Koopke, 1978). One trend that has plagued all of higher education, and especially community colleges, is the racial homogeneity in the leadership composition. Most community college leaders have been and continue to be White males (de los Santos & Vega, 2008; Valverde, 2003). To begin understanding how community college leadership can become more diverse and reflect demographic changes, the following sections of this chapter will describe the characteristics of community college students and faculty.

<div align="center">Community College Student Demographics</div>

National estimates indicate roughly 7 million students enrolled in a community college in fall 2010. These students represent 34% of all students in postsecondary education across the United States (Snyder & Dillow, 2012). Compared to students at baccalaureate-granting colleges and universities, community college students are more likely to be female, over the age of 24, from low-income families, and non-White (Horn &

Nevill, 2006; Provasnik & Planty, 2008). Data presented in Table 1.1 shows the enrollment

figures for all of higher education and community colleges. White and nonresident alien[2]

students are less likely to enroll in a community college while Hispanic[3] students are more

likely to enroll in a community college.

Table 1.1

Fall 2010 enrollment in degree-granting institutions, by level of institution and racial groups

	All Higher Education		Community Colleges	
	n	Percent	*n*	Percent
White	12,722,549	60.5	4,116,728	57.0
Black	3,038,751	14.5	1,075,976	14.9
Hispanic	2,741,448	13.0	1,288,164	17.8
Asian	1,218,118	5.8	420,794	5.8
Pacific Islander	64,046	0.3	25,884	0.4
American Indian/Alaska Native	196,374	0.9	81,504	1.1
Two or more races	325,275	1.5	112,484	1.6
Nonresident Alien	709,565	3.4	96,504	1.3
Total	*21,016,126*	*100*	*7,218,038*	*100*

Source: *Digest of Education Statistics*, Table 241 (2012)

An important statistic, which demonstrates the diversity of community colleges

student bodies, is the enrollment percentages within individual racial groups. In Table 1.2

these data, indicate Hispanic students (47%) have the largest within racial group

proportion of community college attendance, followed by American Indian/Alaska Native

students (41.5%). These student enrollment characteristics raise questions about the

equitable student access to higher education and if community colleges have become the de

facto destination for Latina/o and Native American students. This question is outside the

scope of this study, however these characteristics of community college student enrollment

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[2] The term nonresident alien is used by the source cited and not a term I use.

[3] In this study the terms Latina/o and Hispanic are used interchangeably in collective reference to Mexican Americans, Puerto Ricans, Cubans, Central Americans, South Americans, and other Latina/os such as Afro Latina/os Spanish speaking origin (Hayes-Bautista & Chapa, 1987). For consistency, the term used in the source will be reported.

by racial groups is necessary to consider when discussing the employees of these same colleges. The next section will examine the proportion of Latina/o employees in community colleges with an emphasis on executive/managerial and faculty employees.

Table 1.2

Fall 2010 enrollment in community colleges as a proportion of degree-granting institutions, by racial groups

	Percent
Hispanic	47.0
American Indian/Alaska Native	41.5
Pacific Islander	40.4
Black	35.4
Two or more races	34.6
Asian	34.5
White	32.4
Nonresident Alien	13.6
Total	*34.3*

Source: *Digest of Education Statistics*, Table 241 (2012)

Latina/o Employees in Community Colleges

While the national figures indicate students across broad demographic sectors rely on community colleges as an access point to enter higher education, the same is not true for community college faculty and administrators. Community colleges' open door policy has not been equitably applied in relation to the individuals who influence decision-making processes and wield power (León & Nevarez, 2007; Valverde, 2003). These college leaders—presidents, vice presidents, deans, department chairs, faculty, and managerial staff—continue to be predominantly White, male, and not reflective of the students on their campus or the residents of their local communities. Estimates from three iterations of the National Center for Education Statistics' Digest of Educational Statistics show Latina/os to be grossly underrepresented as faculty as well as in executive and managerial roles in relation to the large proportion of Latina/o students enrolled. Table 1.3 shows Latina/os

comprising roughly seven percent of all community college employees and less than five

percent of faculty since the late 1990s.

Table 1.3

Percentage of Latina/o employees in community colleges by employment status

	Total	Executive/Managerial	Faculty
Fall 1997	5.9	4.3	4.1
Fall 2003	6.3	5.3	4.3
Fall 2007	7.1	5.5	4.9

Source: *Digest of Educational Statistics,* Table 256 (2010), Table 224 (2005), Table 226 (2000)

Tables 1.1 and 1.2 showed that while 18% of community college students are

Latina/o; nearly one in every two Latina/o college students is enrolled in a community

college. Those proportions juxtaposed with the data in Table 1.3 have significant

implications for community college leaders since Latina/os are the fastest growing racial

group and college-age population in the United States (Ennis, Rios-Vargas, & Albert, 2011;

Valverde, 2003). This rapid growth notwithstanding, Latina/o students do not possess a

representative sample in faculty or in administrators of their respective colleges (McCurtis,

Jackson, & O'Callaghan, 2009).

The American Association of Community Colleges' *Commitment to Diversity,*

Inclusion, and Equity reports that only five percent of community college chief executive

officers identify as Latina/o (AACC, 2011). This equates to an approximate 55 Latina/o

leaders who serve as presidents and/or chancellors out of 1200 community colleges. While

slightly higher than the dismal one percent reflected in 1990 (DiMaria, 2011), coupled with

the nation's evolving demographics, these statistics signal an urgent need for more

Latina/o leaders in community colleges at all organizational levels and not only as campus

presidents and chief executives.

Latina/o Demographics in the United States

Latina/os are impacting the American identity by challenging the social construction of race in the United States. For years, scholars, researchers, and demographers have attempted to advance a standardized terminology for individuals of Latin American origin or descent (Chapa & De La Rosa, 2004; Hayes-Bautista & Chapa, 1987). I will use the term Latina/o uniformly to refer to a person living in the United States whose parents, nationality group, or ancestors were born, in a Latin American country in the Western Hemisphere (Hayes-Bautista & Chapa, 1987). When citing original sources such as federal publications I will retain the source author's choice of nomenclature, oftentimes this reflects the use of the term Hispanic.

The Latina/o population has grown faster than the U.S. population since the 1990s (Chapa & De La Rosa, 2004). Furthermore, between 2000 and 2010 most of the growth of the U.S. population was due to the increase of the Latina/o population (Ennis, Rios-Vargas, & Albert, 2011). Indeed, this growth should come as no surprise since Latina/os have remained the nation's fastest growing demographic group since the 1980s. Analyses of the 2010 Census found three of every four Hispanic persons lived in only eight states— California, Texas, Florida, New York, Illinois, Arizona, New Jersey, and Colorado. Each of these states has historically been considered a Latina/o population center (Ennis, Rios-Vargas, & Albert, 2010; Hayes-Bautista & Chapa, 1987). Beyond these concentrations, Latina/o population growth has had and portends further significant implications for politics, education, the economy, as well as other areas of daily life (Logan & Turner, 2013).

These implications are evidenced in the record numbers of Latina/os that participated in the nation's elections, even as Latina/o representation among the elected

officials remained below their representation in the general population (Lopez, 2011). In higher education, colleges and universities have been painfully slow to respond to their institutional duties of inclusivity of their Latina/o constituents across sectors of the campus community. Most of the attention from researchers and policymakers concerned with ensuring diverse campuses is focused on students, sometimes faculty, and less often on leaders (Valverde, 2003; Jackson & O'Callaghan, 2009). The policies and research literature on diversity in educational leadership and administration deserves much attention as higher education moves towards its goals of more inclusive campuses for both students and administrators.

<u>The National Community College Hispanic Council</u>

The National Community College Hispanic Council (NCCHC) is a professional association, which provides Latina/o community college leaders access to a network that offers individuals opportunities to continue their personal and professional growth. NCCHC also coordinates a Leadership Fellows Program where participants reflect on leadership development experiences through various stages of their career trajectories. A significant outcome of the fellows program is the access to a national network of colleagues (Di Maria, 2011; González Sullivan & Aalsburg Weisner, 2010; Hernández, 2012) as well as invaluable exposure to senior-level Latino/o community college leaders (Hernández, 2012). The extent of this national network will be presented later in this study as cartographic displays to outline the geographic distribution of Latina/o leaders in community colleges across the United States. For this study, NCCHC provided the context to investigate Latina/o community college leaders in depth and with a multifaceted approach to research.

Since NCCHC grounds the context for which to examine Latina/o community college

leadership, it is necessary to understand the history of the organization. NCCHC was formed as a not-for-profit charitable organization in April 1985 in an effort to link Latina/o community college presidents from across the nation to support communication and foster the networking capacities amongst one another while supporting future leaders. NCCHC is one of the 30 affiliated councils of the American Association of Community Colleges. In 1990, NCCHC received a grant from the Ford Foundation paving the way to establish a leadership development program. With this grant funding secured, the Leadership Fellows Program (LFP) began and initially consisted of a handful of seminars throughout the year at held at different campuses around the country.

In the first years from 1990 to 1995, 72 Latina/o community college leaders participated in the LFP (González Sullivan & Aalsburg Weisner, 2010). This era of the program helped develop over 25 community college presidents, with some of them still in office. After some years of not operating, the program returned from 2003 to 2008 at North Carolina State University under the direction of Associate Professor Leila González Sullivan. Under her stewardship 64 Latina/o community college leaders participated in the NCCHC Leadership Fellows Program. After another hiatus in 2009, the LFP resumed operating in partnership with California State University, Long Beach (CSULB). The transition to CSULB marked a significant philosophical shift for the LFP because of its new focus on mid-management. The research literature also followed this trend, much of it finding that current community college leaders must assume the responsibility to identify, train, and grow their own leaders, aspiring individuals in the middle a college's organizational structure (Eddy, 2010; McCurtis, Jackson, & O'Callaghan, 2009; Nevarez & Wood, 2010).

The previous iterations of the LFP focused on preparing executive leaders for

positions in upper administration and presidencies. Under the direction of William Vega, Distinguished Faculty in Residence at CSULB, the LFP formed a mid-management program, attracting professionals who aspire to community college presidencies but may still be a few career steps from executive-level positions. Fellows' in the mid-management program range from Directors to Department Chairs as well as doctoral students. Focusing on mid-management for Latina/os is critically important since senior-level and executive-level positions begin with aspiring leaders in the middle (Amey & VanDerLinden, 2002; McCurtis, Jackson, & O'Callaghan, 2009).

The LFP has welcomed 58 mid-management fellows in the three cohorts between 2010 and 2012. Now entering its third decade, the NCCHC Leadership Fellows Program continues as the premier community college leadership development program with a national scope for the next generation of Latina/o leaders. The data in Table 1.4 shows the distribution of the 194 participants in NCCHC's Leadership Fellows program since 1990.

Table 1.4

Distribution of NCCHC leadership fellows

Years	Number of fellows	Campus host
1990-1995	72	Front Range CC (CO)
2003-2008	64	North Carolina State
2010-2012	58	California State University, Long Beach

Source: *Personal communication with Leila González-Sullivan,* March 2012.

Membership in a professional organization and participation in a leadership development program is considered a prerequisite for community college leaders (Hull & Keim, 2007). The professional organization and the leadership development program are the gateways to community college leadership, but stubborn homogeneity in administrative composition continues in the face of changing demographics (León &

Nevarez, 2007; McCurtis, Jackson, & O'Callaghan, 2009). Gatekeepers such as search committees and boards of trustees mediate this gateway while continuing to recommend the hiring or appointment of White males as leaders (Glazer-Raymo, 1999). This administrative repetition led Vaughan (2006) to implore community college presidents to actively assume responsibility for succession planning to include the development of people of color. Vaughan urged in-service community college leaders to understand that "without diversity, institutions face stagnation and loss of fresh ideas" (p. B14). Members of NCCHC can play a major part in transforming community college institutional leadership across the United States.

<div align="center">Problem</div>

The previous sections detailing community college student and employee characteristics, Latina/o demographics, and a brief history of NCCHC set the context for the problem to be addressed in this study. To do so, Bordas' (2001) Latina/o leadership model is used a conceptual framework to make sense of NCCHC LFP participants' experiences.

The aim of this study is to uncover the impact of NCCHC members as means of empowering other Latina/o leaders in community colleges. The main problem this study will address is community colleges' passivity in addressing the homogeneity of their institutional leadership (León, 2005; Valverde, 2003). The Digest of Educational Statistics outlines the educational impact of community colleges and the extent to which Latina/o students enroll in these colleges. As more and more Latina/os gain access to higher education, community colleges remain their most common point of entry in pursuing a postsecondary education. Studies related to leadership in higher education have typically focused on positional characteristics within an organizational structure—that is campus

presidents and/or multi-campus chancellors (Bensimon, 1990; de los Santos & Vega, 2008, Eddy, 2010). While this body of research has afforded many scholars and leaders the opportunity to learn about leadership characteristics and traits (Davis, 2003), the stories of Latina/o leaders remain untold (Bordas, 2001; León & Martinez, 2005; Valverde, 2003).

The present study is an attempt to challenge the orthodoxy of the scholarship on community college leadership that often assumes leadership is best understood from the perspectives of executive leaders (AACC, 2005; Eddy, 2010). This study will add to the research on leadership pathways of Latina/o leaders in a variety of community colleges across the United States by drawing on Bordas' (2001) recommendation for storytelling as a means of challenging of stereotypes of Latina/os. To be sure, Latina/os are a diverse group, however they share some unifying professional characteristics such as their involvement and participation in professional organizations as well as serving assuming leadership roles in their communities.

Professional associations and leadership preparation institutes and programs remain imperative to moving towards a more inclusive higher education community (Gibson-Benninger, Ratcliff, & Rhoads, 1996; Hull & Keim, 2007; Laden, 1996; León & Nevarez, 2007; McCurtis, Jackson, & O'Callaghan, 2009). For Latina/os in higher education, these associations, institutes, and programs are recognized as essential in addressing the ongoing preparation of leaders in service as well as the development of emerging leaders (León & Nevarez, 2007; McCurtis, Jackson, & O'Callaghan, 2009).

<div align="center">Purpose Statement</div>

The purpose of this study was to use Bordas' (2001) leadership model to uncover

Latina/o community college leaders' demographics, career pathways, participation in leadership programs, and educational preparation. Additionally, the geographic distribution of Latina/o leaders in U.S. community colleges will help inform and challenge what we know about the regional enclaves where Latina/os live and work.

<u>Research Questions</u>

Four research questions guided this study:

1. What are the profiles of National Community College Hispanic Council members?

2. What are the profiles of National Community College Hispanic Council Leadership Fellows Program Participants?

3. Is there a statistical dependence between participation in the National Community College Hispanic Council Leadership Fellows Program and agreeing that Bordas' leadership characteristics are important?

4. What are the geographic distributions of members of the National Community College Hispanic Council?

<u>Rationale and Significance of the Study</u>

Today's Latina/o higher education leaders continue to face many of the same structural systems of oppression faced by their predecessors (Valverde, 2003). Latina/o leaders in community colleges must still accomplish all that is assigned to their charge according to their contractual obligations, while also responding to a litany of external and community pressures. Valverde (2003) identified some of these pressures as increasing admission rates for students of color and fostering a supportive and tolerant campus climate. He noted that many of these Latina/o leaders carried out their work under harsh conditions where their "qualifications are overly scrutinized and their interests are

questioned" (Valverde, 2003, p. 39). The mission of open access and democracy in U.S. community colleges seen in light of the continued growth of Latina/os in higher education and the general population legitimizes a critical mass of Latina/o leaders that has long been over-ignored across all sectors of higher education (de los Santos & Vega, 2008).

Leading under structurally oppressive conditions has advanced the notion that humanistic characteristics and practices are well suited for examining leadership in historically marginalized communities (Bennis, 1989; Bolman & Deal, 2001; Bordas, 2001; Parker, 2000). For Latina/o leaders in higher education, and in particular those in community colleges, humanistic approaches to leadership are the most emphasized and practiced because they emphasize the innate characteristics of individuals committed to collective service so that others may express their own capacities for organizational leadership (Bolman & Deal, 2001; Bordas, 2001; Valverde, 2003). Therefore, with this rationale and significance in mind, this study is guided by four research questions that seek to explore the multifaceted manifestations of leadership among a national sample of Latina/o leaders in community colleges.

The growth of the Latina/o population in the United States also serves as rationale for this study. The findings of the 2000 census showed Latina/os to be the fastest growing demographic group—in states and regions where this had not been seen. This trend did not change course as the 2010 census showed Latina/os comprising 16% of the total U.S. population, accounting for 43% of the population growth during the decade (Ennis, Rios-Vargas, & Albert, 2011). Large growth rates in the Latina/o population have been met with modest gains in educational attainment and political representation despite a high labor force participation rate (Perez & De La Rosa Salazar, 1997).

These disparities indicate a concentration of Latina/os in low-wage employment and less participation in professional and managerial roles. Data from the U.S. Bureau of Labor Statistics show Latina/os less likely than other population groups to be employed in management, professional, and related occupations. Figure 1.1 shows the distribution of employed people by occupational type; with emphasis added to management, professional, and related occupations where administrative and leadership positions in higher education are categorized. This data of employed people distributed by gender and race show only 15% of Latinos and 24% of Latinas hold positions in the management and leadership occupational sector.

Figure 1.1

Employment by occupation, gender, and race, 2010
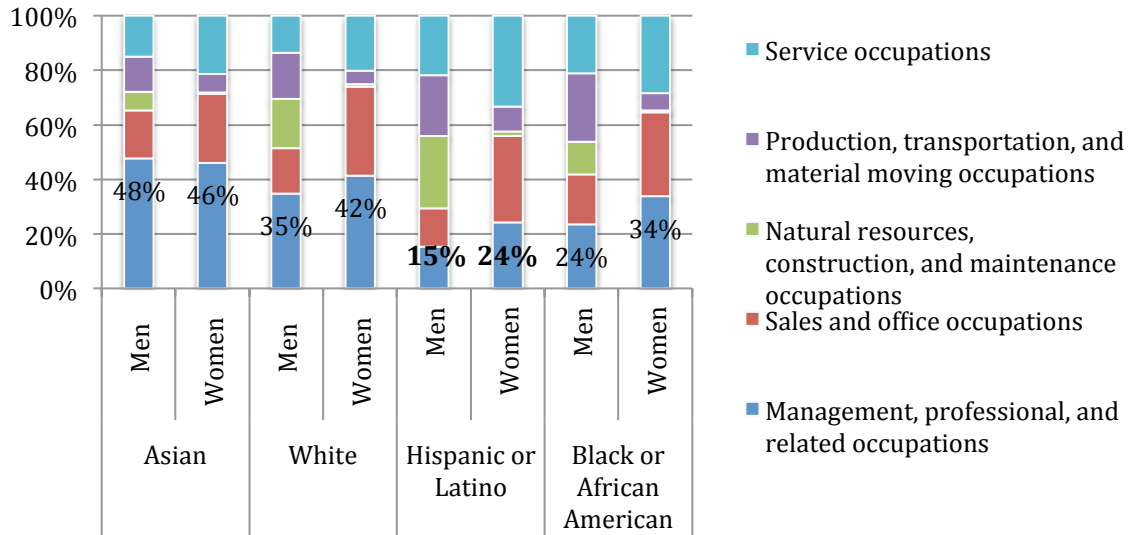
Source: U.S. Department of Labor, Bureau of Labor Statistics: Labor Force Characteristics by Race and Ethnicity, 2010 (August, 2011)

Despite Latina/os strong participation in the US labor force; they are more likely than non-Latina/os to live in poverty and have children who attended poorly resourced schools

(Perez & De La Rosa Salazar, 1997). Educational attainment among Latina/os is particularly unsettling. As of 2010, only 13.9% of Latina/os 25 and older had completed a baccalaureate degree or higher, compared to 30.3% of Whites and 29.9% of the total population (Ryan & Siebens, 2012). Statistical figures like these are especially relevant to help contextualize and provide rationale for studying Latina/o leaders in community colleges. Research has shown that school leaders and instructors play a significant role in informing Latina/o students and their families about educational opportunities as well as the persistence in postsecondary education (Perez & De La Rosa Salazar, 1997; De La Rosa & Maw, 1990). So while systems of formal schooling are avenues of access and opportunity they may also detrimental, divisive, and disadvantaging spaces for Latina/o communities (Alemán, 2009). Therefore, efforts to address educational disparities in higher education can benefit by being informed by a deeper understanding of Latina/o educational leaders in community colleges.

Conceptual Framework

The conceptual framework guiding this study is rooted in humanistic leadership theory (Bordas, 2001). A prevalent theme from the extant literature on community college leadership centered on in-service leaders' contribution to the preparation and development of the leaders of tomorrow (AACC, 2005; Davis, 2003; Hull& Keim, 2007; Kezar, 2009; Valverde, 2003). According to humanistic leadership theory, this next generation of leaders must recognize that traditional assumptions of leadership in higher education should continuously be challenged (Bordas, 2001). This study utilized Juana Bordas' humanistic Latino leadership model (2001) borne out of Latino history and core values, while remaining congruous to the challenges faced by today's Latina/o leaders.

Bordas' model offers a response to the *Competencies for Community College Leaders* developed by AACC, which are a set of skills and competencies that do not take into account the intersection of leadership and race (see Appendix B). Bordas' model offers researchers a prism with which to look through as a means of advancing the scholarship on Latina/o leaders by providing a framework to utilize the oral tradition of Latina/o culture to engage in storytelling as a renewal of the concept of leadership. Storytelling is a powerful force that impact socially and normative claims of what becomes truth (Bordas, 2001, Solorzano & Yosso, 2002). Bordas argues that storytelling is an emancipatory force Latina/o leaders can use to understand their agency to challenge stereotypes and structural forms of oppression. In Bordas's model, storytelling for leaders involves a deep appreciation for the human element of leading.

Humanistic Leadership

According to humanistic leadership theory the role of the leader is to provide freedom for individuals to actualize their potential and to be personally fulfilled (Bolman & Deal, 1995). Humanistic leadership theories arise from a social-psychological foundation of democratic and individualistic motivations and values (Cowan, 2007).

Maslow's (1943) Hierarchy of Needs, Mc Gregor's (1960) Theory X/Theory Y, and Argyris' (1964) organizational change; are leadership models from humanistic perspectives that present the development of the individual as one of the key functions of a leader. These scholars each focused on the development of effective organizations through a humanizing process emphasizing a harmony between meeting personal and organizational needs. Leadership from this perspective helps individuals understand human needs while recognizing shared experiences. Moreover, this approach to leadership

encourages leaders to be cognizant of the importance and dignity in work and workers to advance a common purpose (Cowan, 2007).

Bordas' Latino Leadership Model

Bordas' (2001) leadership model channels Latina/o's disparate histories, common values, and inherent diversity focused on humanistic values. Bordas identifies Three Dynamics of Latino Leadership: *Preparing Oneself (Personalismo), Weaving Connections (Tejiendo Lazos), and Developing Skills (Desarrollando Abilidades)*. The three dynamic are described in detail in the literature review of this study. The Bordas model encompasses a collective humanistic view on leading that is distinct from mainstream models of leadership that emphasize individual action. Bordas advances leadership by centering cultural values of leadership and oral tradition as a means of challenging historic marginalization and epistemological oppression of Latina/os. Analogous to the themes found in humanistic leadership literature, Bordas' principles urge leaders to be reflexive at all times while serving to empower others. Bordas references humanistic theories while describing how they are practically applied and present in the Latino community and its leaders.

<div align="center">Assumptions and Knowledge Claims</div>

In attempting to answer the study's research questions I must be clear about my epistemological orientation as I feel it is essential to understand my axiological considerations in choosing a research design as well as the conclusions I reach from my analyses. As a Latina/o scholar I engage with this study from an emancipatory approach because I am dedicated to research that empowers other Latina/o community college leaders by contributing research to the larger context of higher education. Specifically, in

light of the history, mission, and vision of community colleges the inequities related to the small number Latina/o leaders vis-à-vis Latina/o student enrollment, my research portends the urgent need for systemic changes in the composition of the leadership structures in U.S. community colleges.

