

Community college leadership in the Midwest: Pathways, preparation, and competencies

by

Robinette Kelley

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Program of Study Committee:
Lorenzo Baber, Major Professor
Larry Ebbers
Paul Lasley
Marlene Strathe
Yu Chen

The student author and the program of study committee are solely responsible for the content of this dissertation. The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

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DEDICATION

This is dedicated to my family: Cranston, CJ, Cavon and Cheyanne. Thank you for your support and unwavering commitment to my happiness, encouragement, and your strength. I could have never completed this dissertation or my studies without everything you bring to my life. Dear family, I love you all so very much.

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ABSTRACT

The purpose of this research study is to examine current Midwestern community college leaders' demographics, educational backgrounds, career pathways, career preparation, diversity and inclusion competencies, and competencies in accord with the 2013 American Association of Community Colleges' (AACC's) Competencies for Community College Leaders as well as the leaders' transformational skills embedded in those competencies. This research study expands upon the work of Duree (2007), which included research on community college presidents' or chief executive officers' (CEOs') informal and formal leadership preparation, educational backgrounds, experiences, and self-ranking of the importance as well as their level of preparation in the AACC Competencies for Community College Leaders (2005). This research study utilizes the updated AACC Competencies for Community College Leaders (2013) and includes competencies for diversity and inclusion. Moreover, this research study differs from Duree (2007) as it is limited to Midwest community college CEOs and includes other community college leaders such as Chief Academic Officers, Chief Student Affairs Officers, Executive Vice Presidents and Business and Finance Officers. The final research sample for this study is 208 Midwest community college leaders working in many of the 256 community colleges in the Midwest.

Employing a theoretical framework that included two elements (diversity and inclusion and transformational leadership theory), the study data were analyzed based on the data collected from the research survey entitled Community College Leadership Demographics, Preparation, Pathways, and Competencies (CCLDPPC). The findings suggest that most Midwestern community college leaders were white and male; were age 61 years or older; had earned a

doctorate; had some level of participation in a national, state or community college, leadership development program; and had challenges to diversity and inclusion practices.

The findings of this research study will be useful in analyzing the 2013 competencies for community college leaders including leaders at the level immediately below the president level. This research informs current presidents, aspiring community college leaders, administrators, and educators who have oversight over formal leadership development and educational programs for improvement and alignment with the 2013 AACCC competencies and consideration of adding diversity and inclusion competencies to those programs and initiatives. This research will assist in the development of programs and practices directed toward increasing the participation of minorities and women in community college leadership roles.

CHAPTER 1. INTRODUCTION

Overview

Community colleges are facing exceptional faculty, staff, and leadership turnover while at the same time experiencing a period of increased growth. Community colleges have diverse missions and constituencies and cannot afford to maintain existing presumptions about their leadership pools and leadership preparation programs. These challenges are coupled with the fact that individuals who enter the community college leadership ranks have different informal and formal leadership preparation, educational backgrounds, and experiences. In an effort to set standards for the community college leaders, specifically chief executive officers (CEOs), the American Association of Community Colleges (AACC) board of directors authored a document in 2005 with recommendations for community college leaders' competencies entitled *AACC Competencies for Community College Leaders*. These competencies served as a basis for a survey titled *The Community College Presidency: Demographics and Leadership Preparation Factors Survey* (Duree, 2007). Although the original survey participants rated at one hundred percent each of the six AACC competencies as "very" or "extremely" critical to effectively performing in the various roles expected of community college leaders, these same participants indicated that their formal training programs fell short in preparing them to meet the AACC competencies. The survey participants indicated that it is critical to establish the AACC competencies as a necessary framework for leadership development programs (Duree, 2007).