As I conceived this dissertation I engaged in reflexive practices and collaborative processes with the members of the NCCHC Board of Directors. The genesis of this work stems from my experiences as a community college student and participant in the NCCHC leadership fellows in 2010. By making sense of these experiences I came to know a dedicated cohort of community college leaders focused on expanding the impact Latina/o leaders could have on their campuses around the country. My qualifying exam (Hernández, 2012) in partial fulfillment of this doctoral degree was a research study where NCCHC leadership fellows were invited to impact my research by participating in a series of *testimonios* (Pérez Huber, 2009). Through this collaborative storytelling process, the participants and I developed a collective consciousness where centering the stories of Latina/o leaders in community colleges became an urgent imperative. The experiences I gained in the qualifying exam project along with many personal encounters at national conferences encouraged me to dig deeper and challenge the dominant, race-neutral discourses embedded in AACCs *Competencies for Community College Leaders* that privilege normative White culture.

By engaging in this study I make no claims that my research will solve all problems plaguing Latina/o leaders in community colleges. I do, however, claim that the data provided by the participants, paired with thoughtful analysis, will work towards ameliorating the conditions that have long supported inequitable leadership structures in

our community colleges.

Summary

The main problem this study addressed is community colleges' passivity in addressing the homogeneity of their institutional leadership (León, 2005; Valverde, 2003). Given the significant lack of research on Latina/o perspectives in higher education leadership in general, and community college leadership in particular, this study will be useful for scholars and practitioners seeking a broader conceptualization of *who* the higher education community is preparing as leaders, but also *how* professional associations may play a significant role in these efforts.

As the United States grapples with its changing demographics, the growth of the Latina/o population will continue having a significant impact on politics, education, and other sectors of public life. The national and regional distribution of Latina/os found in the Census data will be revisited in Chapter Four of this study as a means of challenging the ubiquitous lumping together of Latina/os into one homogeneous entity. Latina/os' reach is extending beyond traditional enclaves and population centers with specific implications for community colleges whose mission is to serve their local communities. Chapter 2 will synthesize the extant literature while identifying the thematic categories related to Latina/o community college leaders. This review of the literature begins with a historical foundation of community colleges in the United States and concludes with a review of the educational leadership preparation programs specifically developed for Latina/os.

CHAPTER TWO. LITERATURE REVIEW

Introduction

The previous chapter framed the equity problem facing the leadership composition of U.S. community colleges as well as the purpose and rationale of the study. This chapter begins by reviewing the literature on the historical perspectives on community colleges and their leaders moving into a review of the research on the desired traits, skills, and competencies of today's community college leaders. The chapter continues by reviewing literature around the intersection of race and leadership to frame the following section on Latina/o leaders in higher education. The literature on professional organizations and educational leadership preparation programs is also reviewed, with an emphasis on programs developed for Latina/os. Finally, relevant literature on the study's conceptual framework is reviewed.

Historical Perspectives on Community Colleges and their Leaders

Community colleges have held a distinct, and often conflicting, position in the American landscape of higher education since their founding. Some scholars argue that community colleges as well positioned to counteract the United States' legacy of racism in educational structures (Cohen & Brawer, 2003; Vaughan, 2006). Cohen and Brawer and Vaughan each present the mission of community colleges as one that affords access to higher education for all members of the local communities they serve, thereby ameliorating race-based exclusion from full participation in higher education. These authors perspectives are contrasted by Brint and Karabel (1989), Dougherty (1994), and Beach (2011) who each provide critical perspectives in their analyses by suggesting that community colleges often serve to exacerbate the very same social issues they attempt to

improve by contributing to a stratified system of public education. Irrespective of the philosophical perspective one ascribes to, inequitable outcomes persist for many faculty, managerial staff, and students of color in community colleges (Brint & Karabel, 1989; Dougherty, 1994; Rendon & Nora, 1989).

Following the Second World War, the Higher Education for American Democracy by the President's Commission on Higher Education released a report popularly known as *The Truman Commission Report.* The Truman Commission Report recommended that at least 49% of the U.S. population complete at least two years of postsecondary education, doubling the nation's college-going rate by 1960 (Gilbert & Heller, 2010). One significant outcome of the Truman report was establishment of a national network of public community colleges that would serve residents of the local area. The colleges were to charge little or no tuition while offering comprehensive curricula with an emphasis on civic responsibilities (Cohen & Brawer, 2003). The Truman commission popularized the phrase "community college" causing hundreds of existing and new public two-year colleges to include community in their names (American Association of Community Colleges, 2009).

Community colleges came to exist as extensions of high schools, thus many secondary school principals and district superintendents were the first leaders of the fledgling junior college movement (Eddy, 2009; Koopke, 1978; Nevarez & Wood, 2009). Vaughan (2006) noted that over a quarter of community college presidents in the 1960s were former superintendents, which meant they were also predominantly male and White (Koopke, 1978). Chosen not for their commitment to community college missions and visions, rather for what was deemed effective educational leadership at the time, these early leaders helped expand junior colleges into today's community colleges (Brint &

Karabel, 1989). Quality teachers were promoted to administrative jobs much like today

(Koopke, 1978). Leadership preparation consisted of on-the-job training and short-term

workshops offered by universities or professional associations (Piland & Wolf, 2003).

Leadership preparation programs became more and more popular as community colleges

expanded making advanced degrees for leaders the norm rather than the exception

(Duvall, 2003).

A primary difference in the leadership and administration of universities compared

with community colleges is the minimum qualifications required (Valverde, 2003;

Weisman & Vaughan, 2007). Community college leadership positions usually require the

candidate to have completed a formal educational leadership or educational administration

graduate degree, often a doctorate (Freidel, 2010) while university leaders are typically

identified because of their strong scholarly reputation (Valverde, 2003). In a similar

context, Cooper and Pagotto (2003) argue that community college faculty members are

well suited to ascend into leadership roles, however they often lack the requisite leadership

education and credentials. Community colleges are constantly changing and the role of

leaders is usually in flux and necessarily more complex than in a baccalaureate granting

college or university (Wallin, 2010). The skills needed by emerging leaders are woven into

the fabric of today's complex and dynamic issues facing all of higher education.

<u>Desired Skills and Competencies of Community College Leaders</u>

The multiple constituencies and historic legacies of the modern community college

make leadership a contextual and complex construct. Some of the necessary competencies

are skill based, others are trait based, and others only come through experience and time

on the job (Eddy, 2010). Moriarty (1994) was a forerunner in developing a list of duties

community college presidents must be able to perform. Under the major headings of leadership, management, and personnel administration, Moriarty called for presidents to achieve the mission of the college, strive to accomplish the mission, manage staff and faculty, while contributing to the social and personal welfare of all. Vaughan and Weisman (1998) similarly outlined areas of focus for community college presidents; which included dispute mediation, acting as an educational leader, and serving as an institutional symbol. According to Ottenritter (2012), these precursors signaled a more formal way of identifying what was expected of community college leaders prompting the American Association of Community Colleges (AACC) to develop a formalized listing of skills and competencies.

In 2005, the board of directors of AACC approved a competency framework for community college leaders as well community college leadership preparation programs (American Association of Community Colleges, 2005). These leadership competencies were developed on the principles that leadership can be learned and that leadership is a lifelong developmental process. As part of the *Leading Forward* initiative, which addressed the impending leadership vacuum that could result from waves of retirements (Ottenritter, 2012). AACC's hoped provide emerging community college leaders a template of traits and skills that current leaders and scholars found important in high-level positions (Eddy, 2010). While the set of competencies is finite, AACC was weary of promoting a check-off list, but rather provide a starting point to identify community college leadership competencies while remaining flexible to change as needed (Ottenritter, 2012). This starting point and flexibility is important for this research since the competencies are

unconcerned about racial or gendered diversity in their current iteration (Wilson & Cox Brand, 2012).

As the nation's leading advocate for community colleges, AACC identified the national need for growing the numbers of community college leaders (Ottenritter, 2012; Shults, 2001). Approved by the AACC Board of Directors in April 2005, the *Competencies for Community College Leaders* framework included six competencies to "help emerging leaders chart their personal leadership development progress" (p. 2).

The AACC competencies assumed that leadership could be learned, many members of a community college can lead, leadership is a combination of management and vision, learning about leadership is a lifelong process, and the leadership could be addressed locally by Grow Your Own Leaders (GYOL) programs (AACC, 2005). AACC along with scholars such as Bechtel (2010), Eddy (2009), and Hassan (2008) have each offered illustrations of the competencies in practice. Table 2.1 provides a summary of their findings.

Table 2.1

AACC Leadership Competencies

Competency	Illustration
Organizational strategy	Makes data driven decisions for assessment and evaluation. Maintain and grow fiscal resources.
Resource management	Assumes entrepreneurial stance on external funding opportunities. Manages conflict for the benefit of the college
Communication	Confidently articulate mission and vision to internal and external constituents.
Collaboration	Embraces and employ diversity for the benefit of the college
Community college advocacy	Demonstrates passion for community colleges and supports lifelong learning.
Professionalism	Demonstrates transformational leadership by using influence and power to facilitate teaching and learning.

The illustrations of the competencies have led to numerous studies almost solely focused on community college presidents (Eddy, 2010; Hassan, 2008; McNair & Phelan, 2012). Eddy collected data from twelve community college presidents and a variety of campus leaders, totaling 75 interviews. She offers a useful theoretical tool in the form of a multidimensional model for leading change. The model intersects with AACCs desired competencies but begins taking a step forward by recognizing that emerging community college leaders are more diverse than ever before and are likely to possess wide array of cultural competencies. Hassan's doctoral dissertation sought to validate the competencies by administering a survey to presidents and trustees. In Hassan's study, participants were presidents from community colleges in New York and Florida and he compared and contrasted how they rated the importance of the competencies. McNair and Phelan conducted interviews with current community college presidents to understand what competencies are most valuable in their daily practice.

In a broader conceptualization of leadership, Nevarez and Wood (2010) frame community college leadership and administration from a broader scope. Their work on leadership urges readers to consider the value of leadership theory and how theories influence practice. They argue that experiential knowledge is a worthy component of the decision-making process, but overreliance on experience leads to limited approaches when dealing with the complex realities of community college leadership. Similarly, Wallin (2010) urges scholars to employ a variety of theoretical perspectives to understand community college leadership. She argues that since higher education and community colleges are changing so constantly, leadership models and theories have not kept pace in the literature. Wallin advances the concept of change leadership as a theoretical model

emerging leaders can use to make sense of their roles. Kezar and Carducci (2009) also see the role of leadership theory as a central facet of revolutionizing leadership development. By advancing a reflexive component of leadership development, Kezar and Carducci suggest leaders and those involved with leadership development programs to challenge traditional assumptions of leadership that have resulted in skill- and trait-based programs. By only focusing on skills and traits leaders have abandoned theories ending up with detached, value-free perspectives that ignore the context where leadership is enacted. Kezar and Carducci suggest the intersection of race and leadership as one component of revolutionizing leadership development.

<div align="center">Race and Leadership</div>

Race continues to be one of the most volatile and divisive issues in higher education in the United States (Altbach, Lomotey, & Rivers, 2002). Marable (1996) coined the phrase "fundamental fault line" when describing race relations in the U.S. in the 20th century, and since higher education is a microcosm of society; race relations in higher education must be continuously monitored. This volatility is manifest in many ways for leaders of color in higher education, from hiring and promotion decisions to imperatives such as affirmative action and diversity initiatives (Valverde, 2003) as well as serving as public leaders in the wake of extreme public policy meant to further marginalize their communities. Both León (2005) and Valverde (2003) noted the paradox that results when hiring Latina/o leaders in higher education since their appointments are often in response to some sort of public pressure or poor publicity. This public scrutiny is a reminder that community colleges and universities can ill afford to pretend to be ivory towers disconnected from the communities around them.

Education in the U.S. is deeply affected by local communities and seldom disconnected from societal issues impacting local communities (Altbach, Lomotey, & Rivers, 2002). To that point, Brooks (2012) noted that while the United States is increasingly diverse, most Blacks live in geographically concentrated areas, which create localized issues for educational leaders. Understanding how race influences educational leadership becomes central to Latina/o educational leaders and those concerned with learning more about Latina/o educational leaders. Nevarez and Wood (2009) found that five percent of community college presidents identify as Latina/o. Similarly, Brooks (2012) reported that 82% of school principals were White between 2003 and 2004.

With extreme under-representation of leaders of color in American schools, studies focusing on race provide rich contexts to study the human condition in relation to leadership (Brooks, 2012; Ospina & Foldy, 2009). Much of the literature on leadership and race focuses in recruitment and retention and not the actual preparation of leaders (McCurtis, Jackson, & O'Callaghan, 2009). In the literature reviewed, sources addressed how race affected a variety of perceptions and enactments of leadership, and how leaders come to know the social reality of race.

Early studies on the perceptions of race and leadership relied on quantitative designs that treated race as a variable to be isolated in order to explain the extent of its effect in dependent variables such as performance ratings or leadership ability. Bartol, Evans, and Smith (1978) conducted research on Black and White leaders in the workplace. They found that Black managers were more negatively rated than White managers. More recent studies have also found that non-White leaders are perceived more negatively (Sackett and DuBois, 1991). Vecchio and Bullis (2001) found that Hispanic supervisors

were rated less positively than non-Hispanics. Rosette, Leonardelli, and Phillips (2008) compared Black and White business leaders and found that Whites were more often attributed as having more leadership potential. Mixed methods and qualitative designs have served to complement these studies. MacKay and Etienne (2006) found that Black, Latina/o, and Native American leaders, very often women, feel significant obstacles in exercising their authority. However, they found it difficult to distinguish the effects of race and gender. Bell and Nkomo (2001) studied Black and White women managers and reported Black participants' incidents of both overt and covert racism. Méndez-Morse (2003) found that Latina school superintendents also felt that they were perceived as less capable because of their race and gender.

To understand how race plays a role in how leadership is enacted, the literature suggests a greater focus on the leader rather than the perceptions of followers (Ospina & Foldy, 2009). These studies view race as a more complex, fluid social identity negotiated and manifest by the leader. Dillard (1995) noted, "leadership is influenced and shaped by our own personal and social identity constructions and politics" (p. 558). In an ethnographic study of a high-minority high school, Brooks and Jean-Marie (2007) similarly found that racialized leadership subcultures conceived and enacted leadership in distinctly different manners. The Brooks and Jean-Marie study is particularly useful when attempting to understand Latina/o leaders because of their findings, which suggest educational leaders be informed about race relations within and between the racialized leadership subcultures in any given setting.

For leaders coming to know the social realities of race, specifically for Native Americans, Blacks, and Latina/os, a general theme in the literature is a capacity to morph

mechanisms of oppression into effective vehicles of social change (Alston, 2005). Dillard (1995) and Case (1997) each found that racialized leaders are keenly aware of the perceptions of others in a social system where race matters, which in turn enables them to transform ascribed deficits into strengths. This ebb and flow within cultures is why Bell's (1990) study found that leaders of color needed to be bi-culturally fluent as a means of leading in ways that resonate with their own racial group while connecting with the dominant ways of working in white-majority contexts. This bifurcation was described in Muller's (1998) study of Native American female leaders as living in two worlds. She focused mainly on Navajo women who rely on switching techniques to transition and balance between disparate worlds.

Rusch's (2004) study on faculty's perceptions on discourse about gender and race in educational leadership graduate programs used critical and feminist theories related to power, privilege, and fault lines. These theoretical frameworks allowed Rusch to conclude to that the primary hindrance to faculty participants learning anything about gender and race in schools was fear and lack of openness to the subjects. The Rusch study is particularly meaningful literature in the context of this study because it offers praxis oriented implications for anyone working with educational leaders which include moving beyond program rhetoric and experiencing the challenging practices of learning to enact equity. Similar to Rusch, Alemán (2009) utilized Critical Race Theory (CRT) to problematize the discourse and politics of education. Alemán argued that liberal ideology and Whiteness serve to reinforce the status quo by privileging leaders who use niceness, civility, and consensus building. Research by Alemán (2007), Haney-López (1998), and Parker & Villalpando (2007) detailed the tension between leaders when Latina/o teachers

and students have challenged the status quo of leading schools. These scholars all find that racial identities influence educational leadership practice. The following section reviews the literature specifically related to Latina/o educational leaders.

Latina/o Leaders in Higher Education

Latina/o leaders offer a decided shift from mainstream leadership theory and practice by relying on their cultural heritages and the extent of their life experiences (Alemán, 2009, Bordas, 2001; Haro, 1995; Ospina & Foldy, 2009). What was often viewed as a constraint to leadership has shifted and become a source of strength and influence to carry out leadership practices. For Latina/o leaders in higher education, race often not only shapes their socio-psychological makeup, but it is also a large part of the collective identity which leadership emerges and is enacted (Haro, 1990; 1995). The extant literature on Latina/o leaders in higher education is centered on college presidents and/or chief executives and is limited but is emerging (Haro & Lara, 2003; Ballesteros, 2008). According to de los Santos and Vega (2008) the earliest of these studies was Esquibel's (1977) dissertation of Chicano administrators in colleges and universities across five Southwestern states. Esquibel's study examined the factors that influenced hiring or appointment of Hispanic administrators and leaders and found that political networks and contacts along with pressure from the Chicano community for representative leadership each played important roles. Esquibel conducted a follow-up study 15 years later, which found professional development programs and workshops, an emphasis in cultural traditions, and advocates on search committees and governing boards influenced the hiring or appointment of Hispanic administrators and leaders (Esquibel, 1992).

Ruiz' (1990) study focused on the leadership behavior and the identification of special problems as perceived by Latino community college presidents. The study found family values, personal needs and values, and institutional values as having the greatest influence on the development of leadership philosophy and behavior of Latino community college presidents. Martinez (2005) suggests Latina/o leaders must do additional work on top of learning the traditional competencies to achieve upward career mobility, which Ruiz (1990) referred to as role conflicts within their professional identities and their social realities within their communities. Valverde (2003) confirms this by arguing that leaders of color often are identified as leaders not by their professional positions but by personal traits and characteristics that help them enact their community leadership.

In a mixed methods study examining the leadership development of 40 Latino/a community college presidents Mata (1997) found that serendipity, geographic mobility, Latino cultural consciousness, encouragement, and mentors facilitated the path to the presidency. Lack of perceived cultural capital, cultural barriers, and systemic barriers represented the challenges to the presidency. Culture and family life of Latina community college presidents is a common theme in the literature. Cipres (1999) study found that the study's participants were likely catholic, bilingual and bicultural, a first-generation college student, and if married, it was to a White male. The influence of family is predominant in Rodriguez' (2006) qualitative study of four Latina/o community college presidents. Rodriguez identified themes that aided the participants ascension to the presidency which included the positive influence of family, a sense of struggle and resiliency, quality mentoring, and a positive image of their race, ethnicity, and gender.

Haro's 2005 work sought to identify cases of discrimination experienced by sitting presidents. If the president had experienced discrimination, the focus became understanding the nature of the event: ethnic or gender. Haro found that all Latina/o presidents did in fact experience some form of bias while serving as president; he also recommended ways to heal the hurt left by the negative bias. The latest study by de los Santos and Vega (2008) found that from 2001 to 2006, Latino presidents, at any level in higher education, increased by only 12%. Similarly, 22 states had at least one institution of higher education where the president was Latina/o. This is quite a meaningful finding related to this study as Latina/os are now serving as leaders in regions of the United States where there has not been a major historical presence of Latinos. These regions include the Southeast and the Midwest as well as institutions not designated as Hispanic Serving Institutions (HSI). In relation to colleges and universities serving large Latina/o populations, Ballesteros (2008) lists 13 skill-based competencies and seven character traits essential for leaders to learn or develop. These range from interpersonal skills and foundational knowledge of interpreting research to being well traveled and socially responsible. Ballesteros calls for a change of discourse from disadvantaged to advantaged when referencing Latina/o leaders in higher education by urging leaders to embrace and seek out their personal histories, cultures, background, and linguistic capacity.

<u>Professional Associations and Leadership Development Programs</u>

In the context of higher education leadership, professional associations and leadership development programs continue playing a significant role (Hull & Keim, 2007; León, 2005; León & Nevarez, 2007; McCurtis, Jackson, & O'Callaghan, 2009). Latina/o leadership development can be understood by examining professional associations and

leadership development programs. This section reviews the literature on professional associations then transitions to discussing the leadership development programs that attempt to bridge major gaps in the educational access for Latina/o leaders in community college.

Hull and Keim (2007) surveyed incumbent community college presidents and found that many of them had participated in the Future Leaders Institute sponsored by the AACC. Their results indicated that 89% of the survey population believed leadership programs were valuable for participants. In their appendix, Hull and Keim list national programs sponsored by an assortment of institutions and associations such as AACCs Future Leaders Institute (FLI), Future Leaders Institute-Advanced (FLI -A), and NCCHCs Leadership Fellows Program. While the authors do identify the NCCHC Leadership Fellows Program, they misidentify the organization's webpage.

Whether it is nurturing innate traits or learning new leadership skills, there is not one unanimous goal or purpose for any sort of development program for higher education leadership (Valverde, 2003). Martinez and Valdez (2005) highlight the successes and strengths of the Hispanic Association of Colleges and Universities (HACU)-Kellogg Leadership Fellows Program (HKLFP). The HKLPF emphasized transformational leadership relevant to serving in HSIs while articulating the needs of Latina/o leaders across an institution, not only of presidents. Emphasizing a commitment to transformational leadership rather than on context-free, positional leadership is crucial since the pipeline of Latina/o leaders should be identified early in the career development process. Similarly, McCurtis, Jackson, and O'Callaghan (2009) found that when people of color successfully ascend to leadership roles, they very likely participated in leadership

development programs at some point in their careers.

Aalsburg Wiessner and González Sullivan (2007) examined the new learning that occurred in participants of the 2005 cohort of NCCHC Leadership Fellows Program. Although their curriculum was framed around the AACC competencies the authors found that fellows demonstrated new learning accentuated around personal reflection and future intentions as a professional and student. Reflecting on a leadership pathway and setting goals for educational attainment are important for any leadership preparation program and Aalsburg Wiessner and González Sullivan's findings suggest that participants in the NCCHC program are constructing the knowledge necessary to be aware of their career trajectory. Very much like the reflexive learning underscored by Aalsburg Wiessner and González Sullivan, León and Nevarez (2007) findings recommend an introspective approach to address the dearth of Latina/o administrators and leaders in higher education. León and Nevarez urge college and university presidents and governing boards to assume greater personal responsibility in identifying and developing Latina/o leaders.

Research on training initiatives and programs is developing momentum (Hull & Keim, 2007; León & Nevarez, 2007). Perhaps the most comprehensive work on leadership preparation for Latina/os in higher education is León's (2005) *Lessons in Leadership: Executive Leadership Preparation Programs for Advancing Diversity in Higher Education*. As editor of the volume, León does a fine job of weaving together the key issues facing all racially minoritized groups in the changing demography of the U.S. and the current state of higher education leadership. In the volume, León and Martinez (2005) describe the genesis of the HACU Latina/o Higher Education Leadership Institute (LHELI) which was driven by demographic conditions and severe underrepresentation of Latina/os as leaders in higher

education similar to those presented in Chapter One of this study.

<div align="center">Conceptual Framework</div>

The concepts of leadership intersected with race play out in higher education in complex ways that connote ideas ranging from the undervaluing of racialized individuals to hiring and appointments based on unearned entitlements and privileges (Valverde, 2003). To explain the concept of Latina/o leadership I elected to ground this study in Bordas' (2001) Latino Leadership Model. The model encompasses a collective, people-centered view that is distinct from mainstream models of leadership that emphasize individualism. Bordas' (2001) model can inform organizational leaders about leadership practices and cultural values prevalent within the Latina/o, Native American, and Black communities. Her Latina/o Leadership Model is analogous to the themes found in the frameworks of transformational leadership (Burns, 1978), servant leadership (Greenleaf, 2002), and spirituality in leadership literature (Fry, 2003). Bordas references these theories while describing how they are practically applied and innately present in the Latino community, themes similar to those identified in the literature on Latina/o leaders in higher education earlier in this chapter.

Bordas' conceptual framework is founded on humanistic leadership theory. A theme from the extant literature on higher education leadership is centered on leaders in service being committed to the identification and development of future leaders (AACC, 2005; Ballesteros, 2008; Davis, 2003; Haro, 1990; Kezar, 2009; León, 2005; Valverde, 2003). This next generation of leaders must recognize that traditional assumptions of leadership in higher education need to be continuously challenged (Kezar & Carducci, 2009). Bordas' humanistic Latino Leadership model (2001) is borne out of Latina/o history and tradition

of storytelling, while remaining congruous to the systemic challenges faced by today's Latina/o leaders. The following section will describe Bordas' model and the sub points used to guide this study.

Bordas' Latino Leadership Model

Bordas' (2001) leadership model channels Latina/o's disparate histories, common values, and inherent diversity focused on humanistic values. The Bordas model is an appropriate framework to guide this study because it explores Latina/os as a racial group while constructing a more complex image of what leadership looks like and the leadership traits deemed important by the Latina/o community. It is an essential model because it centers the bodies of knowledge that have been located on the periphery of mainstream leadership theorizing for too long. Bordas emphasizes the role of storytelling as a means of centering the voices and experiences of Latina/o leaders. Storytelling acknowledges how leadership is manifest in a variety of life experiences and by challenging dominant stories that promote stereotypes against the Latina/o community. Because culture and race informs leadership styles, Bordas argues that Latina/o leadership surfaces new approaches to knowing about leadership that can encourage leaders to tell renewed stories emphasizing a foundation of three dynamics. Bordas' model contains *Three Dynamics of Latino Leadership* each with distinct sub points:

- Personalismo—Preparing Oneself
    - Conciencia—Self-Awareness
    - Consistencia—Following Through
    - Compasion y Servicio—Compassion and Service
- Tejiendo Lazos—Weaving Connections

- o   Continuidad—Continuity

- o   Edificando la Comunidad—Building the Community

- o   Celebracion—Celebration

- Desarrollando Abilidades—Developing Skills

- o   Comunicacion—Communication

- o   Consenso—Fostering Consensus

- o   Cambio Social—Social Change

Personalismo--Preparing oneself. Current and aspiring Latina/o leaders must always seek ways to engage in individual preparation to serve others. Having personalismo means the leader embodies the characteristics that earn the respect of the lager community.

Tejiendo lazos--Weaving connections. Current and aspiring Latina/o leaders bring together diverse collectives as a means of strengthening the fabric of the community. Latina/os in the United States are often responsible for keeping cultural memories alive, usually linking past, present, and future. Latina/o leaders bridge generational gaps by empowering individuals to embrace a sense of community while understanding their roots and histories.

Desarollando abilidades--Developing skills. Current and aspiring Latina/o leaders enact an array of skills to be effective community builders. Given the economic challenges and social inequities faced by Latina/o communities in the United States, Latina/o leaders must be aware of how to engage in social change processes. Latina/o leaders often function as spokespersons and translators who ensure common interests are expressed in the mainstream. Lastly, Latina/o leaders develop the skills to serve as community scholars, reaching out and exchanging information with the people they serve.

Bordas' Latino leadership model encompasses a collective, people-centered view that is distinct from traditional individualistic models of leadership. Bordas' model offers a way of understanding leadership practices and cultural values prevalent in communities of color. Her model is analogous to the themes found in the frameworks of humanistic leadership literature (Bolman & Deal, 1995). Bordas' principles argue that if Latina/o leaders examine their heart, soul, and mind; they may practically apply the leadership characteristics innately present in the Latino community.

Summary

The literature reviewed for this study has shown that the historic mission and visions of community colleges has guided the development of desired leadership competencies. Moving past identifying success stories of individual leaders of color in leadership preparation programs, from the literature reviewed it is apparent that there is a specific focus on women leaders with some additional works on women of color. Given the overwhelming historical over-ignoring of women in leadership positions, the literature suggests this is a vitally important thread of research to continue. Similarly, leaders of color in higher education appear to be concentrated in community colleges and historically black colleges and universities. These two unique institutional types have missions, visions, and cultures that ultimately dictate the sort of leader recruited, hired, and retained. Leadership in community colleges is often framed a set of skills to learn and presented from the perspectives of presidents and chancellors. Leadership as a dynamic and non-positional trait-based construct remains an emerging body of literature this study seeks to contribute towards. Within this trait-based construct is the intersection of race and leadership. In attempting to understand what Latina/o leaders in community colleges

deem as important, Bordas' framework offers a tangible set of leadership characteristics

Latina/o leaders can utilize in their storytelling as a means of empowering others. The next

chapter will describe how the literature reviewed and Bordas' conceptual framework

impacted the survey instrument that was designed to collect data. Additionally, the

following chapter will discuss the research design, instrument pre-testing and validity, the

population and sample, as well as analytical methods of the study.

CHAPTER THREE. METHODOLOGY

Introduction

The purpose of this study was to examine how Latina/o community college leaders' demographics, career pathways, participation in leadership programs, and educational preparation related to their stated importance of humanistic leadership traits, understanding the spatial distribution of Latina/o leaders in U.S. community colleges will help inform what we know about the regional enclaves where Latina/os live and work.

As the literature suggests, a deeper understanding of Latina/o leaders is needed across all of higher education. More research is urgently needed on Latina/o leaders' demographic, educational, and professional profiles in community colleges given the lack of research in this institutional context (Nevarez & Wood, 2009). The large numbers of Latina/o students who enter higher education through community colleges enrollment necessitates a proportional increase in the numbers of Latina/o institutional leaders. As a means of increasing Latina/o leaders on community college campuses it is necessary to learn more about and understand those presently there.

The study draws from two quantitative research methods, survey design and Geographic Information Systems (GIS). To develop a wide perspective on Latina/o leaders, the National Community College Hispanic Council served as the target population of this study. Since little is known about the Latina/o leader in community colleges, a series of descriptive profiles of the study's participants were developed. The profiles consisted of noteworthy demographic and educational characteristics in order to know more about the target population. Descriptive profiles were also developed for members of the NCCHC Leadership Fellows Program who are a subset of the target population.

Understanding more about Latina/o leaders in community colleges involved testing participation in the NCCHC Leadership Fellows Program and the importance Bordas leadership characteristics. The chi-square test of statistical independence was used to test the likelihood estimates of the relationships of two dichotomous variables. ZIP codes were used to construct a GIS file that was subsequently analyzed to visualize the geographic distributions of NCCHC members. To this end and in light of a review of the literature and the purpose of this study, four research questions guided this dissertation:

1. What are the profiles of National Community College Hispanic Council members?

2. What are the profiles of National Community College Hispanic Council Leadership Fellows Program Participants?

3. Is there a statistical dependence between participation in the National Community College Hispanic Council Leadership Fellows Program and agreeing that Bordas' leadership characteristics are important?

4. What are the geographic distributions of members of the National Community College Hispanic Council?

<div align="center">Hypotheses and Rationale</div>

This section discusses the research questions' hypotheses and rationale.

RQ1: What are the profiles of National Community College Hispanic Council members?

Hypothesis 1: NCCHC members are likely very similar in terms of educational attainment and racial identity. I presume there will be a broad dispersion of age ranges, job titles, and participation rates in the NCCHC Leadership Fellows program.

Rationale 1.1: Since NCCHC is a national organization created to promote Latina/o leadership yet is accessible to anyone who pays membership dues (González Sullivan, 2012), the descriptive profiles will likely capture a wide range of characteristics.

RQ2: What are the profiles of National Community College Hispanic Council Leadership Fellows Program participants?

Hypothesis 2: I presume that participants of the NCCHC Leadership Fellows Program are likely to demonstrate higher rates of educational attainment and higher participation rates in mentor-protégé relationships than non-participants. There will likely be no difference in Leadership Fellows' job title/classifications as compared to non-participants given NCCHCs emphasis on middle managers.

Rationale 2.1: Research on leadership development program indicates that participants show a high likelihood of having completed a graduate degree (León & Nevarez, 2007) and are active in seeking mentors (Hernández, 2012). This research also suggests that Latina/o leaders in higher education use leadership development programs to mediate their career mobility. Since NCCHC is focusing on developing middle managers for higher-level positions, the participants' job titles and classifications are all likely to be similar.

RQ3: Is there a statistical dependence between participation in the National Community College Hispanic Council Leadership Fellows Program and agreeing that Bordas' leadership characteristics are important?

Hypothesis 3: There is no difference between the proportions of NCCHC Leadership Fellows who agree that leadership traits in the Bordas model are important for Latina/o

leaders in community college to possess, than the proportions of non-NCCHC Leadership Fellows.

Rationale 3.1: The Bordas model has not been applied to higher education leadership and research on NCCHC leadership fellows is limited to the participants' reflexive learning capacities (González Sullivan & Aalsburg Wiessner, 2010) and the leadership capitals enacted not recognized as necessary competencies (Hernández, 2012).

RQ4: What are the geographic distributions of members of the National Community College Hispanic Council?

Hypothesis 4: As the national landscape of Latina/o demographic continues to gradually shift I presume there will be a wide geographic distribution of members of NCCHC across the United States.

Rationale 4.1: Latina/os still predominantly reside in California, Texas, or Florida (Ennis, Rios-Vargas, & Albert, 2011), but demographers have found that many Latina/o subgroups are moving into historically White communities in the Midwest and South (Logan & Turner, 2013).

Rationale 4.2: NCCHC has renewed its efforts to recruit new members in emerging Latina/o population centers. I presume this national campaign has resulted some states in the Midwest and South having some, but not many, NCCHC members.

<u>Background and Context</u>

NCCHC's Executive Board unanimously endorsed the administration of the *Latina/o Community College Leadership Survey* (LCCLS) on September 22, 2012 in Long Beach, CA

during the organization's annual Leadership Symposium. An endorsement letter signed by NCCHC President Richard Duran was subsequently provided and was included in the materials submitted to Iowa State University's Institutional Review Board prior to the beginning of data collection. The letter is also included here as Appendix D. Iowa State University's Institutional Review Board (IRB) declared this project exempt from the requirements of the human subject protections regulations as described in the Code of Federal Regulations Title 45 Part 46 Section 101(b) on November 5, 2012.

With IRB approval secured, Kim Andosca, the NCCHC Executive Director, provided a comprehensive list of past and current NCCHC members' emails on November 27, 2012. This email listing comprised the sample frame; more on the members of final sampling frame will be discussed in the Data Collection Procedures section of this chapter. The LCCLS was made available online for respondents to complete from December 3 to 22, 2012.

<div align="center">Research Design</div>

This study uses a quantitative research design following the conventions of survey research with one qualitative analytic component. Specifically the survey research design intends to report the incidence, distribution, and relationships of variables in a non-experimental setting (Creswell, 2009). Latina/o community college leaders and NCCHC are each topics that deserve more attention from researchers and policymakers in higher education so this type of design allows me to address the purpose of this study by involving many participants to provide data. This is a non-experimental ex post facto study where I conducted analyses to examine the associations between the variables. The *Latina/o Community College Leaders Survey* is a cross-sectional instrument where data were

collected at one particular moment in time with the intent of making comparisons of subpopulations in the sample (Creswell, 2009; Fowler, 2009).

The research design for this study involved four analytic techniques to answer the research questions. Three techniques were used to answer the research questions individually, and a storytelling technique drawn from Bordas' conceptual framework was used for holistic analysis. The first technique addressed research question number one and two. This step consisted of performing univariate data analysis in order to develop descriptive profiles of the demographic, institutional, educational, and leadership characteristics of LCCLS participants as well as a subpopulation of leadership fellows. This analysis offered descriptors of the frequency and percent distributions of variables in the study. Each distribution was necessary to understand the respondents' descriptive profiles as well as to assess item nonresponse rates in the dataset.

The second technique was intended to address research question number three. I recoded the 36 survey items in Bordas' Three Dynamics of Latino Leadership from ordinal variables with four levels into nominal variables with two levels. The ordinal survey items asked participants to indicate whether they believed characteristics were important for Latina/o leaders to possess and were coded as *not at all important, unimportant, somewhat important,* and *extremely important.* If participants agreed the leadership characteristics were *not at all important* or *unimportant* they were recoded to *disagree.* Similarly, if participants agreed the leadership characteristics were *somewhat important* or *important* they were recoded to *agree.* I performed this recoding in order to test the statistical independence of participating in the fellows program and the subjective importance of Bordas' leadership characteristics. This method allows me to detect and describe

associations between pairs of nominal variables. Agresti and Finlay (2008) describe the chi-squared test of independence for determining whether two nominal variables are associated. I will follow their method of testing by residual analysis to describe the nature of the association between the variables, if one exists.

The third technique was performed to address research question number four. To uncover the geographic distribution of NCCHC members I needed to perform a spatial analysis using a Geographic Information System (GIS). The first step involved building a GIS data file using the ZIP codes provided by the LCCLS respondents. The ZIP codes served as georeferenced spatial data to match the location of the college where a respondent was employed. Each ZIP code was cross-tabulated with five survey items. These spatial analyses produced maps showing the geographic distributions of NCCHC members' gender, Leadership Fellows Program participation status, community college teaching, Hispanic and Latina/o primary identity, and job classifications or titles. According to Eastman, Fulk, Toledano, and Huthchinson (1993) a GIS data file can be used both as an analytical system and as a decision support system. Each system helps produce a better understanding of relationships with spatial phenomena which in turn contribute to decisions that may initiate some action to empower NCCHC to understand the spatial characteristics of Latina/o leaders in community colleges.

The final technique involved a qualitative method by examining the results of LCCLS holistically in order to make sense of the study's findings by storytelling. Bordas' (2001) model centers the experiences of Latina/o leaders by advancing the concept of storytelling as a form of reclaiming the social agency lost as a result of systemic marginalization. By engaging in the process of storytelling, Bordas argues that leaders begin to enact all three

dynamics of Latina/o leadership. The process of storytelling also traces its roots to critical legal studies (Delgado, 1989). In this realm, Delgado advocates for storytelling as a way to form bonds between marginalized groups whose voice and consciousness had been suppressed, therefore abnormalized and outside the boundaries of the mainstream. Bordas and Delgado each point out that dominant groups also tell stories to reinforce a reality in relation to the marginalized outgroups. These stories yield normative knowledge claims as a means of reinforcing the dominant group's superiority. Following Bordas' and Delgado's method of storytelling to challenge normative knowledge claims of community college leadership, the study's discussion and analysis discussed all four research questions by developing a Latina/o social narrative on leadership.

<div align="center">Data Source</div>

The *Latina/o Community College Leadership Survey* (LCCLS) served as the data collection instrument for this study. Surveys are well suited to describe trends or characteristics of a population (Creswell, 2009) while also being appropriate data collection instruments for research questions about subjective beliefs and behaviors (Newman & McNeil, 1998). In particular, LCCLS was developed by combined synthesis of the research literature on community college leadership, leadership in higher education, the intersection of race and leadership, and Bordas' conceptual framework.

Conversations with senior leaders revealed that LCCLS is the first survey to be administered to members of the National Community College Hispanic Council (González Sullivan, 2012). Items on the survey were included as a result of in-depth reviews of past and existing survey instruments used to study a wide range of stakeholders in U.S. higher education. The types of measures used to produce data were predominantly ordinal scales.

Respondents were asked how important certain qualities and traits are for Latina/o leaders to posses, which meant they were describing their behavior in nonnumerical terms such as extremely important, somewhat important, etcetera. Following convention, respondents provide ordinal data to closed, subjective state questions.

Instrument Design

The 65-item survey instrument was organized in five sections: 1) Bordas' Latina/o Leadership model (36 items); 2) Professional Characteristics (13 items); 3) Educational Characteristics (4 items); 4) Institutional and Spatial Characteristics (7 items); 5) Demographic Characteristics (5 items).

Bordas' Latina/o Leadership Model

This section of the LCCLS was designed to address research question number three. The section intended to measure participants' subjective states of the extent to which they believed certain qualities Latina/o leaders should possess. Three subsections each related to one of the three dynamics in Bordas' model: individual preparation, weaving connections, and developing skills. Survey items were developed to cover the components of Bordas (2001) Latina/o Leadership Model. Each section of the LCCLS contained 12 questions measuring ordinal responses in nonnumerical terms using the four-point likert type scale *not at all important, unimportant, somewhat important,* and *extremely important*. Ordinal scales were used to engage participants, which according to Fowler (2009) offers more choices in selecting the importance of a survey items. In each of the three subsections responses were recoded into nominal *disagree* and *agree* variables in order to build contingency tables to conduct chi-squared tests of independence to determine association with the Bordas' variables (Agresti and Finlay, 2008).

Professional Characteristics

This section of the survey covered predominant themes in the community college leadership literature (Amey, 2004; Eddy, 2010; Nevarez & Wood, 2010). Participants were asked about their participation in the NCCHC leadership fellows program (Hernández, 2012), programs sponsored by other organizations (Hull & Keim, 2007), and their participation in mentor/protégé relationships (Laden, 1996). The items in this section were intended to gather data to understand participants' behaviors related to professional associations and leadership preparation. The final items in this section sought information regarding the participants teaching experiences in community colleges as well as the ranking of reasons to pursue a career in community college leadership (Cooper & Pagotto, 2003).

Educational Characteristics

The educational characteristics section of the LCCLS corresponded the literature on the educational background of community college leaders (e.g., Eddy, 2010; Koopke, 1978). The items in this section asked participants if they had attended a community college as well as the highest degrees they have earned. The major field of the highest degree related to research on early community college leaders that found a majority of them came from the K-12 education sector (e.g., Brint & Karabel, 1978; Cohen & Brawer, 2003; Koopke, 1978).

Institutional and Spatial Characteristics

The seven items in this section of the survey were related to the development of a spatial analysis of the sample frame to address research question number four. Demographic studies have accurately predicted the rapid growth of the Latina/o

population in the United States (e.g., Chapa & De La Rosa, 2004; Ennis, Rios Vargas, &

Albert, 2011). Items in this section asked about participants' institutional characteristics

related to their college's federal designation as a Hispanic Serving Institution (Mercer &

Stedman, 2008). Participants were also asked to provide their college's ZIP code as a

georeferencing characteristic to build a Geographic Information System (GIS) data file

(Eastman, Fulk, Toledano, & Hutchinson, 1993). Information about this procedure is

included in a forthcoming section in this chapter detailing the GIS procedures and spatial

analyses conducted.

Demographic Characteristics

This section of the LCCLS collected data about participants' gender, age range, and

racial identities. The items in this section were included to uncover the diversity within

NCCHC as way of challenging the dominant discourse of the community college leadership

competencies (AACC, 2013). This information was subsequently cross-tabulated with the

ZIP code data to produce a series of cartographic displays and to perform the related

analyses.

<div align="center">Pilot-testing and Instrument Validity</div>

Self-administered surveys such as LCCLS require pilot-testing more often than

interview-administered surveys since in the latter; the interviewer may solve problems not

anticipated by a researcher during the design phase (Fowler, 2009). Pilot-testing a cross-

sectional survey instrument like LCCLS is challenging due to problems of comprehension

and difficulties answering certain questions. According to survey researchers two good

outcomes of pilot-testing a survey are finding out how long the instrument takes to

complete and possibly reducing measurement error. Lengthy surveys become susceptible

to missing data and abandonment resulting in high variances in the data collected (e.g., Groves, et al., 2009; Fowler, 2009; Tourangeau, Rips, & Rasinski, 2000).

To ensure LCCLS could be completed in a reasonable amount of time and produce adequate estimates of the sample, a pilot-test was administered. I identified a national panel of experts in community college leadership who each agreed to complete the pilot-test administration of the LCCLS. In all, 27 individuals completed the pilot-test to identify design problems in the instrument and to find the mean completion time. Aside from identifying problems and time of completion, this pilot-test ensured participants could log in to the secure website and access the survey. For this pilot-testing procedure I identified individuals similar to the participants who would eventually complete the survey. Like the sample frame, all who completed the pilot-test were higher education administrators or researchers and 90% identified as Latina/o.

As a result of this pilot-testing procedure I was able to recognize that question 11 *"Where 1 (one) is the most important and 6 (six) is the least important, rank how important each of the following reasons were for you in pursuing a career in community college leadership"* was in a problematic format. The original design used a slider for the participant to move on a continuum from one to six. Twenty-one members of the pilot sample indicated they found the formatting of the question difficult to understand. This signaled that the question was unreliable and needed to be revised. I changed the slider on a continuum to ordinal radio buttons where participants could click their selection. The mean completion time during the pre-test was 14 minutes with a maximum completion time of 31 minutes and a minimum completion time of seven minutes.

Items in the LCCLS were designed to measure subjective states such as attitudes, opinions, and feelings. When participants are asked subjective questions there is no objective way of validating the answers (Groves, et al., 2009; Fowler, 2009). According to Fowler (2009) there is no truly independent direct measure possible, thus the meaning of item responses must be inferred from patterns of association. Since only the respondent has access to his or her attitudes, opinions, and feelings, the validity of the summary statistics of the LCCLS will only be assessed by their correlations with other answers by the same participant.

<center>Population and Sample</center>

Cross-sectional surveys help describe and make statistical inferences about a well-defined target population (Creswell, 2009; Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2009). Surveys are particularly useful when observing a population is impractical or impossible (Lohr, 2009). This research aims to describe and make inferences on members of the National Community College Hispanic Council—Latina/o leaders in community colleges. Groves, et al. (2009) and Lohr (2009) refer to the individual units of a population as elements, with their totality comprising the target population. So following this definition I may refer to the participants of LCCLS as elements in the population.

Lohr (2009) identifies three aspects that are desirable in a target population: 1) they are finite in size and can theoretically be counted, 2) they exist within a current, specified time frame, and 3) they are theoretically observable and can be accessed. NCCHC organizational membership figures fluctuate between 450 and 500 in any given year; a listing of these individuals was made accessible to me therefore fitting Lohr's recommendations for a desirable and reasonable sized target population. These three

aspects are helpful in achieving a clearer interpretation and understanding of the statistics generated by the respondents as well as future iterations of the LCCLS.

At the most fundamental level, a sampling frame consists of a list of population elements. Some sample frames are not readily available, while some sample frames such as professional organization's membership lists are accessible (Groves, et al., 2009, p. 70). Lohr (2009) argues that survey studies should adhere to some sampling procedure when sampling frames are not readily available. To determine a sampling frame, elements in the population were identified by having access to the list of all past and present members of NCCHC by the organization's executive director. Because the email listing provided by NCCHC represented a census of individuals in the population to be studied, following Lohr's recommendations no sampling procedure was necessary.

For the purposes of this study it was not practical to obtain a truly random sample of all Latina/o leaders in community colleges in the United States. Given the obvious logistical and political challenges, the sampling frame for this study was a census listing of current and past NCCHC members. According to Groves, et al. (2009), however, taking a complete census does not necessarily reduce error. Lohr (2009) informs researchers using a census that the most common causes of error in a survey are undercoverage and nonresponse. The following section will address the limitations of the sample.

<u>Limitations of the Sample</u>

As with any survey, the available census listing may partially miss the target population if individual NCCHC members do not or cannot appear in the sampling frame. However, in this study there exists at least one individual who no longer wants to remain affiliated with NCCHC. This type of selection bias is called undercoverage and it threatens

to produce nonobservation errors in survey statistics from not including portions of the target population using the sampling frame (Groves, et al., 2009; Lohr, 2009). Groves, et al. (2009) specifically identify professional organizations as having populations that are highly dynamic. NCCHC members work in higher education and are prone to mobility in a national job market (Rhoades, Kiyama, McCormick, & Quiroz, 2008). Since LCCLS is the first survey administered to NCCHC members, it is likely that the frame population database of members had not regularly updated.