American community colleges educate approximately half of all students enrolled in higher education (Duree & Ebberts, 2012). Given this fact and other challenges presented to community colleges, the American Association of Community Colleges Board of Directors

revised the 2005 Competencies for Community College Leaders in 2013. These competencies are delineated by a leader's time in the position. Community college missions and new 21st century federal initiatives dictate that community college leaders are prepared for new challenges: "Institutional transformation cannot take place without the development and continual improvement of a college's leadership. The expectations we have of our leaders are different from past expectations; priorities must shift to accountability and improving student success" (AACC, 2013). Moreover, community colleges are facing exceptional faculty, staff, and administrative turnover while at the same time experiencing a period of increased growth. Community colleges, with their diverse missions and constituencies, cannot afford to maintain status-quo assumptions about their prospective leadership pools. To ensure diversity, inclusion, more accessible leadership, and identification of skilled applicants for existing vacancies, community college institutions should consider nontraditional sources of candidates for executive positions such as females and minorities (Shults, 2001).

Females and racial minorities have historically been underrepresented in college and university CEO positions and the leadership ranks. The aforementioned is true despite the demographic realities that there will be a greater percentage of minorities than whites in the population of the United States by the year 2042 (US Census Bureau, 2000). According to research conducted by *Black Issues in Higher Education* (2007), there were 105 Black or African American presidents at traditionally White institutions, four of whom were on the verge of retirement. This same study noted that in 1996, there were 113 African American presidents at traditionally White institutions. The majority of African American/Black presidents headed two-year institutions, with only thirty-six leading four-year institutions (Chenoweth, 2007).

Recent studies on senior-level administrators indicate that this population is aging. Many sitting community college presidents indicated their intent to retire which would create an overall leadership pipeline gap (American Council on Education, 2013). These findings are an indication of the critical necessity of creating opportunities for underrepresented groups to enter leadership roles in the future. With the rate of anticipated presidential retirements on the rise, community colleges, universities, and professional associations face the urgent need to collaborate on expanding the pool of qualified minority presidential candidates and, most critically, improve leadership development programs. Initiatives to provide minority community college professionals with opportunities to gain a formal graduate education, professional development training, and formal mentoring experiences with current community college presidents may be the key to achieving a more diverse presidential applicant pool. Although many such initiatives are already under way, several studies reveal that these efforts have yet to translate into a population of community college presidents that reflects the United States' gender, racial and ethnic diversity (Weissman & Vaughan, 2001).

A study conducted in 2000 examined the career paths of community college administrators. Amey, VanDerLinden, and Brown (2001) duplicated a 1984 study conducted by Moore, Twombly, and Martorana (1985) of administrators' career paths. These studies posed several of the same questions, which allowed for trend comparisons. The results of these studies found that four senior administrative positions were identified as the most common for progression to the college presidency. Amey et al. identified two additional administrative positions as standard for personal progression to the community college presidency such as business and industry liaisons with occupational/vocational education leaders. Interestingly, these positions are considered nontraditional education, yet these areas represent the

competencies that are increasingly relevant to community colleges. Moreover, Amey et al. found that community college presidents believe proficiency in these areas to be crucial for future leaders. These factors require a more careful examination of the leadership pipeline and leadership development programs and the participation of minorities and women.

A review of the literature reveals a gap regarding the competencies of community college leaders' proficiency in diversity and inclusion practices. While there is much in the literature about the benefits of cultural competence, there is very little in the literature about diversity and inclusion competencies as they pertain to individuals and leaders. Johnson, Lenartowicz, and Apud (2006) define cultural competence as "a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations" (p. 529). Diversity and inclusion provide a broader perspective that brings in all aspects of human characteristics. If there is no attention to the inclusion of minorities and women in the leadership ranks, the community college presidency will, along with other higher education institutions, continue to have leadership pipeline issues.

The primary significance of this research is that it will provide an updated survey data on community college presidents to explore leadership pathways, leadership competencies, and leadership preparation. The updated survey will be the impetus for the review of formal leadership education curricula to ensure the competencies identified by the AACCC (2013) are being incorporated as part of these leadership development programs. Moreover, because this research will analyze leadership competencies under diversity and inclusion, this study will assist leaders in addressing issues that can inhibit creating more diverse leadership pipelines and explore ways to meet the leadership demands of the future.