To address undercoverage the study utilized the half-open interval technique as suggested by Groves, et al. (2009). Groves and his colleagues define the half-open interval technique as a process of repairing a sampling frame by finding missing units. The census listing provided by the NCCHC executive director included 27 blank entries for members' emails. To fill in the information an Internet search of the individuals' names and the term "community college" was used. This step resulted in 20 individuals being included in the sampling frame. Email contact information could not be found for seven individuals therefore they were deemed ineligible. Other limitations of the sample are related to technological problems. Since this study used an online survey management program, data collection was limited to individuals with Internet access and who log in to their email accounts regularly.

<div align="center">Data Collection</div>

Items on the LCCLS were programmed for online administration using Qualtrics, a secure web-based survey platform licensed through the School of Education at Iowa State University. Qualtrics' platform sent an introductory email to 475 individuals in the sampling frame. This email provided a brief introduction and overview of the study while

inviting each member of the sampling frame to begin the survey by clicking on a unique web link.

To ensure the integrity of the survey and its results, Qualtrics assigned unique identifiers to each element in the sample, with both the survey and the response data stored on Qualtrics' secure server. These assigned identifiers would be embedded in a unique survey link so each element in the sample could simply click on the link provided in the email notification to access and complete LCCLS.

The original email listing provided by the NCCHC executive director consisted of 482 individuals with 27 having blank email fields. As described earlier, the half-open interval technique resulted in 20 previously blank emails being filled in. Because survey notifications would be sent only by email the seven elements whose email fields remained blank were removed from the sampling frame. Therefore, the final sampling frame consisted of 475 community college leaders who are current or past NCCHC members.

Administration of the LCCLS began after the Thanksgiving holiday. The first email notification was sent on December 3, 2012, with subsequent reminders sent on December 10 and 17. Surveys were completed from December 3 to 22, 2012. Data were cleaned and compiled in an Excel file. A coding manual was developed that identified variable names and response codes for the survey.

<u>Response Rate</u>

Of the 475 community college leaders in the final sample, at least partial responses were received from 166 individuals of which 133 identified as Hispanic, Latina/o, or some other Hispanic/Latina/o identity (i.e. Chicano). Each survey item was answered by at least

95 percent of the sample. Table 3.1 provides a summary of the final response rate based on

166 submitted surveys from an eligible sample of 475.

Table 3.1

LCCLS: Eligible sample and response rate

	Cases
Sample	482
Not Eligible	7
Eligible Sample	475
No Response/Refused	302
Submitted Surveys	166
Submitted surveys by Hispanic or Latina/o Individuals	133
Response Rate	34.9%

Item Non-response

Almost every survey has items that fail to collect data from all elements in the

sample frame and, as described in the Limitations of the Sample section of this chapter,

every sample frame has the potential limitation of undercoverage. The primary concern

prior to data analysis was the extent to which those not responding or who never had a

chance to participate differed from those who did respond (Groves et al., 2009; Fowler,

2009). Rates of item non-response in the LCCLS were all less than five percent, which

according to Fowler (2009) is indicative of a well-designed survey instrument and a

properly identified sampling frame. This low item non-response rate significantly reduces

the likelihood of having distorted estimates. In the analyses I report statistics based only on

those individuals answering an item, and given the low item non-response rates the results

assume the answers of non-respondents are the same as those who in fact did respond

(Fowler, 2009; Tourangeau, Rips, & Rasinski, 2000). I elected to not conduct an imputation

processes since the non-response rates were low and fit within Fowler's guidelines for a properly identified sampling frame. Imputation, in the case of the LCCLS, would not have much effect on the analytic results (Groves et al., 2009; Fowler, 2009).

<div align="center">Analysis</div>

Quantitative analyses were performed in two phases. First, univariate descriptive analyses were performed to develop a range of descriptive profiles across the variables. These descriptive profiles were developed to better understand the background characteristics and differences among NCCHC members. A cross-tabulation of participation in the NCCHC fellows program with the recoded Bordas model survey items was developed to perform the chi-squared tests of independence. The final analyses performed were multilayered since they involved exporting variables in to a GIS data file to answer the corresponding research question related to geographic distributions.

Descriptive and Ex post facto Analyses

To provide summary descriptive statistics I relied on the Statistical Package for the Social Sciences (SPSS) Version 21. This analytical phase was comprised of examining the foundational characteristics of the sampled population. A series of profiles of individual variables set the foundation to understand the elements in the sample and the NCCHC Leadership Fellows Program participants as a subset of the population.

Descriptive statistics provide summaries of answers provided by the respondents. Ex post facto research consists of analyses where groups are formed such that I had no control in the formation of these groups (Groves et al., 2009; Newman & McNeil, 1998). For example, findings on gender or on participation in the NCCHC fellows program are based on groups I could not manipulate since membership in each group relied on participants'

self selection. Being clear and apparent with my intent of producing descriptive statistics and ex post facto methods is important to clarify since without control of the independent variables this study cannot make any sort of causal inferences.

Chi-squared Tests for Nominal Variables

Nominal, or categorical, data use different codes to refer to different categories that bear no mathematical relation to each other. In nominal variables there is no inherent order in the categories. The dichotomous nominal variables analyzed participation in the NCCHC Leadership Fellows Program (0=no, 1=yes) and the 36 items in LCCLS related to the three dynamics of leadership in the Bordas model, which were recoded into a nominal scale (0=disagree, 1=agree) from an ordinal scale (0=not at all important, 1= unimportant, 2=somewhat important, 3=extremely important).

The chi-squared test of independence applies to nominal data rather than data from continuously measured variables. A chi-square test of independence is not a measure of the degree of a relationship; rather it is used to provide likelihood estimates that some factor other than chance accounts for the apparent relationship. In performing these tests the null hypothesis states that participation in the NCCHC fellows program and agreeing that leadership traits in the Bordas model are important for Latina/o leaders are independent. That is, the test evaluates the probability that the observed relationships result from chance (Agresti & Finlay, 2008). To be clear, a finding of a statistically significant chi-square value does not indicate a causal relationship exists. A statistically significant chi-square value signals that the variables are probably not independent, they tend to be systematically related, and that their relationship transcends random chance or sampling

error. Similarly, a non-statistically significant chi-square value signals the variables are

probably independent and that they tend to not be related.

Geographic Information Systems: Spatial Analyses

I performed spatial analyses using ArcGIS 10.1 software in consultation with the

Iowa State University Geographic Information System Support and Research Facility. GIS

analysis displays patterns, relationships, and trends data that otherwise may be obscured

(Eastman, et al., 1993). The ZIP code of the participant's place of employment provided the

georeferencing needed to construct a usable GIS data file. This method of analyses offers

unique visualizations not possible using traditional statistical tests and procedures which

may ultimately impact decision making patterns for concerned stakeholders invested in the

development of Latina/o community college leaders. These visualizations impact my

informed perspective on leadership in community colleges by considering space and place.

Gildersleeve and Kuntz (2011) suggest that as researchers move from the temporal to the

spatial they achieve more "layered, dynamic, and nuanced investigations that move

towards representations of meaning making" (p. 15). Since LCCLS is a temporal, cross-

sectional instrument, this spatial method that produced a cartographic display system

(Eastman, et al., 1993) transformed the collected data to map outputs as a means of

enriching my analyses and meaning making on Latina/o leaders in community colleges in

the U.S.

In this study the concept of space is constrained to the material, physical location of

a college where a respondent is employed. The concept of space and geography is

important to this research because, as noted in the previous chapter, early studies on

Latina/o leaders in community colleges also focused physical, geographic locations.

Esquibel (1977) examined leaders in five southwestern U.S. states and while Mata (1997) found that leaders' upward career mobility was mediated by geographic moves. This physical representation of Latina/o leaders' location is the impetus for these analyses. Following Gildersleeve and Kuntz' (2011) assumption, space contributes to meaning making while being a catalyst in the production of social power as well as power relationships. So, for example, the following presents a series of "cartographic displays" (Eastman, et al., 1993, p. 5) representing LCCLS data. These cartographic displays offer a material visual representation of where NCCHC members work. This visualization provides a relational perspective between individuals and regions of the U.S. where Latina/os embody social life.

Summary

The purpose of this study was to examine how Latina/o community college leaders' demographics, career pathways, participation in leadership programs, and educational preparation relate to their stated importance of Bordas' humanistic leadership traits. I also wanted to advance a deeper understanding of the spatial distribution of Latina/o leaders in to able to challenge normative knowledge claims about what leadership looks like in U.S. community colleges. This will help inform what we think we know about the regional enclaves where Latina/os live and work.

The well-defined population and sample frame was composed of individual members of NCCHC. The NCCHC Executive Board endorsed this study and provided a listing of members' names and emails. This listing is finite, is bounded by time, and is observable making it a desirable target population to generate interpretable summary statistics.

The limitation of undercoverage is found in all surveys and is worth noting in this study. The half-open interval technique attempted to minimize the impact of undercoverage as much as possible and this study is a significant contribution to studies on community college leadership. Another component of the limitations of this study comes from the challenge in applying a business oriented leadership model not traditionally used with quantitative research. Therefore, operationalized variables from the leadership dynamics in the Bordas model may not be uniquely community college related.

By designing, pre-testing, and administering an original survey instrument the study can provide descriptive profiles of Latina/o leaders in community colleges. A review of the literature suggests this is the first survey instrument designed with Latina/o community college leaders as a target population. The Bordas model provided the theoretical foundation that guided the items in the LCCLS to measure participants' subjective states of the extent to which they agreed certain traits are important for Latina/o leaders in community colleges. The data source also provided georeferencing information coded to provide cartographic displays of the elements in the sample as well as cross-tabulations of groups formed ex post facto. The following chapter presents results and analyses of the LCCLS data beginning with a demographic summary of all respondents and of NCCHC leadership fellows. The analyses conclude with a series of maps and related discussion.

CHAPTER FOUR: RESULTS AND ANALYSES

<u>Introduction</u>

This chapter provides results from the statistical and spatial analyses. The study was guided by four research questions.

1. What are the profiles of National Community College Hispanic Council members?

2. What are the profiles of National Community College Hispanic Council Leadership Fellows Program Participants?

3. Is there a statistical dependence between participation in the National Community College Hispanic Council Leadership Fellows Program and agreeing that Bordas' leadership characteristics are important?

4. What are the geographic distributions of members of the National Community College Hispanic Council?

To answer the research questions one and two a series of descriptive profiles to understand the study's participants were developed. The demographic profile provided information on gender, age, and racial identity. The profiles continue with descriptors of participants' educational, professional, institutional, and leadership development characteristics. Each of these profiles includes results and analyses in light of the Bordas (2001) Latino Leadership Model.

Analysis of survey data of the 58 respondents who participated in the NCCHC Leadership Fellows Program answered research question number two. Four profiles were developed to address this research question. The leadership development profile was excluded for the leadership fellows since the study was concerned with the specific leadership development occurring in the NCCHC program.

Two-group independent-samples chi-square tests with dichotomous response variables to were performed to answer research question number three. The results described the statistical relationship between participation in the NCCHC Leadership Fellows Program and agreement of whether leadership characteristics in the Bordas model are important for Latina/o leaders in community colleges to possess.

The georeferenced ZIP code data resulted in five cartographic visualizations of the geographic distribution NCCHC members. Each covers components of the profiles of Latina/o leaders that were developed to answer research questions one and two.

<u>Profiles of the National Community College Hispanic Council</u>

The results addressing research question number one are presented in the following profiles.

Demographic Profile

Existing research suggests that leadership in higher education is a male dominated domain, however results of this study indicate there are more female than male members in NCCHC. One hundred sixty one respondents indicated a gender identity, 55% female (n=89) and 45% male (n=72). Since the study's sample frame was composed of professional organization members I expected a majority of the sampled population to be over the age of 30. Educational attainment statistics suggest this age is an appropriate estimate for individuals to have completed the requisite graduate degrees for leadership in higher education (Ryan & Siebens, 2012). My hypothesis was off the mark as a majority of the sampled population were in fact 40 years or older. Of the 161 respondents, 75% (n=122) were over the age of forty.

As hypothesized, a large proportion of respondents did identify as either Hispanic or Latina/o. Although NCCHC is open to anyone and everyone it is very likely to attract more members who identify as Hispanic or Latina/o than with other racial groups. The LCCLS asked a two-stage question where the sampled population could indicate whether they identified as Hispanic or Latina/o. If they selected *yes* the survey program directed participants to choose their primary identity: *Hispanic*, *Latina/o*, or *Some other identity, please state*. If they selected *no* the survey directed participants to choose from five racial categories: *Asian, Asian Pacific Islander, or Native Hawaiian; Black or African American; Multiracial; Native American; White*. Overall, 157 individuals provided responses to this survey item with 82% (n=133) identifying as some Hispanic or Latina/o identity. Table 4.1 provides a complete demographic profile of LCCLC respondents' gender, age, and racial identity.

Table 4.1

Demographic profile of LCCLS respondents

Variable	Total	Percent
Gender (n=161)		
Female	89	55.3
Male	72	44.7
Current Age (n = 163)		
29 and under	5	3.1
30-39	36	22.1
40-49	53	32.5
50-59	39	23.9
60 and over	30	18.4
Racial Identity (n=157)		
Hispanic	48	30.6
Latina/o	61	38.9
Other Hispanic or Latina/o	24	15.3
Asian Pacific Islander	1	0.6
Black	2	1.3

Table 4.1 (continued)

Multiracial	1	0.6
Native American	1	0.6
White	19	12.1

The dispersion of racial identities within the broader Hispanic/Latina/o group gets to the heart of the within group diversity of Latina/os in the United States. These results provide the evidence of the need Bordas describes an urgent need to challenge the idea that Latina/os are one homogeneous entity. From a Bordas perspective, this within group diversity is the rationale to justify intragroup group dialogues, or storytelling, within the Latina/o population.

The Office of Management and Budget (OMB) technically identifies Latina/os in the U.S. as Hispanics, this categorization is part of the decennial census (Ennis, Rios-Vargas, & Albert, 2011). The within group identities of respondents of this survey reflect the similar variation seen in the 2010 census data. Hispanics and Latina/os in the U.S. are most likely to be of Mexican, Puerto Rican, or Cuban origins (Chapa & De La Rosa, 2004; Ennis, Rios-Vargas, & Albert, 2011; León, 2003; Logan & Turner, 2013). There were 133 respondents who identified as Hispanic, Latina/o, or some other identity they provided. From this group, 18% (n=24) identified as Hispanic or Latina/o but selected the *other* option for their primary identity. An open-ended response box allowed these 24 respondents to enter text to state their primary identity. Responses ranged from Chicana/o to national origins such as Cuban and Puerto Rican. Figure 4.1 provides a visualization of the 133 respondents who elected some form of Hispanic or Latina/o identity. In the spatial analysis section of this chapter I discuss the regional variations of identity within the Latina/o community in the U.S (see Figure 4.5 and Table 4.11).

Figure 4.1

Primary identities within Hispanic or Latina/o group (n=133)
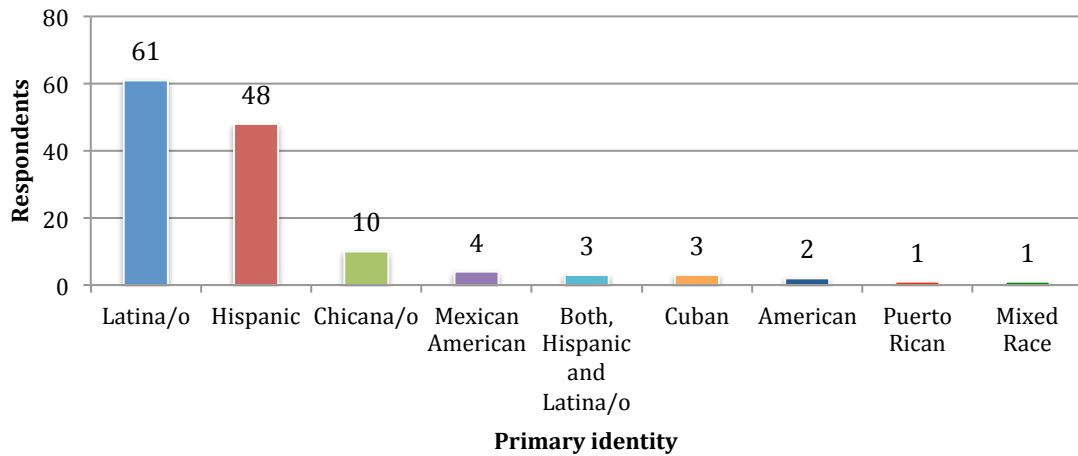
Educational Profile

The educational profile of NCCHC member indicates many had attended a community college along their educational pathway while going on to attain a high level of formal education. Table 4.2 provides a profile of community college attendance, the highest degree completed, as well as the degree field of the highest degree. Every participant provided a response when asked if they had attended a community college along their educational pathway and in all 61% (n=102) indicated having done so. This result is meaningful in light of the *Digest of Educational Statistics* data I reported in Chapter One of this study. There I discussed the very high numbers of Latina/o students who enroll in community colleges. In light of these results that suggest today's Latina/o leaders in community colleges also attended those same institutional types, the advocacy component in the weaving connections dynamic of Bordas model certainly challenges the notion that community college students are not likely to pursue graduate degrees upon completion of a baccalaureate degree (Beach, 2011; Brint & Karabel, 1989).

Table 4.2

Educational profile of LCCLS respondents

Variable	Total	Percent
Attended Community College (n=166)		
No	64	38.6
Yes	102	61.4
Highest Degree Completed (n=163)		
Bachelor's	11	6.7
Master's	76	46.6
Ed.D.	35	21.5
Ph.D.	39	23.9
J.D.	2	1.2
Major Field of Study in Highest Degree Earned (n=163)		
Higher education leadership/administration with Community college emphasis	39	23.9
Higher education leadership/administration with other emphasis	31	19
K-12 leadership/administration	6	3.7
Other educational field	42	25.8
Non-educational field	45	27.6

According to Bordas (2001), working in a community college is certainly a form of weaving connections. In an earlier study of NCCHC fellows Hernández (2012) found that a primary motivation of remaining employed in a community college had a lot to do with the participants' own college attendance patterns. In this study participants indicated high proportions of having previously attended a community college, 65% (n=87). Of the 102 participants in this study who indicated having attended a community college along their educational pathway 85% of them are Hispanic or Latina/o.

A very large proportion of participants also indicated having completed a graduate degree, 93% (n=152). This result suggests that NCCHC members are a highly educated group well positioned for upward career mobility, or what the Bordas model refers to as

individual preparation, or preparing oneself for service and leadership. Even more evidence of the individual preparation outlined in the Bordas model comes from the additional dedication NCCHC members have invested to earn a terminal degree. Overall, 47% (n=76) of the sampled population reported having earned an Ed.D., Ph.D., or J.D. as their highest degree completed. Numerous researchers have concluded that a doctoral degree is a requisite for leaders in service to advance in the community college career pathway (Eddy, 2010; León, 2005; Romano, Townsend, Mamiseishvili, 2009) or for aspiring community college leaders (Shults, 2001; Hull & Keim, 2007; Turner, 2007).

Another important result from the educational profile is the respondents' major field of their highest degree completed. Two figures stand out here. First, a very small number of respondents' educational preparation is in K-12 leadership or administration, which is contrary to Koopke's (1978) research on higher education leaders. This result suggests that community college leaders are now earning graduate degrees in programs whose curriculum is focused on higher education and community college topics. Second, while many community college leaders are earning graduate degrees in specialized educational leadership programs of study, over a quarter or respondents in this study earned their highest degrees in non-educational majors. The most common areas were traditional academic disciplines such as mathematics or English, which are the degrees required for the 13% of respondents who are faculty members. This also indicates the differences in self-identification for community college leaders who likely do not identify as faculty.

The strong presence of graduate degree completion within the educational profile of the sampled population directly challenges predominant views which often suggest that

the lack of diversity in community college leadership structures is due a lack of a talent pool from which to draw from (León, 2003, 2005; Valverde, 2003). Ryan and Siebens' (2012) analysis of the 2009 American Community Survey found that only 2.7% and 0.4% of Hispanics had completed a master's degree or a doctorate, respectively. The results of the present study also run contrary to Ryan and Siebens' analyses whose implications suggest stunted career and professional outlooks as well as lower lifetime income earning potential.

Professional Profile

Evidence of weaving connections is found with 70% of the respondents indicating they have Latina/o protégés in community colleges. The results of the educational profile in the previous section indicate that Latina/o leaders in community colleges have invested significant time and effort on individual preparation as defined by the Bordas model. Higher levels of education open pathways for new professional roles and a series of items in the LCCLS provided the data necessary to construct a professional profile of the sampled population. Table 4.3 illustrates the distributions of the respondents' current job titles or classification as well as information about participation in mentor/protégé relationships.

In these results participants enacted all three of Bordas' dynamics in the leadership model, preparing oneself, weaving connections, and developing skills. With roughly 22% of the participants having Director-level positions and another 27.5% as Deans or Vice Presidents, a considerable investment in the three dynamics is apparent. Bordas' perspective on preparing oneself for leading is in contrast to the mainstream notions of self-determination and the bootstrap cliché. Similarly, Latina/o leaders engage in personal and professional development as a means of weaving the connections necessary to help

along the next generation of leaders, not just for individual accolades and personal

gratification (Bordas, 2001; Valverde, 2003).

Table 4.3

Professional profile of LCCLS respondents

Variable	Total	Percent
Job Title or Classification (n=160)		
Advisor/Counselor	20	12.5
Director	36	22.5
Faculty member	21	13.1
Department/Division Chair	4	2.5
Dean	28	17.5
Vice President	16	10.0
Provost or CAO	3	1.9
President	12	7.5
Chancellor	3	1.9
Other job title or classification	17	10.6
Years in current position (n=160)		
Mean	6.27 years	--
Has been a community college instructor (n=163)		
No	58	35.5
Yes, as a full time instructor	43	26.4
Yes, as a part time instructor	26	16.0
Yes, as an adjunct instructor	36	22.1
Currently in a mentor/protégé relationship (n=166)		
No	97	58.4
Yes, as a mentor	25	15.1
Yes, as a protégé	8	4.8
Yes, as both a mentor and protégé	36	21.7
Has Latina/o mentors in community colleges (n=166)		
No	56	33.7
Yes	110	66.3
Has Latina/o protégés in community colleges (n=165)		
No	50	30.3
Yes	115	69.7

Institutional Profile

Results from the institutional profile offer a more complete view of the types of community colleges NCCHC members work in. The results follow the national trend of community colleges with large Latina/o student enrollments and increasingly less Latina/o representation among staff, faculty, and administrators (Snyder & Dillow, 2012). Table 1.1 I reported data from three iterations of the Digest of Educational Statistics showing Latina/os to be grossly underrepresented in faculty and executive/managerial roles when juxtaposed with the high proportion of Latina/o undergraduate students who enroll in community colleges. Table 4.4 shows that only 27% of the sampled population worked in a college where Latina/o students were less than 20% of the student body. Moreover, the table shows that roughly two thirds and three fourths of the sampled population work in colleges where Latina/os are less than 20% of all faculty and administrators, respectively. These results indicate that a majority of NCCHC members work in schools with large Latina/o student populations and small numbers of Latina/o faculty and administrators.

The institutional type where NCCHC members worked was also an important result of this study and it was consistent with the weaving connections dynamic of the Bordas model. Fifty-nine percent of participants worked in Hispanic Serving Institutions (HSI), which are defined as having Hispanic students comprise 25% of their total student body (Hispanic Associations of Colleges and Universities, 2013). Latina/o leaders often behave as community builders enhancing the capacity of all Latina/os on their communities (Bordas, 2001). With 47% of all federally designated HSIs being community colleges (Mercer & Stedman, 2008), this finding suggests NCCHC members play a critical role as community builders and role models. Nearly three in every five members of the sampled

population worked in an HSI, further indicating that Latina/o leaders in community

colleges contribute to the success of a diverse range of students. For the 33% of leaders

who do not work in federally designated HSIs, their presence on campuses without a

critical mass of Latina/os serves to weave the connections necessary in regions where

Latina/o population centers may still be emerging. The Bordas' model suggests that the

weaving connections dynamic is often enacted by Latina/o leaders in contexts without a

critical mass of other Latina/o leaders. This dynamic will be examined further in the spatial

analyses later in this chapter.

Table 4.4

Institutional profile of LCCLS respondents

Proportion employed in colleges with Latina/o representation (n=157)

	Less than 20%	21-40%	41-60%	61-80%	Greater than 81%
Students	27.4	35.0	17.2	12.1	8.3
Staff	44.9	31.4	13.5	6.4	3.8
Faculty	67.9	19.9	6.4	3.8	1.9
Administrators	75.0	12.2	6.4	3.8	2.6

Proportion employed in a federally designated Hispanic Serving Institution (n=161)

Not Sure	8.1
No	32.9
Yes	59.0

Leadership Development Profile

The privilege of working towards greater levels of Latina/o student success at

community colleges and Hispanic serving community colleges comes with the

responsibility of being prepared to lead. From the perspective of the Bordas leadership

model, participating in leadership development programs is central to the leadership

dynamic of preparing oneself. Preparing oneself for community-based leadership is a core

function of the Bordas model and is shown in the results displayed in Table 4.5. Over 77%

of the sampled population reported participating in some formalized leadership development program. The most common occurrence of preparing oneself to lead came in the form of campus or district-sponsored Grow Your Own Leaders (GYOL) programs with just over half of all respondents indicating participation.

Being involved with professional organizations is a form of both the preparing oneself and weaving connections dynamics. There is significant evidence in the leadership development profile of Latina/o leaders participating in the leadership programs offered by professional organizations as well as those by their college or district. Almost 35% of the sampled population participated in the NCCHC Leadership Fellows Program while 43% participated in other organization's programs. The programs most commonly identified were those sponsored by the Hispanic Association of Colleges and Universities and the American Association of Hispanics in Higher Education.

Table 4.5

Leadership development profile of LCCLS participants		
Variable	Total	Percent
Participated in NCCHC Leadership Fellows Program (n=166)		
No	108	65.1
Yes	58	34.9
Participated in other organization's leadership programs (n=166)		
No	94	56.6
Yes	72	43.4
Participated in college/district sponsored GYOL program (n=166)		
No	77	46.4
Yes	89	53.6
Participated in any leadership development program (n=166)		
No	38	22.9
Yes	128	77.1

Profiles of the NCCHC Leadership Fellows

The results addressing research question number two are presented in the following profiles.

Demographic Profile of Leadership Fellows

Thirty-five percent (n=58) of the study's participants indicated taking part in the NCCHC Leadership Fellows Program between 2003 and 2012. Table 4.6 provides a demographic profile of NCCHC leadership fellows. Consistent with the demographic profile of all participants, there also were more females than males among the leadership fellows. In this group 80% were 40 years and older and all identified as Hispanic or Latina/o.

Table 4.6

Demographic profile of NCCHC leadership fellows

Variable	Total	Percent
Gender (n=54)		
Female	29	53.7
Male	25	46.3
Current Age (n=55)		
29 and under	0	0.0
30-39	11	20.0
40-49	23	41.8
50-59	14	25.5
60 and over	7	12.7
Racial Identity (n=54)		
Hispanic	21	38.9
Latina/o	27	50.0
Puerto Rican	1	1.9
American	0	0.0
Both/Either	0	0.0
Chicana/o	4	7.4
Cuban	1	1.9
Mexican American	0	0.0
Mixed Race	0	0.0

Educational Profile of Leadership Fellows

The data in Table 4.7 reports the educational profile of NCCHC Leadership Fellows. I hypothesized that the profile of a leadership fellow would demonstrate high rates of educational attainment given the previous study on the fellows by Hernández (2012). This hypothesis proved correct, as all leadership fellows have completed a graduate degree. Nearly 70% of the leadership fellows attended a community college along their educational pathway. A higher proportion of LFP participants attended community college than the general sample of LCCLS respondents, 61%.

Table 4.7

Educational profile of NCCHC leadership fellows

Variable	Total	Percent
Attended Community College (n=53)		
No	16	30.2
Yes	37	69.8
Highest Degree Completed (n=55)		
Bachelor's	0	0.0
Master's	36	65.5
Ed.D.	11	20.0
Ph.D.	8	14.5
J.D.	0	0.0
Major Field of Study in Highest Degree Earned (n=55)		
Higher education leadership/administration with Community college emphasis	16	29.1
Higher education leadership/administration with other emphasis	8	14.5
K-12 leadership/administration	1	1.8
Other educational field	17	30.9
Non-educational field	13	23.6

Leadership Fellows also had very low rates of completing their highest degrees in K-12 leadership and administration. Nonetheless, similar to the general sample, many of the

Leadership Fellows earned their highest degrees in other educational fields or non-educational fields. Fellows most commonly reported degrees in educational curriculum related programs of study or business administration.

Professional Profile of Leadership Fellows

The professional profile indicates that 11% (n=6) of leadership fellows hold executive level positions such as Vice President, Provost, or President. Table 4.8 provides the results of the various job classifications of the fellows. The results suggest that many of the fellows hold middle-to-upper level management positions and may be poised for upward career moves. Considering that roughly 60% of the fellows are between the ages of 30 and 49, the results of their professional profile will surely tick upward in the coming years. Another result that indicates Leadership Fellows are a young population is the mean years in their current position, 3.8 years, just about two and a half years less than the general sample. Lastly, a significant finding from this profile is the proportion that indicated having another job title or classification not listed in the LCCLS. Seven fellows indicated having another job title or classification and three indicated holding positions related to policy analysis while four were program directors or coordinators.

Teaching in community colleges also was a common job classification for the fellows. This finding may suggest that the weaving connections dynamic of the Bordas leadership model is enacted through teaching and interacting with students in and out of the classroom. Bordas describes continuity, teaching, and community building as forms of weaving connections. Teaching in community colleges is one likely way the leadership fellows can weave the connections necessary for them remain connected to their local communities.

Table 4.8

Professional profile of NCCHC leadership fellows

Variable	Total	Percent
Job Title or Classification (n=55)		
Advisor/Counselor	5	9.1
Director	15	27.3
Faculty member	5	9.1
Department/Division Chair	3	5.5
Dean	14	25.5
Vice President	3	5.5
Provost or CAO	2	3.6
President	1	1.8
Chancellor	0	0.0
Other job title or classification	7	12.7
Years in current position (n=)		
Mean	3.8 years	--
Has been a community college instructor (n=55)		
No	16	29.1
Yes, as a full time instructor	16	29.1
Yes, as a part time instructor	11	20.0
Yes, as an adjunct instructor	12	21.8
Currently in a mentor/protégé relationship (n=56)		
No	32	57.1
Yes, as a mentor	7	12.5
Yes, as a protégé	3	5.4
Yes, as both a mentor and protégé	14	25.0
Has Latina/o mentors in community colleges (n=56)		
No	14	25.0
Yes	42	75.0
Has Latina/o protégés in community colleges (n=55)		
No	14	25.5
Yes	41	74.5

The final pieces of the fellow's leadership profile also had to do with Bordas'

weaving connections dynamic. Mentor-protégé relationships resulted in somewhat of a

paradoxical result. I expected that by being fellows each respondent would indicate being in some mentor-protégé relationship. However, almost three of five fellows, 57% (n=32), indicated not being in a mentor-protégé relationship. Conversely, when asked if they had Latina/o mentors in community colleges 75% responded yes. In analyzing this counterintuitive result, Hernández' (2012) study of NCCHC fellows offers some insight. Fellows in that study indicated that connection with senior Latina/o leaders was a benefit of participating in the program. The fellows indicated that they felt a sense of agency in identifying and connecting with purported mentors. They also intentionally disconnected with individuals who did not display caring or nurturing traits as mentors, even if they were paired together by some formal mentoring program or structure.

Institutional Profile of Leadership Fellows

As was the case with the general sample, the majority of leadership fellows work in colleges with high proportions of Latina/os as students and low proportions of Latina/o faculty and administrators. Results showed the proportion of fellows who work federally designated Hispanic Serving Institutions at less than 60%.

Table 4.9

Institutional profile of NCCHC leadership fellows

Proportion employed in colleges with Latina/o representation (n=52)

	Less than 20%	21-40%	41-60%	61-80%	Greater than 81%
Students	26.9	48.1	11.5	7.7	5.8
Staff	54.9	29.4	11.8	0.0	3.9
Faculty	78.8	13.5	5.8	0.0	1.9
Administrators	88.2	7.8	2.0	0.0	2.0

Proportion employed in a federally designated Hispanic Serving Institution (n=54)

Not Sure	3.7
No	40.7
Yes	55.6

<u>Statistical Dependence of the Bordas Model and Participation in the LFP</u>

The results in this section addressed research question number three. They describe the statistical dependence between participants in the LFP and in their level agreement to whether leadership characteristics in the Bordas model are important for Latina/o leaders in community colleges to possess. Results of the chi-square tests of independence grouped by the three leadership dynamics in the Bordas model are provided in Appendix C. Two of the 36 chi-square tests of independence resulted in a statistically significant difference between the two groups.

For each of dynamic in the Bordas leadership model, I tested the null hypothesis which stated that the proportion of NCCHC Leadership Fellows Program participants (P_1) and non-participants (P_2) who agree that leadership characteristics in the Bordas model are important for Latina/o leaders in community college to possess was equal:

$$H_0 : P_1 = P_2$$

Preparing Oneself—Personalismo

The LCCLS asked participants the following question:

> *"The following address your views about Latina/o leaders in community colleges.*
>
> *Listed are some leadership characteristics related to preparing oneself (personalismo).*
>
> *How important is each characteristic for Latina/o leaders to possess?"*

In the preparing oneself leadership dynamic Bordas describes a Latina/o leader as a humble and trustworthy person who follows through on their word. Additionally, this leadership dynamic encompasses unique cultural qualities of Latina/os such as a commitment to some religious faith, a generosity with time for others, as well as an awareness of ancestry and family background. Twelve characteristics were included as

survey items in this section LCCLS. Respondents largely indicated most of 12 survey items in the preparing oneself dynamic were important for Latina/o leaders in community college to possess. Table 4.10 summarizes the two proportions, leadership fellows participants (P_1) and non-participants (P_2), who agreed with the survey item. In six of the 12 items in this section of the survey, 100% of respondents agreed the leadership trait was important, making a chi-square value non-computable thus the null hypothesis was not rejected. The six items were: *trustworthiness, respectfulness, displays good character, effective communication skills, consistently follows through,* and *empowers others to lead*.

Table 4.10

Preparing oneself—Personalismo (n=166)

Bordas Characteristic	P_1	P_2
Trustworthiness	1.00	1.00
Respectfulness	1.00	1.00
Being humble	.83	.89
Displays good character	1.00	.99
Effective communication skills	1.00	1.00
Consistently follows through	1.00	1.00
Empowers others to lead	1.00	1.00
Capacity for inner reflection	.93	.94
Behaviors are consistent with expressed beliefs	.93	1.00
Commitment to some religious faith	.43	.32
Generous with time for others	.81	.94
Aware of ancestry and family background	.66	.75

The chi-square test of independence in proportions of agreement grouped by participation in the Leadership Fellows Program, showed a statistically significant difference for both the *behaviors are consistent with expressed beliefs* characteristic $\chi^2(1) = 4.192$, $p = .05$, and the *generous with time for others* characteristic $\chi^2(1) = 7.348$, $p = .01$. These results indicate that each of these characteristics is probably dependent on participation in the LFP. Leadership fellows reported lower proportions of agreeing that

the Bordas characteristic was important. This suggests some factors related to participation in the LFP, beyond chance, contributed to their lower rates of agreement with the Bordas characteristic. These factors may be related the curriculum of the LFP and the subsequent reflexive practices encouraged for leaders in practice.

The results also indicated 43% of the LFP participants and 32% of the non-participants believed *commitment to some religious faith* was an important characteristic of Latina/o leaders. Although no significant difference was noted between the two groups in the chi-square test, this result stands out because of the low proportion of participants who agreed compared to all other leadership characteristics. The result has some practical imporatnce in challenging and advancing the Bordas leadership model. Bordas' model describes Latina/os as spiritual people who are attracted to leaders with a public faith commitment. NCCHC members appear to reject the notion that a commitment to a religious faith is an important characteristic of a Latina/o leader or administator.

Weaving connections—Tejiendo lazos

The LCCLS asked participants the following question:

> *"The following address your views about Latina/o leaders in community colleges. Listed are some leadership characteristics related to weaving connections (tejiendo lazos). How important is each characteristic for Latina/o leaders to possess?"*

In the weaving connections dynamic Bordas describes the Latina/o leader as someone who envisions a better future by developing others to lead, maintains a historical perspective by communicating freely in Spanish, and engages positively with members of other racial groups. Twelve characteristics were in this section of LCCLS. Respondents indicated all 12 survey items in the weaving connections dynamic were important for Latina/o leaders in

community college to possess. Table 4.11 summarizes the two proportions of leadership

fellows participants (P_1) and non-participants (P_2) who agreed with the survey question.

Although the chi-square tests of independence found no statistically significant

differences between the two groups, there was one result of practical importance. The

Bordas model describes a Latina/o leader who weaves connections as someone who

communicates in Spanish. Approximately a quarter of each group did not agree that

communicating in Spanish was an important characteristic for Latina/o leaders. This result

may serve as evidence of what Hernández (2012) suggested was the NCCHC fellows

acculturating and losing some of their linguistic capital as a result of interacting with low

numbers of Latina/os coworkers. The notion that Latina/o leaders do not necessarily need

to communicate in Spanish challenges the Bordas model and is indicative of the growing

diversity of Latina/os in the U.S.

Table 4.11

Weaving connections—Tejiendo lazos (n=166)

Bordas Characteristic	P_1	P_2
Helps develop future leaders	1.00	.99
Ability to communicate in Spanish	.71	.76
Encourages holistic health and wellness	.81	.82
Understands Latina/o history in the United States	.91	.92
Ability to articulate an organizational vision	1.00	1.00
Encourages community college advocacy	.98	1.00
Encourages cross-racial partnerships	.91	.92
Is committed to maintaining a healthy work-life balance	.93	.94
Actively participates in professional organizations	.95	.96
Serves as a mentor to others	.98	.99
Promotes a positive vision of Latina/os in higher education	.98	.99
Honors special occasions and encourages celebrations	.93	.94

Developing skills—Desarrollando abilidades

The LCCLS asked participants the following question:

"The following address your views about Latina/o leaders in community colleges.

Listed are some leadership characteristics related to developing skills (desarrollando

abilidades). How important is each characteristic for Latina/o leaders to possess?"

In the developing skills dynamic Bordas describes the Latina/o leader as an individual who

is adept at the social change process. A Latina/o leader working on developing skills would

empower others by communicating a shared vision while developing consensus among

disparate groups. In a community college context, developing skills may manifest as the

day-to-day skills necessary to administer the institution's fiscal resources while still

remaining an active consumer of higher education research.

Table 4.12

Developing Skills—Desarrollando Abilidades (n=166)

Bordas Characteristic	P_1	P_2
Strives to enact the mission of the college	1.00	.99
Strives to achieve the vision of the college	.71	.76
Understands community college financial management	1.00	1.00
Participates in leadership development programs	.95	.98
Reads current research related to higher education	.97	.99
Maintains an active role professional organizations	.95	.97
Effective interpersonal communication skills	1.00	1.00
Effective group communication skills	1.00	.99
Effective in developing consensus	1.00	1.00
Effective time management	1.00	1.00
Has completed a graduate degree	.95	.94
Effective human resource management capabilities	.97	.96

Geographic and Spatial Analyses

The results in this section addressed research question number four. This question

was included in the study because NCCHC strives to serve local leaders while maintaining

an active national profile. By endorsing the study, the NCCHC President asked if the study

could uncover the geographic distribution of it members. The research question was

addressed with the following spatial analyses of ZIP code data collected by LCCLS. Table 4.13 describes the state-by-state distribution of the 162 LCCLS respondents who provided georeferencing information. The data show that nearly three of every four respondents (74%) were concentrated in four states: Arizona, California, Florida, and Texas. The southwestern United States and Florida have historically been Latina/o population centers and the NCCHC membership data aligned to this trend (Ennis, Rios-Vargas, & Albert, 2011).

Table 4.13

LCCLS respondents' distribution by state (n=162)

State	Total	Percent
AZ	39	24.1
CA	34	21.0
FL	24	14.8
TX	23	14.2
MN	8	4.9
IL, OH	4	2.5
CT, OR	3	1.9
MD, NJ, NM, NY	2	1.2
CO, DC, IA, MA, MI, MO, NC, ND, NE, OK, WA, WI	1	0.6

The results in the table confirm census analysts' findings that the U.S. Latina/o population, while growing rapidly, still mostly lived in the West and in the Florida. Moreover, Ennis, Rios-Vargas, and Albert also found that over half of the U.S. Latina/o population lived in only three states: California, Texas, and Florida. Another result from this geographic distribution has to with the growing influence of Latina/os beyond traditional population centers. Midwestern states, Minnesota, Illinois, and Ohio together comprised 7.4% of respondents. This finding is significant since the Latina/o population in the Midwest, while still relatively small, increased by 49% between 2000 and 2010 (Ennis, Rios-Vargas, & Albert, 2011; Logan & Turner, 2013). Similarly, senior leaders of NCCHC

have assumed positions in these Midwestern states resulting in increased membership rolls from their regions.

These results have three significant implications for increasing the numbers of Latina/o leaders in community colleges. First, NCCHC must continue expanding its membership base and recruiting leadership fellows program participants in historically Latina/o-dense states like those identified in Table 4.13. Second, expansion and exposure in geographic regions not traditionally associated with high number of Latina/os can positively impact the organization by enhancing its national scope as well as fostering a sense of belonging to Latina/o leaders who are likely isolated in their community colleges. Third, and perhaps the most urgent implication, the results presented in Table 4.13 illustrate the need for working with Latina/o leaders in community colleges across the Southeast. Except for Florida, no individuals in Southeastern states responded to the LCCLS. These results provide the context for the next section where maps of the United States are used to display results of spatial analyses.

The following maps display the spatial distribution of five characteristics of NCCHC members:

- Gender
- NCCHC Leadership Fellows Program Participants
- Hispanic and Latina/o Identity
- Community College Teaching
- Job Classification/Title

Earlier sections of this chapter presented a univariate statistics arranged in descriptive profiles of the LCCLS respondents and LFP participants. Answering the fourth

research question complements the descriptive profiles. Each of the following maps adds a

contextual perspective to apply the Bordas leadership model to community college

leadership.

Gender

An analysis of the gender distribution in the demographic profile showed that

approximately 55% of the sample was female. Figure 4.2 displays the gender distribution

among NCCHC members across the U.S.

Figure 4.2

Gender distribution
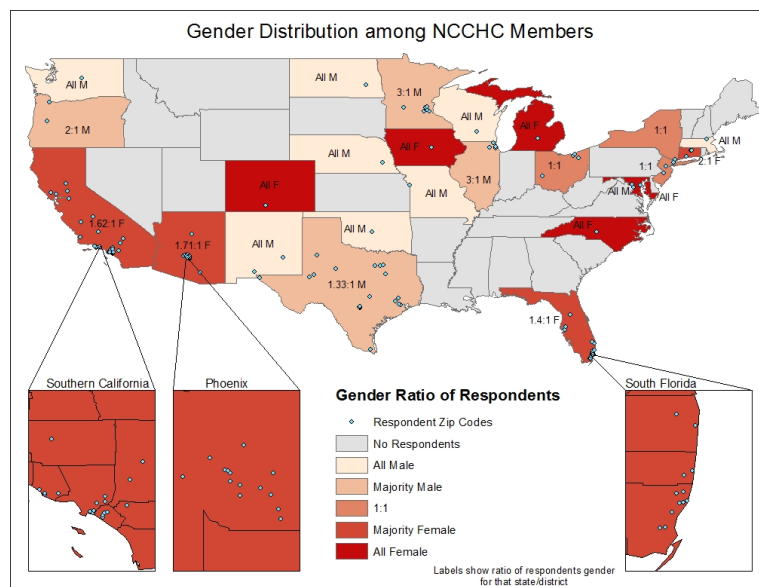
The shading scale from gray gradually darkening to cardinal indicates higher

proportions of female respondents by state. Respondents from Washington and Oregon

were majority male. States in the Midwest from Ohio to Nebraska are more unbalanced.

Illinois and Minnesota's ratio of males to females is three-to-one while Wisconsin, North

Dakota, and Nebraska had all male respondents. Iowa and Michigan each had only female

respondents. By viewing the gender distribution of NCCHC members spatially, the results show that the states with the largest representation in the sample also have the high ratios of female to male members. This result implies that the gender balance in the most heavily Latina/o populated states is skewing toward females, which means NCCHC will also trend towards more female members. Indeed, the role of the Latina as a leader is a meaningful implication that cannot be overlooked. Bordas (2001) describes the role of the Latina as an leader and caregiver who encompasses all three leadership dynamics. Bordas vision of the Latina is problematic because of her patriarchal descriptors to frame the role of Latinas in leadership in relation to males, which serve to reinforce marginality in the Latina/o community.

Leadership Fellows

In the profiles presented earlier in this chapter, the 58 NCCHC leadership fellows made up 35% of the final sample. Figure 4.3 provides results of the distribution of leadership fellows as a proportion of the total sample. In all 56 NCCHC leadership fellows provided their Zip code. Consistent with the state-level data for all respondents in the previous section, 25% (n=41) of the final sample is comprised of fellows from Arizona, California, Florida, and Texas. Within the fellows group, however, these four states make up 76% of the subsample. The predominance of four states in representing leadership fellows may have to do with the leadership currently in place in these colleges and districts. Community colleges in these states have positional leaders who historically have demonstrated great support for NCCHC and its leadership programs. In fact, some of the organization's founding members are still employed in their colleges throughout these four states.

Figure 4.3

Leadership fellows distribution
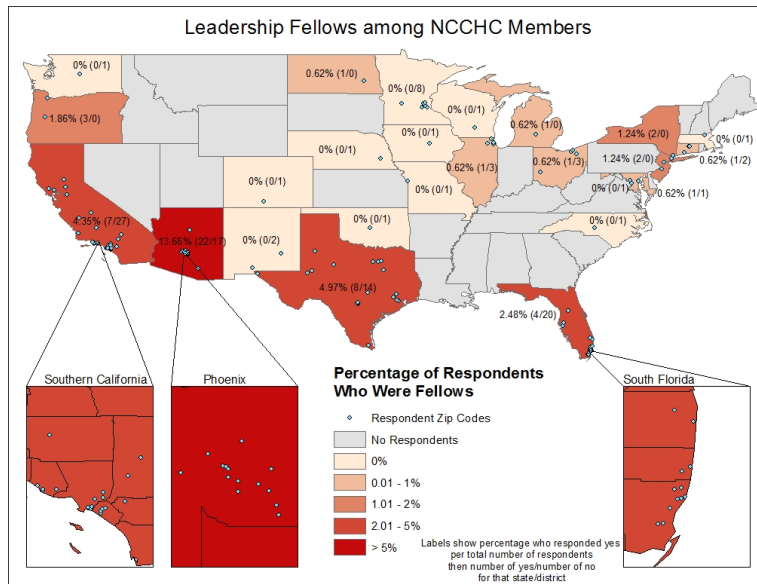
This generational support is evidence of what Bordas called weaving connections. In this leadership dynamic, the time elders offer to support future leaders is a valued characteristic that is commonly left out of mainstream community college leadership models. The results of this spatial analysis suggest community college leaders in Arizona, California, Florida, and Texas are enacting a great deal of their weaving connections leadership dynamic.