Not only is the expected outcome of this research study to gather more data to better prepare community college leaders, but it is also expected to increase the participation of marginalized and underrepresented groups in leadership development programs and into the leadership ranks. The survey's demographic piece can be used to support the need for increased efforts to diversify community college leadership. Leadership programs may be reconstituted to be more inclusive to include traditionally underrepresented groups to address critical higher education leadership pipeline issues. While the body of literature on the experiences of traditionally marginalized groups such as women and minorities leaders in higher education is rapidly growing, the research on these populations is not robust. A finding from Duree (2007) indicated that the lack of diversity in the community college leadership ranks is consistent with many other research studies. Thus, Duree recommended that leadership development programs focus on these female and minority groups. It has been ten years since the Duree study, and it is imperative to examine whether there have been any substantial changes regarding increases in representation from minorities and women. Finally, this research study will ultimately contribute to the existing literature by examining the 2013 AACCC leadership competencies as well as community college leaders' diversity and inclusion competencies.

Statement of the Problem

Community colleges are facing unmatched faculty, staff, and administrative turnover while at the same time experiencing a period of increased growth. Community colleges, with their diverse missions and constituencies, need to ensure diversity and more accessible leadership. Community colleges need to ensure that vacancies are filled by competent staff, which requires consideration of nontraditional sources of candidates for executive positions (Shults, 2001).

In 2007, The Community College Presidency: Demographics and Leadership Preparation Factors Survey was developed and administered by a group of researchers in the Educational Leadership and Policy Studies Department, and Office of Community College Research and Policy at Iowa State University (ISU). The principal investigators were doctoral students working under the direction of Larry Ebbers, University Professor, and Frankie Santos Laanan, Associate Professor, Department of Educational Leadership and Policy Studies. The ISU Center for Survey Statistics and Methodology (CSSM) was contracted to implement the data collection for the survey. The data produced from the 2007 Community College Presidency: Demographics and Leadership Preparation Factors Survey is now nine years old and was based on the 2005 Association of American Community Colleges (AACC) Competencies for Community College Leaders. In 2013, AACC updated the 2005 competencies for community college leaders. Before the AACC's 21st-Century Initiative, AACC acknowledged that the leadership competencies needed to be revamped to meet the changing focus and restructuring of community colleges in the higher education marketplace (AACC, 2013).

The AACC responded to the call from former President Obama's community colleges' education agenda and its challenge to educate 5 million US college students with degrees, other credentials, and certificates. By the year 2020, the AACC is leading the advancement of the next era of community colleges' evolution through its three-phase 21st-Century Initiative. The initiative includes a focus on community college leadership (AACC, 2015).

Duree (2007) utilized the data from The Community College Presidency: Demographics and Leadership Preparation Factors Survey and found a lack of diversity in the community college leadership ranks. Specifically, Duree's findings indicated that the number of leaders from traditionally underrepresented minority groups were not proportionate to the student populations

served, and women remained underrepresented in the leadership ranks. A review of the literature indicates few subsequent studies have been conducted on the revised 2013 AACC competencies. There is a lack of current research data on community college leaders' ranking of their competencies as they pertain to the most recent 2013 AACC's Competencies for Community College Leaders and their diversity and inclusion competencies. Although the 2005 AACC's Competencies for Community College Leaders have served as the basis for many doctoral community colleges' leadership development programs, there are indications pipeline issues persist. Moreover, the community college presidents' demographics continues to lack diversity. It is critical to develop leaders who have the capacity to address the challenges facing community colleges; it is also essential to ensure the inclusion of leaders with diverse backgrounds.

In addition to conducting research on community college leaders' competencies based on AACC's revised competencies, this research will examine more extensively leadership competencies with respect to diversity and inclusion.