Community College Teaching

The professional profile in Table 4.3 showed that about 65% (n=105) of LCCLS respondents either currently are, or at one point have been, community college instructors. Since community college teaching has long been a pathway to campus leadership (Cooper & Pagotto, 2003), a high proportion of respondents who teach or have taught indicate there is a deep reservoir of potential community college leaders in the membership ranks of the

National Community College Hispanic Council. Results presented in Figure 4.4 show a state-by-state illustration of the proportion of respondents who are or have been community college instructors as a means of visualization where Latina/o leaders may emerge.

Figure 4.4

Community college teaching
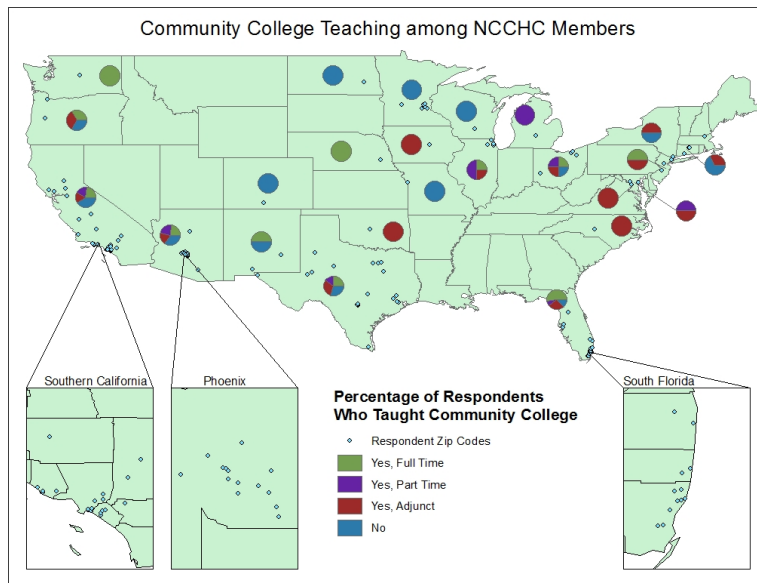
The results suggest three implications worth noting. First, respondents in Midwestern states show low incidences of teaching. The blue circles in many of the states across the region, with the exception Iowa, indicate that NCCHC can focus its recruiting efforts to identify Latina/o faculty in this region as potential members of the organization. A second implication reflects the high number of respondents from Arizona and California. These two states make up nearly half (47%) of all respondents who have not been community college instructors. It appears that leaders in these two states may have followed another career pathway to leadership.

The third result worth noticing in community college teaching map is the high density of respondents in the Northeast who are or have been community college instructors. Although this region lacks the volume of respondents found in the Southwest, a majority of those who did respond have experience as community college faculty and perhaps may be better positioned for upward movement into traditional position-based leadership roles.

Hispanic and Latina/o Distribution

Respondents of the LCCLS were allowed to select their primary racial identification under the Hispanic and Latina/o categorization. Considering the terminology described by Hayes-Bautista and Chapa (1987), which I refer to in Chapter One of this study, persons native to the Southwest and immigrant laborers from Latin American countries have historically been treated Hispanics under federal laws. Indeed, the fluidity of terminology remains unsettled as the prolonged search for operationalizing what comprises the Latina/o identity in the United States. Bordas addresses the politics of naming a race by suggesting Latina/os accept the formal definition ascribed to them in the United States. The model's assumption is that Latina/o leaders are so empowered with an extensive knowledge of their family history that a racial categorization does little to harm the community. This vein of inquiry related to the politics of identifying as Hispanic or Latina/o is outside the scope of this study. Data available from this study sets a framework to engage with future research on this topic by critiquing Bordas apolitical approach. The results in Figure 4.5 are consistent with analyses of the 2010 Census and the 2010 American Community Survey each showing over half of the Hispanic population in the United States

lived in California, Texas, and Florida (Ennis, Rios-Vargas, & Albert, 2011; Pew Hispanic

Center, 2012).

Figure 4.5

Hispanic and Latina/o distribution
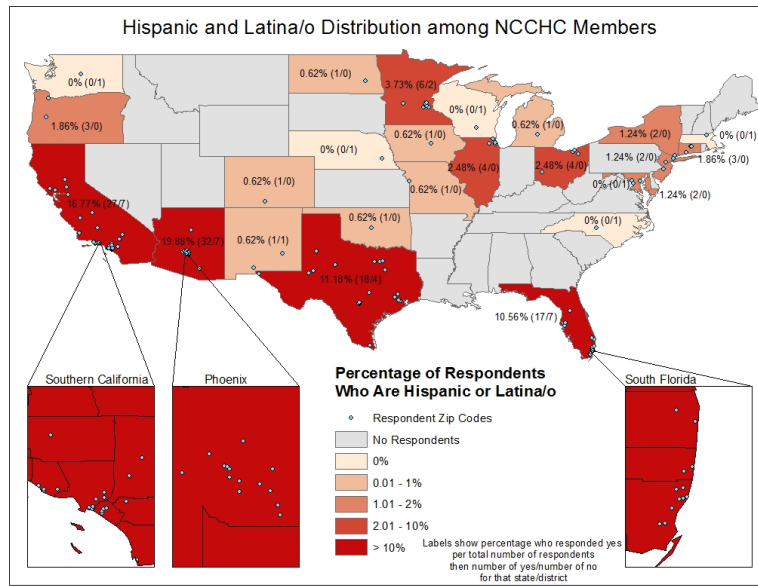
The specific differentiation in the nomenclature between Hispanic, Latina/o, or

some reference to national origin can also vary by state and region (Hayes-Bautista &

Chapa, 1987) and is evidenced in Table 4.14. The information in the table provides a

disaggregation of the state-by-state data in Figure 4.5.

Table 4.14

Hispanic-Latina/o identity of LCCLS respondents by state (n=133)

State	Hispanic		Latina/o		Other Hispanic/Latina/o Identity	
	n	Percentage	*n*	Percentage	*n*	Percentage
AZ	14	43.8	13	40.6	5	15.6
CA	5	18.5	17	63.0	5	18.5
CO	0	0.0	0	0.0	1	100
CT	0	0.0	3	100	0	0.0
FL	10	58.8	4	23.5	3	17.6
IA	1	100	0	0.0	0	0.0

Table 4.14 (continued)

IL	1	25.0	3	75.0	0	0.0
MD	1	50.0	1	50.0	0	0.0
MI	0	0.0	1	100	0	0.0
MN	0	0.0	4	66.7	2	33.3
MO	0	0.0	1	100	0	0.0
ND	0	0.0	1	100	0	0.0
NJ	1	50.0	1	50.0	0	0.0
NM	0	0.0	0	0.0	1	100
NY	0	0.0	1	50.0	1	50.0
OH	1	25.0	0	0.0	3	75.0
OK	1	100	0	0.0	0	0.0
OR	0	0.0	3	100.0	0	0.0
TX	13	68.4	3	15.8	3	15.8
Total	*48*	*36.1*	*61*	*45.9*	*24*	*18.0*

Table 4.14 is a significant result because it provided insight about the how regions may impact how Hispanics or Latina/os choose to identify. For example, respondents in California heavily skew towards identifying as Latina/o while those in Florida tend to identify as Hispanic. Figure 4.1 provided a visualization of the distribution of this racial identity data and showed a total of 18% of respondents identifying as Hispanic or Latina/o choose another primary identity such as Chicana/o or national origin. In relation to states in Figure 4.5 and Table 4.13, the results indicate that in two most represented states in this study, Arizona and California, the Chicana/o identity was predominant.

Job Title/Classification

In Figure 1.1 data from the Bureau of Labor Statistics showed Latina/o employment to be lowest in the management, professional, and related occupations sector, where leadership positions in higher education are classified. Figure 4.6 shows the results from

this spatial analysis indicating that respondents in Arizona, California, Texas, and Florida

held a broad range of positions across the spectrum.

Figure 4.6

Job title/classification distribution
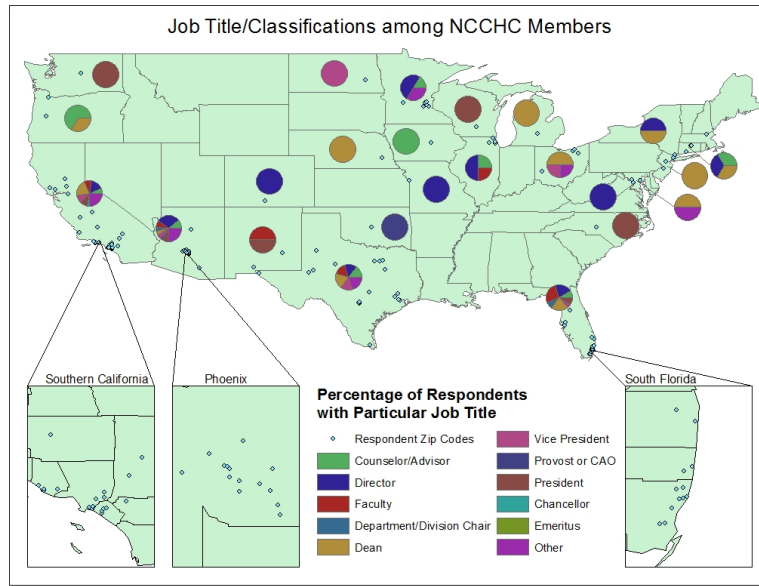
In the Midwestern states, respondents either held Director or Dean titles.

Respondents in the Northeast also held Dean-level positions. These high level positions in

the Midwest and Northeast represent evidence of Bordas' developing skills dynamic. By

building bridges in regions with sparse Latina/o populations, NCCHC members are

developing their leadership skills. Another significant result from Figure 4.6 relates to the

distribution of the 12 community college presidents in the sample since only 25% (n=3)

identify as Latina/os. Arizona, California, and Florida together represent eight presidents,

however only two of these individuals are Latina/os. The remaining nine community

college presidents all identified as White. This result suggests a need to juxtapose a state's

Latina/o population statistics while considering the racial identity of the individuals who

wield power in those colleges. These data may suggest that non-Latina/o community college presidents who work in colleges and states with large Latina/o populations have been inclined to become members of the National Community College Hispanic Council and are likely to support the organization as well as efforts to increase the numbers and proportions of Latina/o leaders within their sphere of influence. These data may also suggest that these White presidents are serving their individual career interests in contributing to Latina/o leadership develop. Bordas reminds leaders to remain aware of the purpose of mentorship and cross-racial partnerships by enacting the leadership dynamics to weave the connections necessary to advocate for Latina/os.

<div align="center">Summary</div>

This chapter presented a wide range of results to answer each of the four research questions. Bordas' (2001) Latina/o Leadership Model guided the design of the LCCLS and interpretation of the subsequent results. The univariate statistical results offered a series of descriptive profiles of NCCHC members who responded to the LCCLS. The demographic profile showed a respondent was likely female, over the age of 40, and identified as Latina. Results from the educational profile indicated that roughly three of five respondents (61%) attended a community college, with 85% of those who did attend a community college identifying as Hispanic or Latina/o. Additionally, a very large proportion (93%) of respondents completed a graduate degree. Brint and Karabel (1989) and Dougherty's (1994) research studies each concluded that students who attended community colleges were less likely to complete a baccalaureate degree than those who attended four-year colleges and universities. Brint and Karabel referred to community college's subordinate priorities on student access to transfer pathways as a "cooling out" of students' aspirations.

From the results of the educational profile, a significant finding of the study was identified in light of the Bordas model where individual preparation is not only self-serving, but as a means of being of service to members of the larger community. This large proportion of Latina/o leaders who attended community colleges indicates that a search for the next generation of leaders can begin by helping community college students along the baccalaureate completion pathway in order for them to consider professions in higher education leadership.

The results of this study offer significant contributions to consider as efforts to prepare the next generation of Latina/o leaders to transform community colleges grow in scope and are lead by NCCHC. Although the many of chi-square tests on leadership characteristics in Bordas' leadership model were not statistically significant across participation in the LFP, there were some practically important and significant characteristics to consider. By participating in the LCCLS, NCCHC members offered a different vision of Latina/o community college leaders. There was a dispersion of racial identities within the 82% of participants who identified as Hispanic or Latina/o. This result really got to the core of the Bordas leadership model which attempts emphasized Latina/o diversity as an asset for leaders to consider.

The professional profiles showed that high levels of completing graduate degrees could impact the roles NCCHC members play on their campuses. These findings reflect how Latina/o leaders in community colleges enact all three leadership dynamics in the Bordas model. Roughly half of the respondents held Director, Dean, or Vice President-level positions indicating that leadership can be enacted across a broad range of job titles. Additionally, these positions indicate that Latina/o leaders have invested time on

individual preparation, channeled their innate traits to weaving connections, and developed the skills necessary for upward career mobility. Within these professional profiles the findings also suggested that a majority of Latina/o leaders dedicate time to classroom instruction. While only 13% of the sample indicated faculty as their primary job title, roughly 64% has either taught or teaches. This is a significant result confirming the research on developing community college faculty as leaders (Cooper & Pagotto, 2003).

The institutional profiles reflected the national trends of community colleges enrolling high proportions of Latina/o students while simultaneously having low numbers of Latina/o staff, faculty, and administrators. The institutional profiles represented a significant finding because of the connection to the Bordas model, especially as it relates to weaving connections in local communities. As leaders on campus, Latina/os serve in many roles not the least of which encompasses being a community scholar and advocate who identifies needs and shapes a vision of what may be. Working in colleges with high Latina/o student enrollment and very few staff, faculty, and administrators has significant implications. This means that a Latina/o leader may likely find themselves as the sole committee member or faculty liaison to provide some form of continuity and advocacy for the high proportion of Latina/o students on campus. This finding has significant implications on the diverse range of students Latina/o leaders can serve in the broad range of colleges and regions across the country.

The leadership development profiles were developed to provide findings about how NCCHC members prepare themselves for leadership. Bordas' leadership model lets us see that participating in leadership development programs is central to the leadership dynamic of preparing oneself. While only 35% of respondents had participated in the NCCHC

Leadership Fellows Program, 77% reported participated in any leadership development program.

Thirty-six items of the LCCLS were included to specifically to test if there was a difference in the proportion of participation in the LFP and in the level of agreement of the importance of Bordas leadership characteristics. Chi-square tests of independence were performed on each leadership characteristic. The null hypothesis tested if a statistically significant difference existed between the proportion of leadership fellows and non-leadership fellows who agreed the Bordas leadership characteristics were important for Latina/o leaders to possess.

Although only two chi-square tests of independence resulted in statistically significant relationships, there are some practically important results to consider. Indeed, participation in the NCCHC fellows program was a significant career-changing experience in the Hernández (2012) study. The LFP may contribute to some real differences of the proportions that believe the Bordas characteristics were important for Latina/o leaders, but a quantitative research design may not have accurately captured those differences. The relatively small sample size of n=166, with n=58 fellows, may have contributed to real differences being classified as non-statistically significant and is worth considering especially since chi-square tests are sensitive to sample size fluctuations (Agresti & Finlay, 2008). In consideration of the results of the chi-square tests of independence related to participation in the LFP and the Bordas characteristics, the strict adherence to a binary decision rule of significant/nonsignificant may dissuade consideration of important observed differences. The low proportions of participants who agreed that a leader should

have a faith commitment or communicate in Spanish are two good examples of important observed differences.

The geographic distribution of NCCHC members followed the national trends of Latina/o populations living in the Southwest and Florida. The legacies of developing generations of leaders is what Bordas defined as weaving connections and can be seen with the high numbers of NCCHC members in these regions. The five cartographic displays showed the distributions of NCCHC member's gender, LFP participation, community college teaching, racial identity, and job titles. In sum, the displays represented categories research showed to mediate much of the community college leadership pathway. The following chapter presents the analytic discussion and concluding remarks of this study.

CHAPTER FIVE. DISCUSSION AND CONCLUSION

Introduction

This final chapter presents a discussion of the study's findings, implications for practice as well as implications for research and policy. The significance and limitations of the study will also be discussed prior to concluding. This study was conceived to explore and examine the profiles of Latina/o leaders in community colleges using the National Community College Hispanic Council as a partner and context for research. NCCHC's executive board offered full support and unanimously approved the design of the study since its membership directory was utilized as the sample frame to administer a web-based survey. The *Latina/o Community College Leadership Survey* (LCCLS) utilized Bordas' (2001) Latina/o Leadership Model as a conceptual framework because of its specific focus on understanding the Latina/o leader across various professions. The main problem this study addressed is community colleges' passivity in addressing the homogeneity of their institutional leadership (León, 2005; Valverde, 2003).

Before engaging in the analytic discussion and conclusion of this study, it is important to account for my positionality as a researcher as to account for the axiology I advance from this study. First and foremost, I am a Latino educational scholar and leader. I attended and graduated from Mount San Antonio College, a Hispanic Serving Institution, one of California's largest community colleges, and subsequently navigated the complex transfer pathway towards baccalaureate degree completion at California State University, Long Beach. This lived experience of moving through and out of a multi-institutional pipeline offers me a distinct epistemological perspective on the contributions of Latina/os in higher education. Second, I am deeply invested in the future success of the National

Community College Hispanic Council. In 2010 I participated in the Leadership Fellows Program and have presented research papers at NCCHCs annual leadership symposium every year. In 2012 I was selected to serve on the NCCHC Board of Directors. My involvement in the organization makes this research study deeply personal since I am working to advance the scholarship on leadership for individuals much like myself.

Many of the senior leaders in NCCHC have experienced decades of challenges and triumphs in American community colleges. The stories of these veteran leaders are often cautionary but they are never devoid of encouragement and hope of a better future for marginalized students and leaders in higher education. Their mentorship helped me identify the need to design and carry out a study where the voices of Latina/o leaders was a central feature rather than a footnote. Most studies on community college leaders and leadership do not account for race thereby privileging dominant White culture. I followed an emancipatory research paradigm to confront the social oppression of continuously excluding Latina/os from the processes and the research of community college leadership. With this assertion, I make my third point regarding my positionality as a researcher.

My understanding of the construct of educational leadership moved me slowly away from a positivistic view of research and towards an acceptance of the power imbalance in leadership research. My personal experiences at NCCHC gatherings, symposia, and board meetings helped me realize that community college leadership could not be summed up by a list of six competencies and the views of campus presidents. I am not arguing against the usefulness of a list of skills community college leaders should know or that some individuals find the competencies to be useful. Instead, I am arguing that it was impossible for me to carry out my research on the social oppression and exclusion of Latina/o

community college leaders in a detached, objective manner. It was Barnes (1996) who eloquently stated that a detached researcher studying social oppression could not combine, we are either on the side of the oppressors or of the oppressed.

In taking part in this research study on Latina/o leaders in community colleges, I came to understand my research agenda had a larger aim and scope. My impact on the scholarship on community college leaders and leadership would be to change the social relations of research as to empower the subjects of the research, removing control from the researcher. Even a cursory review of the literature would reveal that AACC's competencies are a ubiquitous leadership framework. A more in depth review shows they are void of any epistemological considerations of Latina/o leaders. Given this empowerment gap in accounting for different ways of knowing about leadership, the AACC competencies were an ineffective framework to guide this inquiry and the design of the LCCLS. The Bordas model accounted for the diversity of Latina/o history in the United States while valuing the contributions of leaders of color. Bordas' model challenges the mainstream ethos of individualism and positional leadership by recognizing that no one individual can accomplish anything worthwhile. Her three leadership dynamics represent a departure from assimilative leadership practices where Latina/os have had to make sense of history, social spaces, and leadership practice from a White male and middle-to-upper-class perspective.

It was necessary to make apparent my positionality as a member of NCCHC, leadership fellow, board member, and researcher because the answers to my research questions have to do with my epistemological approach to educational opportunity and equity. This epistemological approach coupled with an emancipatory perspective and

Bordas' model, an inquiry on Latina/o leaders in community colleges necessitated the formation of new storylines to challenge socially accepted and unchallenged stereotypes of Latin/os across the higher education spectrum.

<div align="center">Research Questions</div>

Normative knowledge claims about community college leaders include leadership being interpreted from an executive or positional perspective, the idea that Latina/os do not have the adequate credentials to fill positions, and that a list of six competencies encompasses what leaders should know. The research questions guiding this study signal my challenge to these knowledge claims that reproduce a social narrative where individualistic and Eurocentric leadership culture is legitimatized and meant for others to assimilate to (Bordas, 2001; León, 2005; Valverde, 2003). In this section, I answer each research question by engaging the Latina/o cultural traditions of storytelling (Bordas, 2001). Constructing new storylines of Latina/o leaders in community colleges challenges knowledge claims that maintain the status quo while humanizing and empowering NCCHC members to share their leadership experiences. The following storylines depict Latina/o leaders as having completed high rates of educational attainment, as active in professional development, and in working in colleges in states where there is not a large Latina/o population.

Research Questions One and Two: (1) *What are the profiles of National Community College Hispanic Council members?* (2) *What are the profiles of National Community College Hispanic Council Leadership Fellows Program participants?*

From both an emancipatory and Bordas perspective, the storylines for research questions one and two serve to bring to the center and empower Latina/o community

college leaders to confront the social and psychological tension between dominant leadership skills and humanistic leadership characteristics. This tension is manifest in the low numbers of Latina/os in the executive and managerial positions in community colleges who are overlooked by hiring committees and their professional experience discounted (León, 2005; Valverde, 2003). The profiles of NCCHC members and NCCHC leadership fellows describe leaders whose skills, traits, and characteristics go above and beyond the competencies. Given the large proportion of participants in the study who attended community colleges and completed graduate degrees, their leadership is enacted by their perseverance and dedication to serving the diverse student bodies in community colleges.

Moving beyond the competencies highlighted a sense of NCCHC as an organization that is shepherding emerging leaders through systems and structures of racism and oppression. The demographic profile found that 55% of this study's participants and 54% of the leadership fellows were female. This finding does not suggest gender equity has been achieved among Latina/o leaders in community college, rather it may imply that NCCHC offers a welcoming space for its female members. This may be of significance to interested stakeholders who wish to study the role of Latinas in community college leadership. The new storylines cast NCCHC as a space where a Latina leader can garner support for her leadership capacity as well as professional development. Notice that this new story is in contrast to the dominant social narrative of the "old boy's club" feel of many professional associations (Coleman, 2003). The literature showed female leaders must work alongside their gendered identity and endure an educational leadership discourse that is male oriented (Coleman, 2003; Wilson & Cox-Brand, 2012). The intersection of race and gender conflates the systems of oppression that are subtle. For example, Bordas' suggests that

Latinas are often pressured to conform to societal as well cultural norms about gender. So while Bordas credits the Latina as natural leader, she does so while reproducing the notion that women are innate caregivers and are better suited as behind the scenes leaders.

A commonly repeated narrative by many institutions, such as media outlets and political parties on both sides of the spectrum is that Latina/os (or Hispanics) are a homogeneous entity. Typically, these stories depict Latina/os as " all from Mexico" and residing on the urban centers on each of the coasts. The within group variance of the Latina/o respondents of LCCLS represent a component of a new storyline to describe a wide range primary identities within the Latina/o community. Although I follow Hayes-Bautista and Chapa's (1987) conceptual base for terminology and identify as a Latino, many individuals still identify as Hispanics. In the study 36% of the participants who indicate they were Hispanic or Latina/o, selected Hispanic as their primary identity. Hispanic is a term created by federal edict in the 1970s and subsumed dozens of nationalities and ethnic groups (Hayes-Bautista, 1987; Rumbaut, 2006). Other primary identities selected by participants include Chicano, Mexican-American, and Cuban. A Bordas perspective advances the concept of empowering Latina/os to gather the knowledge necessary to weave connections with the past in order to understand that, other than indigenous peoples of the Americas, the Spanish monarchy established the first colonies in what is now the United States. Popular culture and the official narrative of U.S. history portrays an expansion of English America, obscuring if not suppressing any form of Hispanic presence from collective memory (Rumbaut, 2006). Empowering Latina/o leaders to challenge dominant knowledge claims can occur with data similar to what was collected for this study. The theme of this updated story suggests that NCCHC should leverage its national

scope to account for its members' internal diversity of racial and ethnic identities as well as national origins.

Another normative knowledge claim that is not necessarily represented in the literature, but is reproduced across multiple social spaces, is one that uses the relative youth of the Latina/o population to justify their underrepresentation in higher education and employment markets. This new story is meant to challenge the notion that "there just aren't any qualified candidates" and it should empower Latina/o leaders to recall the educational and professional profiles of NCCHC members and leadership fellows as evidence to disprove this claim. Bordas describes Latina/o leaders as individuals able to weave connections between the Latina/o history and the present reminding readers that many Latina/os in the United States never emigrated and can trace their heritage to the Southwest prior to the Mexican-American War. The analysts of the U.S. Census indicated the Hispanic population had a lower median age, 37, than the general population, 47 (Ennis, Rios-Vargas, & Albert, 2011). The profiles in this study uncovered that 75% NCCHC members and 80% of NCCHC leadership fellows are over the age of 40, certainly not an old age. The relative youth of the Latina/o population and of NCCHC members is exactly why opportunities to develop Latina/o educational leaders should be everyone's business. Latina/os will continue to make up larger proportions of the population and the reliance of the term minority when referencing Latina/os must be reconsidered. This term connotes an image of a second-class citizenry, which in turn reproduces the unchallenged notion of Eurocentrism to describe non-White individuals.

Research Question Three: *Is there a statistical dependence between participation in the National Community College Hispanic Council Leadership Fellows Program and agreeing that*

Bordas' leadership characteristics are important?

The research provides a dominant narrative on professional development for community college leaders suggesting that the AACC competencies guide university-based and professional organization's leadership development program curricula (Eddy, 2009; Eddy, 2010; Hull & Keim, 2007). The Bordas model challenges this narrative by accounting for Latina/os' cultural values and diverse traditions as valued characteristics of leaders and leadership development. This research question tested the statistical independence of participation in the NCCHC Leadership Fellows Program and the Bordas leadership characteristics by performing a series of chi-square tests. Statistical independence would mean that the proportion of participants in the fellows program who agree that the Bordas characteristics are important would be equal to the proportion of non-participants who also agree. My analysis produced two new storylines, taking into account the lack of statistically significant chi-square tests, my participation in the fellows program in 2010, and research study in 2012.

The first themes of the story centered on only two of the 36 chi-squared tests resulting in an observed statistically significant dependence between participation in the fellows program and the Bordas characteristics. The two characteristics, *Behaviors are consistent with expressed beliefs* and *Generous with time for others*, provide evidence of how Bordas defined the *personalismo* (preparing oneself) dynamic. Preparing oneself to lead is indicative of more than skill and competency attainment and suggests the humanistic qualities valued by Latina/o leaders. Consequently, the Bordas model suggested each of the characteristics depended on participating in the LFP. For both of these survey items, a smaller proportion of participants in the fellows program than non-participants agreed

these characteristics were important. This lack of statistically significant relationships between participation in the fellows program and the Bordas characteristics must be analyzed judiciously. Does this mean that LFP participants do not believe behaviors consistent with express belief and giving time to others is important? No it does not. The tests measured that there was a statistically significant difference in the number of LFP participants who believed the characteristics were important compared to non-participants. Nonetheless, both groups reported high rates of agreement on the importance of these characteristics so the Bordas model appeared to have accurately capture the leadership characteristic deemed important for Latina/o leaders. A storyline worth considering given the results related to the program curriculum of LFP.

My participation in the LFP showed me first hand how the curriculum is centered on the AACC competencies. The AACC framework was utilized to teach Latina/o leaders about what would be expected of them, but participants vocalized their desire of an LFP reflective of their lived realities as racialized leaders (Hernández, 2012). Getting to the core of intersecting identities such as race and leadership necessitates a renewed story to be told where the cultural influences on leading are highlighted rather than suppressed or made to fit in to another framework. A changed understanding of the characteristics Latina/os agree other Latina/o leaders should possess would mean the administrators of the LFP be open to critically examine the broader social structures mediating leadership development for community colleges.

The results of the statistical tests may not have found many statistically significant dependencies due to the LFP not addressing the intersecting identities of race and leadership. The standard in applied statistics is to evaluate inferences grounded in their

corresponding statistical significance, typically at the 5% level. Statistical significance has, to some extent, allowed researchers to advance their findings by establishing some form of reliability. Nonetheless, the results in this study suggest that practical importance can trump statistical significance while offering results that should not be ignored given an arbitrary significance threshold. Traditional conceptualizations of quantitative research designs rely on a null hypothesis to be rejected, however, this study provides an opportunity to push the boundaries of what is accepted as truth in mainstream notions of community college leadership.

Research Question Four: *What is the geographic distribution of members of the National Community College Hispanic Council?*

The normative knowledge claim of the Latina/o population in the United States revolves around Latina/os living in self-segregated enclaves along the Southwest border with Mexico. To challenge this ubiquitous narrative I conducted a spatial analysis using ZIP codes as georeferenced data to build a Geographic Information Systems (GIS) file. The GIS file resulted in a series of cartographic displays finding that NCCHC members lived from coast to coast in 25 states. The new storylines acknowledge the histories of Westward Expansion, the Mexican-American War, and the Treaty of Santa Anna for the concentrations of Latina/os in southwestern states rather than a pattern of self-segregation (Bordas, 2001).

Constructing these storylines was challenging because a majority (74%) of the geographic distribution of the study's participants were concentrated in Arizona, California, Florida, and Texas. The geographic analysis provided a contextual understanding of where Latina/o community college leaders live and work. One theme in

the literature on Latina/o leaders in higher education indicated that career upward mobility was mediated by a willingness to be geographically mobile. This then suggested that moving away from home or across state lines would somehow result in enhanced career options and opportunities. Leaving family for the individual pursuit of career ascendance was indicative of assimilationist behaviors to resemble White cultural practices. Latina/os have traditionally been place bound to the Southwest since many individuals have known these states as ancestral homelands (León, 2005). These strong bonds to communities, family, and physical space should be valued as indicators of strong leadership capacities because of the increased potential for weaving intergenerational connections. For Bordas, this connection and understanding of an ancestral homeland represented a prologue to *personalismo* and *desarrollando abilidades*. Therefore, extending the Bordas model meant crafting a storyline that takes into account the reality that Latina/o leaders in traditional Latina/o population centers have the capacity to do so because their personal educational attainment and career upward mobility are facilitated by a consciousness of space and service of local communities (Bordas, 2001, Valverde, 2003).

What about the 26% of participants who live in the 21 other states? Their stories should empower Latina/o community college leaders because of their resiliency in the face of the challenges of living and working in predominantly White states. From a humanistic leadership perspective, the emerging Latina/o population in the Midwest and the South offers an opportunity to focus on the intersection of race and leadership styles. I extend Bordas' model to insert a critical perspective where political power dynamics are necessary, especially in light of the backlash facing the Latina/o community for "taking

over" and changing "traditional America." Although Bordas does acknowledge Latina/os' diverse ethnic and national backgrounds, the three dynamics do not capture the politicized identities of Latina/os living outside of places like Arizona, California, Florida, and Texas. For these Latina/o leaders working in higher education means they may be one of a handful of other Latina/os on their campus (see: Table 1.3). Advocacy and service to local communities may mean that the Latina/o leaders is asked to served in a multiplicity of roles in and outside of the campus. By developing a deeper understanding of the national distribution of NCCHC members, organizational leaders can offer various forms of support and continue nurturing the next generation of Latina/o community college leaders. The maps showed that members in the Northeast spent a lot of their time in classroom instruction while also seeing the need to recruit leadership fellows from the upper Midwest and Pacific Northwest.

Contributions of the Study

This study on Latina/o leaders in community colleges presented a unique approach to address humanistic leadership theory by employing an emancipatory research design and quantitative survey methods to challenge the dominant leadership competencies of the American Association of Community Colleges. The findings offered a more in-depth and contextualized perspective of the leadership characteristics of Latina/os that are overlooked in research and in practice. Several facets of this study enrich our collective understanding of Latina/o leaders in community colleges, which significantly contribute to the research literature.

First, the study had a national scope and focused on Latina/os in community college leadership, which have been neglected by higher education researchers. The study

represented the nation's premier professional organization for developing Latina/o leaders for community colleges. While other studies have examined Latina/o leaders (de los Santos & Vega, 2008; León, 2005) and Latina/o leadership development programs (León & Nevarez, 2008), this study includes data specific to community colleges and one professional organization.

Second, the study challenges the over-reliance on the AACC competencies as the go-to leadership model. Chi-square tests were used to examine if a statistical dependence existed between the Bordas leadership characteristics and participation in the LFP. Since the LFP curriculum is guided by the AACC competencies, a large proportion of the tests showed the characteristics were independent of participating in the LFP. The results of the chi-square tests showed that the LFP could do more to explicitly discuss race and leadership in America's community colleges. The humanistic approach to leadership expressed by the Bordas model offers an emancipatory perspective to the research on community college leadership. This study should be utilized to empower emerging leaders or those in service to enact their personal leadership based on their personal life stories and epistemological orientations. This study should also be used to challenge the Bordas leadership model in respect to understanding Latina/o leaders in community colleges.

Third, the study attenuates the dominance of individualistic, top-down leadership frameworks and styles. Descriptive profiles of Latina/o leaders in community colleges, the Bordas model, and the geographic distributions of Latina/ o leaders may be useful in considering community college leadership through different theoretical frameworks. Most of the extant research on community college leaders has focused on executives, which privileges presidents and chancellors, or has ignored the realities of racial identities, which

privileges White males. An array of critical perspectives on educational leadership has emerged over the last 10 years, such as revolutionizing leadership development (Kezar & Carducci, 2009) and counter-storytelling (Solórzano & Yosso, 2002). Kezar and Carducci suggest that leadership is process and not something to be owned by individuals in positions of authority. The authors also also argue that culture and context matter, meaning that leadership should not be considered a universal or objective phenomenon. Solórzano and Yosso employ a critical race methodology to use counter-storytelling as a framework in educational research. Solórzano and Yosso's theory encourages scholars to provide educational leaders the stories or narratives that may demonstrate how race and racism intersect with a leadership identity. As such, this study aimed to uncover the untold stories of Latina/o leaders in community colleges by answering the research questions in the form of storylines that may contribute to a counter-storytelling framework in future inquiries. Moreover, the study used Bordas' Latina/o Leadership Model as a framework to amplify the unique characteristics of Latina/o leaders. The remainder of this chapter highlights the major recommendations for future research and recommendations for policy and practice.

<div align="center">Recommendations for Future Research</div>

This study proposes three major recommendations for future research. Researchers and scholars interested in studying equity in leadership for community colleges should continue developing studies around the AACC competencies' indifference to racial identity. Research studies that expand the use of georeferenced data will also benefit others who also seek to develop their own storylines of the regional variance of Latina/o community college leaders. The spatial analyses of the georeferenced data were significant contributions of this study and offered visualizations of the regions where Latina/o leaders

work and live. Demographic studies have shown that each Latina/o subgroup has displayed its own patterns of regional concentration, specifically in the Southwest, Northeast, and South Florida (Logan & Turner, 2013). These regional concentrations are shifting as Latina/os move to Midwestern and Southern states creating a situation where higher education leaders can be proactive in valuing the leadership capacities of Latina/os in their communities. If the higher education community can come to terms with the conspicuous void of Latina/o leaders, then structural issues of race and racism in American schools can begin to be acknowledged. This acknowledgement will also advance the similar struggles for achieving equity faced by Asian, Black, and Native American leaders in higher education whose exclusion from leadership studies is also readily evident.

Challenging the Dominance of AACC Competencies

Bordas' (2001) Latina/o Leadership Model provided this study a conceptual framework to challenge dominant leadership frameworks. By remaining indifferent to racial diversity, the AACC competencies prevent invested stakeholders from genuinely achieving the mission and vision which community colleges were founded on (Dougherty, 1994). The Bordas model offers an opportunity to reshape the discourse on community college leadership by incorporating diverse epistemologies in the advancement of leadership theories. The profiles of NCCHC members and leadership fellows told a story of a professional organization whose members have dedicated the time to prepare for leadership while weaving connections with both their professional and local communities. Researchers studying community college leaders cannot overlook these facets of the Bordas model. Just as community college leaders must be adept in managing change and seeing issues from a multiple frame perspective, researchers are responsible for

challenging dominant models and frameworks that imply leaders of color must assimilate if they want to be allowed in the conversation.

The urgent need for leaders in community colleges has been a central theme of research studies since the late 1990s when it became apparent a wave of baby-boomers would soon retire (Shults, 2001). Findings in this study showed there exists a deep reservoir of Latina/os ready to assume leadership roles in community colleges across the nation. Bordas' leadership model accepts that dominant leadership culture is often invisible and unacknowledged. This means that Latina/os are pushed to fit in and assimilate to think, talk, and behave like their White counterparts. Qualitative researchers should conduct ethnographic case studies to interpret the day-to-day successes and challenges faced by Latina/o leaders in community colleges in multiple states and regions.

The cartographic displays of the LCCLS data should advance both qualitative and quantitative research studies. By interpreting those displays using the Bordas model, researchers should be able to understand and accept that Latina/o leaders work in predominantly White state and regions, and not just in California or Florida. Research on these Latina/o leaders should involve qualitative studies as to contribute to the knowledge on the intersections of geographic space as well as racialized identities and leadership practice. Quantitative researchers should work to merge a wide range of data sources to answer questions on population characteristics and educational attainment.

Impact of Community Colleges in an Increasingly Diverse Society

Researchers interested in advancing Latina/o perspectives on educational leadership should refer to this study because of its focus on community colleges, a professional organization, and its attention to the evolving demographics of the United States. The

impact of community colleges in the educational landscape across the nation cannot be overlooked given large number of institutions and the number of students who rely on an array of degree and certificate programs. Nonetheless, the institutional hierarchy of American higher education and the relative youth of community colleges make them easier to forget in conversations about postsecondary education (Cohen & Brawer, 2003). This study's findings should benefit readers seeking empirical rationale to support creating or growing a community college leadership development program. The research on community college leadership has reflected the influence of leadership theories of certain time periods. From community colleges' origins as extensions of secondary schools in the early 20th century to the present, leadership theories have shifted from strength and dominance to cooperative and adoptive styles (Eddy, 2010).

Impact of Leadership Development

The findings of this study indicated participants' high rate of graduate degree completion as well as leadership development program participation. This finding underscored a mutually beneficial relationship between Latina/o leaders, university-based programs, and professional organization's leadership programs. This form of preparing oneself, or *personalismo*, was a central feature of the Bordas leadership model that participants in this study enacted. Researchers should highlight the important role of these programs for community college leaders. As community colleges rely on universities to train and prepare emerging leaders for future leadership, universities rely on community colleges to maintain student enrollment as current leaders continue retiring. Universities have a symbiotic relationship in relation to the study of community college leadership.

Universities' roles in advancing Latina/o leaders for community colleges are

important and urgent as they also work to diversify the student bodies that enroll and complete their graduate programs. Research studies on university-based programs for community college leaders should continue emphasizing how universities are the main providers of the requisite graduate degrees (Friedel, 2010). Scholars have noted that as many as 70% of community college presidents had completed a doctorate degree with a specific emphasis in education (Romano, Townsend, & Mamiseishvili, 2009; Wallin, Sullivan, & McDade, 2009). In the current study 91% of participants had completed a master's degree and 47% had completed a doctorate (Ed.D, Ph.D. or J.D.). These statistics are indicative of the important role universities play in the context of community college leadership, and researchers should communicate this reality to interested stakeholders in community colleges and universities.

Professional organizations play a vital role in weaving connections for Latina/o community college leaders. This area of scholarship can benefit from Bordas' perspective of how Latina/o leaders rely on multigenerational professional networks as a way of *tejiendo lazos.* This need to weave connections should motivate researchers to consider questions about the type of skills and traits needed by community college leaders. Additionally, researchers should consider studies that specifically examine the role of doctoral programs and leadership development institutes and programs in meeting the needs of preparing a diverse group of equity oriented leaders. These implications for research are presented as potential follow-up studies to continue sharing the stories and contributions of Latina/o leaders in community colleges. Without a dedicated research agenda, the experiences of Latina/o leaders will remain obscured and invisible from the national conversation on community college leadership development.

Although the chi-square tests grouped by three leadership dynamics in the Bordas model did not yield statistically significant results, there are still some practically important and significant findings to interpret. I tested the hypothesis that there would be no difference in the proportion of leadership fellows program participants and non-participants who agree that leadership characteristics in the Bordas model are important for Latina/o leaders to possess. The chi-square tests evaluated the probability that the observed relationships resulted from chance. Since only a small portion of the tests resulted in a statistically significant result, I believe two concepts deserve more discussion. First, the Bordas model may not have tested what I thought it would when comparing leadership fellows and non-leadership fellows. Second, future research studies on Latina/o community college leaders can benefit from theoretical and methodological diversity. The Bordas model appears to be adequate for whole sampled population but failed to test any differences across subgroups of LFP participation. In light of these implications for research, the following section focuses on the implications for policy and practice offered by the current study.

<p style="text-align:center">Recommendations for Policy and Practice</p>

The recommendations for policy and practice are aimed at NCCHC and AACC. Leaders of NCCHC should begin taking steps to incorporate humanistic leadership theoretical frameworks to redevelop the curriculum of the LFP as a way to build on and extend the AACC competencies. Redeveloping the LFP curriculum will offer NCCHC an opportunity to insert a Latina/o voice in the community college leadership development conversation. As an organization, NCCHC will also benefit from this study by learning in depth information about the profiles and spatial distributions of its membership base. Put into practice, the

implications for the leaders of NCCHC can signal a renewed emphasis on growing the membership base by recruiting in states where large gaps exist. Leaders of AACC will also benefit from this study because of their stated goal and commitment to diversity across all community college organizational units, not the least of which being executive and managerial (AACC, 2011). AACC can no longer ignore that most research studies on community college leadership utilize their competencies while reflecting a reality where power and influence remains the domain of White, middle-class men, simultaneously contradicting their goals of diversity in leadership. This power and influence needs to be addressed by the organization in order for its membership to reflect the student populations they serve.

AACC Leadership Development

The implications of this study relate to the policies and practice of AACCs leadership preparation programs. AACCs premier professional development program, the John E. Roueche Future Leaders Institute (FLI), has two strands for emerging and advanced leaders. Written policy indicates that AACC is committed to promoting "increased access and success for the diverse community college population" (AACC, 2011, p.1). In practice, however, there is little quantifiable evidence to support this claim of increasing access and success to a diverse population. During the eight years of administering the FLI programs, the lack of identifying, recruiting, and selecting Latina/o participants is evident. Only 6% (n=36) of the FLI program and 3% (n=5) of the FLI advanced program have been Latina/os.

These figures foreshadow a troubling trend that will persist unless policy changes occur within AACC to intentionally recruit Latina/os to participate in the FLI seminars. Scholars and policymakers should strive to develop mutually beneficial partnerships with

AACC and its affiliated councils such as NCCHC. By practicing active partnerships, AACC should be able to drive policy initiatives in order to support their goals of access and success for diverse groups. AACC should commit to targeted investments of resources and time to increase Latina/o leadership in community colleges across the country. This requires a purposeful review of the identification and recruitment strategies for the FLI and FLI advanced. Through this review, strategic policies can be aligned to Latina/o leaders' needs and experiences in accessing and completing nationally recognized leadership programs.

The findings of this study provide significant impetus for the organizers of the FLI programs to revisit their policy and change their practices of excluding Latina/o leaders from their programs. From the Bordas perspective, Latina/o leaders who engage in skill development reinforce a strong sense of community. Latina/o participation in the FLI programs offers the opportunity to build advocates across racial groups. The shared experiences of Latina/os in the United States will offer all participants of the FLI programs and enriched perspective of leadership, regardless of racial identity.

By designing the FLI programs around the AACC competencies, the programs are communicating that they are developed by and for White males. While the AACC competencies ignore racial and gender differences, nearly half of all community college students are Black, Latina/o, or Native American and roughly 60% of students are female. In this study, the results showed that four states with high Latina/o density also had high proportions of women. Since the competencies were an attempt to be clear and make obvious what skills effective leaders should possess, it appears they fall short of the mark in addressing the intersecting identities of racialized and gendered leaders. By laying this

framework, the AACC competencies come across as a "do this to be like us" list to check off. As a matter of policy and practice, AACC should work to update the competencies to reflect the realities of people who attend community colleges—high proportions of students of color and females. The FLI leadership development programs receive more attention and prestige given their direct affiliation with AACC. Attention to diverse perspectives on leadership in the design and implementation of these programs will help AACC address the elusive goal of diversity in leadership for community colleges.

In-service Leaders and Succession Planning

While AACC sets a national agenda, the local efforts of in-service community college leaders must also include Latina/o members of their campus communities as sources of leadership. Mass retirements are no longer an impeding event and their effect can already be seen in the urgent demand for leadership in community colleges. With this in mind, in-service leaders must accept the charge to prepare the next generation to assume the roles and responsibilities of educational leadership. Research has long suggested that community colleges begin their leadership searches by looking within the organization (Boggs, 2003; Eddy, 2010; Nevarez & Wood, 2010). The findings of the current study suggest that the need to grow our own leaders is incumbent upon leadership programs ready to expand to meet the need of successfully preparing emerging Latina/o leaders. Findings of this study also have concrete implications for the National Community College Hispanic Council and the American Association of Community Colleges.

In addition to implications for NCCHC and AACC, this study's findings can impact leadership development in a campus-specific context. Most community colleges have invested in developing or modifying their existing Grow Your Own Leaders (GYOL)

programs. Some colleges are even taking steps to initiate their own GYOL programs aimed at Latina/o leaders on their campuses. These institutions will benefit from utilizing this study's findings to complement their programmatic efforts and curriculum moving beyond the AACC competencies. Advancing AACC's leadership competencies as the sole way of enacting leadership in community colleges obscures the experiences of participants in these Latina/o-centered GYOL programs. The literature reviewed along with the findings of this study suggest that leadership programs include a more inclusive representation of Latina/o perspectives on leadership that is relevant to the participants and their local contexts. The Bordas leadership model suggests that inclusivity and access to leadership development opportunities are in sync with Latina/o values. In-service leaders can use GYOL programs as a way of welcoming emerging Latina/o leaders into the campus community and as liaisons with the external constituents in local communities.

As committees, task forces, and strategic planning commissions meet to guide future iterations of NCCHCs Leadership Fellows Program and AACCs Future Leaders Institute, this study should offer guidance to review recruiting strategies in order to increase the numbers of Latina/o leaders in community colleges. Major findings in this study that can benefit LFP and FLI administrators relate to the seeing a national group of leaders from the Bordas perspective. The humanistic characteristics in the Bordas model identify a Latina/o leader as someone who can bridge disparate worlds by relying on their lived experiences while serving as community builders. In policy and practice, Latina/o participation in community college leadership programs allows program administrators to develop succession planning strategies that acknowledge the potential contributions of Latina/ leaders.

Another significant implication for policy and practice relates to the use of the AACC competencies as curricular guides for succession planning and leadership development by in-service leaders. To be sure, AACCs competencies have been useful to many leaders and researchers over the last decade, but their normative approach to what leaders need to know lacks the epistemological intersections of race and leadership the Bordas model encompasses. As suggested in the implications for research section of this chapter, resisting a blind acceptance to the AACC competencies should also occur in policy and practice. In practice, the AACC competencies should still be utilized but in conjunction with context oriented leadership models as to not inadvertently present leadership as rote behaviors devoid of context. Community college leadership is multi-faceted and best seen through a prism rather than a one-dimensional lens. Similarly, any sets of competencies that ignore human difference inherently exclude many individuals eager and ready to serve others through their service as educational leaders. In policy, Latina/o leaders should work to contribute to the conceptual base of leadership. By focusing on impacting social change through policy, Latina/o leaders enact many of the AACC competencies while highlighting the innate traits and characteristics that have been ignored as leadership capacities.

<div align="center">Significance and Limitations</div>

The previous section outlined the study's implications for research and for policy and practice. These implications are significant because they use the findings of the study to suggest new directions to examine the equity problem in community college leadership. The following sections provide the significance and the limitations of the study.

Significance of the Study

Latina/os' impact on community colleges remains tempered by their significant

underrepresentation in executive and managerial roles. Since the late 1990s the proportion of Latina/o faculty and Latina/o executives and managers have increased only slightly while being dramatically outpaced by the volume of Latina/o students in community colleges. This lethargic growth rate of Latina/o leaders is cause for concern since population projections continue foretelling a not-too-distant future where Latina/o college completion is inextricably linked to national prosperity. Latina/o leaders in community colleges can play a major role in improving the college completion rates for students across the demographic and racial spectrum by enacting their humanistic leadership characteristics.

Results from this study call attention to an array of topics related to community college leadership as well as the geographic diversity within the Latina/o population. The study offered higher education researchers and practitioners new knowledge from a national perspective to understand the intersection of leadership, race, and community colleges. The reviewed literature should be used as a reference for researchers undertaking similar studies in other institutional settings or with other racially minoritized groups. Similarly, the methods and findings of the study enrich how studies on community college leadership are designed and carried out. Practitioners will find abundant background reading material to redesign their curricular emphasis in their oversight of GYOL and related leadership development or mentor programs. Current community college leaders will find this study significantly contributes to their succession planning efforts as they identify emerging Latina/o leaders within campus communities.

This study's methodological significance is seen in the attempts to not overreach by performing inappropriate statistical tests. LCCLS was a cross-sectional survey well suited

to collect data to describe trends as well as to understand subjective beliefs about what characteristics Latina/o leaders should possess. Non-quantitative survey data grounded in subjective beliefs is often analyzed incorrectly using inappropriate methods. In many of these cases, hypothetical predictive models are tested using multiple regression methods that violate statistical assumptions. By designing an original survey instrument I did so with no intent to predict any type of phenomenon. My understanding of the data collected by administering LCCLS helped me focus on using appropriate statistical methods. This is significant from a methodological perspective because I developed a meaningful partnership with NCCHC. We shared mutual goals of wanting to know more about Latina/o community college leaders and not necessarily predict behaviors. Descriptive profiles of NCCHC members and leadership fellows laid a foundation to carry out follow-up studies.

Another significant methodological contribution of this study came from the georeferenced ZIP data that was collected during the administration of LCCLS. Collecting ZIP code information from survey participants made this study a unique combination of methodologies around space and geography. Mapping Latina/o leaders on the colleges they work in is a significant contribution to research in higher education because research often relies on the dichotomy of the quantitative-qualitative methodologies. Using geospatial methods to construct an appropriate GIS data file to visualize data should help researchers identify unanticipated findings that can often be obscured in the quantitative-qualitative paradigm.

This study also benefited from my personal experiences. I began my postsecondary pathway in a community college in Los Angeles County, the most Latina/o-dense county in the country. I am now concluding my postsecondary pathway in an Iowa county with only

three percent Latina/o population. This geographic change motivated me to explore a national scope of Latina/o population centers. My participation in the NCCHC fellows program in 2010 also allowed me to develop meaningful relationships with colleagues and mentors dedicated to developing future Latina/o leaders for America's community colleges.

Bordas' Latina/o Leadership model also contributed to the significance of this study. The model offered a race-conscious alternative to the AACC competencies. The complexity of community college leadership requires a multi-frame perspective, which no single theoretical framework can deliver. In this study, the Bordas model offered an interpretative lens to highlight the humanistic aspects of leadership. The interpretative lens provided by Bordas also helped the study build on and extend her model. Bordas outlines the model using three dynamics; preparing oneself, weaving connections, and developing skills. The data provided by the participants offer insight on the numerous facets unique to Latina/o leaders in community colleges. Extending the Bordas model should entail community-oriented models of inquiry as to learn about the long-term impact of humanistic leadership on the individual.

The three dynamics serve as adequate examples to illustrate a people-centered view on leadership, however this is likely to take a physical and emotional toll. Institutions of higher education exert inordinate amount of stress on Latina/o leaders, and this stress likely to produce unhealthy physical manifestations such as headaches, gastrointestinal irritation, and depression (Valverde, 2003). While the Bordas model asks leaders to give of themselves to genuinely appreciate the human aspects of leading organizations, the model can be extended by being conscious of the deleterious effects of not taking care of oneself.

Practicing self-care should be a core value of an extended Latina/o leadership model. NCCHC fellows expressed a great deal of passion and compassion in remaining committed to the challenge of serving community college students, some in colleges where they were fairly on their own and isolated from familial and professional support (Hernández, 2012). A conceptual model cannot teach passion and compassion for leading community colleges, but those leadership characteristics can be nurtured. Latina/o leaders can draw on deeply seeded cultural and familial influences to nurture their professional identities. These same influences can be called upon to muster the dignity and pride necessary to challenge dominant ideologies and structural inequities, not only for themselves but also for others.

Limitations of the Study

Although the study achieved its aims, there were some unavoidable limitations. While the study benefitted from the partnership I established with the National Community College Hispanic Council, the relatively small sample frame meant this research was conducted with a small population. NCCHCs endorsement facilitated the identification of a sample frame of community college leaders, but to generalize to a larger group of Latina/o leaders the study could have excluded NCCHC and identified participants regardless of membership in a professional association. The relatively small sample size undoubtedly contributed to the lack of statistically significant results for research question number three. Although the inferences of findings in this study were limited to NCCHC members, this study also demonstrated the need for similar studies with other racial groups.

Conclusion

Latina/os have largely been obscured from research on community college leadership and are totally absent from the AACC competencies. Considering the continued growth of

the Latina/o community in the United States, in the general population and as a college-going group, the higher education sector should no longer tolerate the low numbers of Latina/o leaders in community colleges. Perhaps the still-emerging numbers in many regions where Latina/os had not been a significant amount of the populous is contributing to a form of cognitive dissonance regarding their presence. Although the realities of Latina/o population growth have been well documented in briefs and statistical summaries from the U.S. Census bureau for over three decades, its almost as if higher education has chosen to ignore or deny the change in the student bodies seen on campus. In the research on higher education leadership the same type of ignoring and denying has continued as scholars viewed leaders and leadership through colorblind lenses.

In education the drumbeat has steadily sounded a rhythm that sings the song of deficiency when describing the educational outcomes of Latina/o communities (Valencia & Solórzano, 1997). The blame sometimes falls on Latina/o families for not placing the same value on education and degree attainment that White families do. Magnifying the deficit discourses, college and university leaders use this blaming as a backdrop to explain why there are very few Latina/os in their organizational leadership teams. AACC data indicates that roughly 5% of community college presidents are Latina/o and the National Center for Educational Statistics estimated that nearly 50% of Latina/os first-time undergraduate students begin in a community college. These proportions should signal a very loud call to the higher education community about representative leadership across institutional contexts.

One benefit of using Bordas' (2001) model for this study was that it allowed the study to challenge mainstream leadership research by recognizing the contributions of Latina/os.

This framework promotes a people centered view of leadership that grows out of Latina/o histories and values. By not forgetting the past, Bordas is responsive to the challenges Latina/o leaders face in their daily leadership practice. Extending the Bordas model, leaders should remain committed to challenging traditional notions of how to enact, practice, and discuss in the rhetoric of educational leadership. This commitment is especially meaningful for the study of Latina/o leaders in community colleges since scholars using the AACC competencies as a guiding framework have not always made their value of diversity to be explicitly known.

By conducting this study I am advocating for the continued investment of community college's collective resources in order to nurture and support the humanistic perspectives found in Latina/o community college leaders. NCCHC is a professional association that has made a commitment to identifying, developing, and supporting Latina/os in community colleges despite the challenges and disappointments encountered along the leadership pipeline. The first step in taking action is to clearly identify intent. Intention is the ideal an organization or an individual is committed to. Since 1985 NCCHC has demonstrated its intent in the form of willpower, unrelenting focus, and raw determination. The intent of the founders of NCCHC was established in the development of what would one day become the Leadership Fellows Program.

As a scholar and fellows program alumnus I advocate for NCCHC by disseminating research and calling attention to the success and challenges faced by Latina/os in community college leadership. Sustaining NCCHC and the fellows program is a shared responsibility of all community college leaders. Anyone invested in the mission and vision of American community colleges should ensure that leadership development does not

extend unearned privileges to a select few individuals. Similarly, NCCHC should also commit to supporting leadership development for other minoritized groups.

I hold on to hope that the number of Latina/o leaders in community colleges will grow and reflect the communities we serve. This study worked with the nation's premier organization for developing Latina/o leaders and it revealed some remarkable findings of individuals' educational achievement, professional responsibilities, and geographic distribution. The Bordas leadership model let me see that NCCHC members offer community colleges more than just competencies. Latina/o leaders' social and cultural assets have rarely been acknowledged and the participants in this study offered an array of characteristics, traits, and skills to the realm of higher education leadership. Ultimately, this study revealed a need to restructure community college leadership and redefine the AACC competencies to include a humanistic perspective that encompasses the experiences of Latina/o culture.

APPENDIX A

The Latina/o Community College Leadership Survey Instrument

Latina/o Community College Leadership Survey

INTRODUCTION: This is a survey endorsed by the National Community College Hispanic Council (NCCHC). It is part of a study on community college leadership development that is being conducted by Ignacio Hernández, Jr, doctoral candidate at Iowa State University in Ames, IA. The purpose of this survey is to collect information about Latina/o community college leaders' demographics, career pathways, participation in leadership programs, and educational preparation. DESCRIPTION OF PROCEDURES   This survey should take 15-20 minutes to complete. RISKS There are no foreseeable risks for participating in this study. BENEFITS If you decide to participate in this study there may be no immediate or direct benefit to you. It is hoped that the information shared in this study will raise understanding among educators as well as community college leaders interested in the development of Latina/os in leadership positions. COSTS AND COMPENSATION You will not incur any costs from participating in this study. You will not be compensated for participating in this study. PARTICIPANT RIGHTS Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss benefits to which you are otherwise entitled. CONFIDENTIALITY Records identifying you will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. To ensure confidentiality to the extent permitted by law, the following measures will be taken. All data will be kept in the investigator's electronic files. Only the investigator will have access to the data. The computer that stores data files is password protected. The files will be destroyed within two years of the completion of the dissertation study. You will not be identified by name in any reporting of this research. QUESTIONS OR PROBLEMS You are encouraged to ask questions at any time during this study. For further information about this study contact Ignacio Hernández, Jr at (909) 576-1320 or via email at ignacio@iastate.edu. If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, Office of Research Assurances, 1138 Pearson Hall, Ames, IA 50011. *IRB ID Number 12-504.* By clicking the YES button you acknowledge having read this informed consent statement and the survey will begin. If you click NO you will exit the survey

❍ Yes (9)
❍ No (10)

If No Is Selected, Then Skip To End of Survey

Section 1: Bordas' Latina/o Leadership Model

Q1a The following address your views about Latina/o leaders in community colleges. Listed are some leadership characteristics related to **preparing oneself (personalismo)**. How important is each characteristic for Latino/a leaders to possess?

	Not at all Important (1)	Unimportant (2)	Somewhat Important (3)	Extremely Important (4)
Trustworthiness (Confianza) (1)	❍	❍	❍	❍
Respectful (Respeto) (2)	❍	❍	❍	❍
Being humble (Humildad) (3)	❍	❍	❍	❍
Displays good character (4)	❍	❍	❍	❍
Effective communication skills (5)	❍	❍	❍	❍
Consistently follows through (keeps one's word) (6)	❍	❍	❍	❍
Empowers other to lead (7)	❍	❍	❍	❍
Capacity for inner reflection (8)	❍	❍	❍	❍
Behaviors are consistent with expressed beliefs (9)	❍	❍	❍	❍
Commitment to some religious faith (10)	❍	❍	❍	❍
Generous with time for others (11)	❍	❍	❍	❍
Aware of ancestry and family background (12)	❍	❍	❍	❍

Q1b The following address your views about Latina/o leaders in community colleges. Listed are some leadership characteristics related to **weaving connections (tejiendo lazos)**. How important is each characteristic for Latino/a leaders to possess?

	Not at all Important (1)	Unimportant (2)	Somewhat Important (3)	Extremely Important (4)
Helps develop future leaders (1)	○	○	○	○
Ability to communicate in Spanish (2)	○	○	○	○
Encourages holistic health and wellness (3)	○	○	○	○
Understands Latina/o history in the United States (4)	○	○	○	○
Ability to articulate an organizational vision (5)	○	○	○	○
Encourages community college advocacy (6)	○	○	○	○
Encourages cross-racial partnerships (7)	○	○	○	○
Is committed to maintaining a healthy work-life balance (8)	○	○	○	○
Actively participates in professional organizations (9)	○	○	○	○
Serves as a mentor to others	○	○	○	○

(10)				
Promotes a positive vision of Latina/os in higher education (11)	○	○	○	○
Honors special occasions and encourages celebrations (12)	○	○	○	○

Q1c The following address your views about Latina/o leaders in community colleges. Listed are some leadership characteristics related to **developing skills (desarollando abilidades)**. How important is each characteristic for Latino/a leaders to possess?

	Not at all Important (1)	Unimportant (2)	Somewhat Important (3)	Extremely Important (4)
Strives to enact the mission of the college (1)	○	○	○	○
Strives to achieve the vision of the college (2)	○	○	○	○
Understands community college financial management (3)	○	○	○	○
Participates in leadership development programs (4)	○	○	○	○
Reads current research related to higher education (5)	○	○	○	○
Maintains an active role in professional organizations (6)	○	○	○	○

Effective interpersonal communication skills (7)	○	○	○	○
Effective groups communication skills (8)	○	○	○	○
Effective in developing consensus (9)	○	○	○	○
Effective time management (10)	○	○	○	○
Has completed a graduate degree (11)	○	○	○	○
Effective human resource management capabilities (12)	○	○	○	○

Section 2: Professional Characteristics

Q3 Have you participated in the National Community College Hispanic Council's (NCCHC) Leadership Fellows Program?

○ Yes (1)
○ No (2)

Answer If Have you participated in the National Community College H... Yes Is Selected

Q3a Since you were an NCCHC Leadership Fellow, what year did you participate?

Q4 Have you participated in a leadership development program sponsored by other national organizations (i.e. AACC, ACE, HACU, NASPA, etc.)?

○ Yes (1)
○ No (2)

Answer If Have you participated in other leadership preparation pro... Yes Is Selected

Q4a Please state which programs or fellowships you have participated in

Answer If Aside from your degree program, have your participated in... No Is Selected

Q4b Do you plan to participate in a formal leadership preparation program or fellowship in the next 5 years?

❍ Yes (1)
❍ No (2)

Q5 Have your participated in a leadership development program sponsored by your college or district (i.e. Grow Your Own Leaders (GYOL), The Chair Academy, etc.)?

❍ Yes (1)
❍ No (2)

Q6 Are you part of a "mentor/protégé" relationship with community college leaders?

❍ Yes (1)
❍ No (2)

Answer If Are you part of a "mentor/protege" relationship with other... Yes Is Selected

Q6a Are you a mentor, a protégé, or both?

❍ Mentor (1)
❍ Protégé (2)
❍ Both (3)

Q7 Do you have Latina/o mentors who work in community college settings?

❍ Yes (1)
❍ No (2)

Q8 Do you have Latina/o protégés who work in community college settings?

❍ Yes (1)
❍ No (2)

Q9 Are you currently or have you ever been a community college instructor?

❍ Yes, as a full-time instructor (1)
❍ Yes, as a part-time instructor (2)
❍ Yes, as an adjunct instructor (3)
❍ No (4)

Q10 Do you currently teach in any higher education setting?

❍ Yes, at a community college (1)
❍ Yes, at a university or other four-year institution (2)
❍ Yes, in an online only institution (3)
❍ No (4)

Q11 Where 1 (one) is the most important and 6 (six) is the least important, rank how important each of the following reasons were for you in pursuing a career in community college leadership

____ Salary (1)
____ Benefits (health, retirement, etc.) (2)
____ Personal gratification (3)
____ To make a difference in students' lives (4)
____ Being a community college alumni (5)
____ Ability to assist a large proportion of students of color (6)

<u>Section 3: Educational Characteristics</u>

Q12 Along your personal education pathway, did you attend a community college?

○ Yes (9)
○ No (10)

Q13 What degrees have you earned? You may check all that apply.

❑ Career certificate/Vocational degree (1)
❑ Associate's (2)
❑ Bachelor's (3)
❑ Teaching credential or licensure (4)
❑ Master's (5)
❑ Ed.D (6)
❑ PhD (7)
❑ JD (8)
❑ Other (9) _____

Q14 What is the highest degree you have earned?

○ Bachelor's (1)
○ Master's (2)
○ Ed.D (3)
○ PhD (4)
○ JD (5)

Q15 What was your major field in your highest degree earned?

○ Higher Education Leadership/Administration with Community College emphasis (1)
○ Higher Education Leadership/Administration with other emphasis (2)
○ K-12 Leadership/Administration (3)
○ Other Education field (4)
○ If non-educational, please state (5) _____

Section 4: Institutional and Spatial Characteristics

Q16 Is your college a federally designated Hispanic Serving Institution (HSI)?

❍ Yes (1)
❍ No (2)
❍ I'm not sure (3)

Q17 Please estimate the total percentage of Latina/os on your campus in the following groups.

	Less than 20% (1)	21-40% (2)	41-60% (3)	61-80% (4)	Greater than 81% (5)
Student body (1)	❍	❍	❍	❍	❍
Faculty (2)	❍	❍	❍	❍	❍
Staff (3)	❍	❍	❍	❍	❍
Administrators (4)	❍	❍	❍	❍	❍

Q18 What is your college's Zip code?

Q19 Do you currently work--or have you ever worked--in a community college?

❍ Yes (9)
❍ No (10)

Q20 What is your job title or classification?

❍ Counselor, Adviser, etc. (1)
❍ Director (may include Assistant or Associate Director) (2)
❍ Faculty (Professor, Instructor, Lecturer, etc.) (3)
❍ Department Chair (4)
❍ Dean (may include Assistant or Associate Dean) (5)
❍ Vice President (6)
❍ Provost or Chief Academic Officer (7)
❍ President (may include Superintendent or CEO) (8)
❍ Chancellor (9)
❍ I am retired now (10)
❍ Other title or classification (11) _____

Answer If What is your job title or classification? I am retired now Is Not Selected

Q21 How many years have you held your current position?

Answer If What is your job title or classification? Retired Is Selected

Q21a Since you are retired, how many years did you work in higher education?

Section 5: Demographic Characteristics

Q22 What is your gender?

○ Female (1)
○ Male (2)

Q23 What is your age?

○ 29 and under (1)
○ 30 to 39 (2)
○ 40 to 49 (3)
○ 50 to 59 (4)
○ 60 and over (5)

Q24 Are you Hispanic or Latina/o?

○ Yes (9)
○ No (10)

Answer If Are you Hispanic or Latina/o? Yes Is Selected

Q24a Since you are Hispanic or Latina/o, which of the two do you primarily identify as?

○ Hispanic (1)
○ Latina/o (2)
○ Other, please state (3) _____

Answer If Are you Hispanic or Latina/o? No Is Selected

Q24b Since you are not Hispanic or Latina/o, what is your racial identity?

○ Asian, Asian Pacific Islander, or Native Hawaiian (1)
○ Black/African American (2)
○ Multiracial (3)
○ Native American or Alaska Native (4)
○ White (5)
○ Other race not listed, please indicate below (6) _____

APPENDIX B

AACC Competencies for Community College Leaders

Table B.1

AACC's Competencies for Community College Leaders

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.

Illustrations:
- Assess, develop, implement, and evaluate strategies regularly to monitor and 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 and assets.
- Align organizational mission, structures, and resources with the college master plan.

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.

Illustrations:
- Ensure accountability in reporting.
- Support operational decisions by managing information resources and ensuring the integrity and integration of reporting 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

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.

Illustrations:
- 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 and stakeholders.
- Listen actively to understand, comprehend, analyze, engage, and act.
- Project confidence and respond responsibly and tactfully.

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.

Illustrations:
- 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

An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.

Illustrations:

- 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 and learning-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

An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.

Illustrations:
- 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, worldviews, 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.

Source: American Association of Community Colleges (2005)

APPENDIX C

Chi-square values for Bordas leadership characteristics

Table C.1

Individual Preparation

Bordas Leadership Characteristic	$\chi^2(1, N=166)$	p
Trustworthiness	--	--
Respectfulness	--	--
Being humble	.541	.462
Displaying good character	.486	.486
Effective communication skills	--	--
Consistently follows through	--	--
Empowers others to lead	--	--
Capacity for inner reflection	.240	.624
Behaviors are consistent with expressed beliefs	4.19	.041*
Commitment to some religious faith	.331	.565
Generous with time for others	7.35	.007**
Aware of ancestry and family background	2.829	.093

Table C.2

Weaving Connections

Bordas Leadership Characteristic	$\chi^2(1, N=166)$	p
Helps develop future leaders	.486	.486
Ability to communicate in Spanish	1.27	.260
Encourages holistic health and wellness	.279	.597
Understands Latina/o history in the United States	.069	.793
Ability to articulate an organizational vision	--	--
Encourages community college advocacy	2.12	.145
Encourages cross-racial partnerships	.069	.793
Is committed to maintaining a healthy work-life balance	.254	.615
Actively participates in professional organizations	.352	.553
Serves as a mentor to others	.260	.610
Promotes a positive vision of Latina/os in higher education	.267	.606
Honors special occasions and encourages celebrations	.078	.781

Table C.3

Developing Skills

Bordas Leadership Characteristic	$\chi^2(1, N=166)$	p
Strives to enact the mission of the college	.486	.486
Strives to achieve the vision of the college	.486	.486
Understands community college financial management	--	--
Participates, or has participated, in leadership development programs	.001	.977
Reads current research related to higher education	.486	.486
Maintains an active role in at least one professional organization	.840	.359
Effective interpersonal communication skills	--	--
Effective group communication skills	.490	.484
Effective in developing consensus	--	--
Effective time management	--	--
Has completed a graduate degree	1.11	.292
Effective human resource management capabilities	1.99	.158

APPENDIX D

Endorsement Letter from the President of the National Community

College Hispanic Council

September 22, 2012

Mr. Ignacio Hernández
Graduate Research Assistant
School of Education
Iowa State University
N131 Lagomarcino Hall
Ames, IA 50011

Dear Mr. Hernández

Thank you for your interest in working with the National Community College Hispanic Council (NCCHC). Your contributions to the organization will provide some valuable information about Latina/o community college leaders. We are excited to enter into this partnership with you and look forward to your completed dissertation.

The NCCHC Board of Directors is excited to endorse your study, which may advance the knowledge base of Latina/o leaders in community colleges. It is our understanding that you will collect data by administering a survey electronically to all past and current members of NCCHC.

Developing the next generation of Latina/o leaders in community colleges is critical and cannot be left to chance. Professional associations and leadership preparation programs often serve as rungs on the career ladder, yet many talented individuals are often unaware of such programs. We are hopeful that your efforts on this research study will have significant future impact.

Sincerely,

Richard Durán, Ed.D.
NCCHC President

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