Purpose

The purpose of this research study is to examine current Midwestern community college leaders' demographics, educational backgrounds, career pathways, career preparation, diversity and inclusion competencies, and competencies in accord with the 2013 AACC's Competencies for Community College Leaders as well as their transformational skills as embedded in those competencies. Based on the purpose of this research study, the following research questions will be addressed:

1. What are the demographic and background characteristics of current Midwestern community college leaders such as CEO/president/chancellor,

- CAO/provosts/executive vice presidents (VPs), VP/business and finance officers, and VP/deans of student affairs? Specifically, how do current community college leaders differ by age, gender, race, education, leadership preparation, pathways, ratings of AACC Competencies for Community College Leaders, and mentor-protégé relationships?
2. Is there any inter-relationship among variables that measure diversity and inclusion behaviors/practices and the AACC competencies?
 3. To what extent do demographics (specifically, race and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity and inclusion competencies, attitudes section predict Midwest community college leaders' perceptions of their preparation for their current leadership position?

An initial hypothesis is presented for research questions two and three; research question one does not require a hypothesis because it is descriptive in nature. There are two types of hypothesis—the null hypothesis and an alternative hypothesis. According to Creswell (2014), a null hypothesis is representative of a traditional approach since it makes a prediction that there is no relationship or significant difference exists in the general population between groups on a variable, whereas an “alternative or directional hypothesis” makes a “prediction on prior literature and studies on the topic that suggest a potential outcome” (p. 144). The hypothesis for research study questions two and three are the following:

Hypothesis for Research Question #2: There is no interrelationship between variables that measure diversity and inclusion behaviors/practices and the AACC competencies.

Hypothesis for Research Question #3: There is no relationship between independent variables demographic background (specifically, race and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, ratings of diversity and inclusion competencies, and Midwest community college leaders' perceptions of their preparation for their current leadership position.

Theoretical Framework

The methodology for this study was informed by the previous investigation by Duree (2007) but is expanded and consists of two elements. The first element, diversity and inclusion competencies, is included because of the potential to assist in creating interest from females and minorities in community college leadership and to broaden the perspective of necessary leadership competencies. The second element, transformational leadership theory, is included since transformational leadership skills serve as the foundation for the AACCC Competencies for Community College Leadership (Duree).

Diversity and inclusion concepts are grounded in the Civil Rights statutes and social justice. Social justice movements advocated eradicating both individual and institutional discrimination in favor of fairness, access, equity and equality regarding gender, race, and ethnicity. Complimentary efforts at the federal level resulted in the Civil Rights Act of 1964, and Civil Rights statutes covering elementary and secondary education in 1965 had goals of removing structural barriers for traditionally marginalized groups (Nivet, 2011).

Jayakumar (2008) conducted a longitudinal study over a ten-year period to analyze the impact of diversity on post-college adult workforce outcomes. Overall, the study's findings suggest that ethnic and racial diversity in higher education serves to promote growth in whites' cross-cultural workforce competencies, as defined by both pluralistic orientation and leadership

skills. The results from the study provide support for the long-term benefits of structural diversity and clarify the conditions under which it may lead individual college students to seek out and interact with diverse peers, thereby creating a level of skills and competencies. Specifically, the results indicate that while structural diversity is not directly related to cross-racial interaction, its benefits are instead mediated by the nature of race relations on campus. The study demonstrates the value of diversity to the development of outcomes necessary for success in a diverse and global workforce. These findings complement other studies indicating that students who mostly socialize and interact with people of the same race (e.g., homogenous Greek organizations) are far less prepared to enter the global workforce as determined by standardized measures of open-mindedness and other critical thinking skills (Hurtado, 2006). Jayakumar (2008) draws on Gurin, Dey, Hurtado, and Gurin's (2002) theory of diversity's impact on students. The results suggest that college exposure to diversity is more important than pre-college or post-college exposure to diversity with respect to developing pluralistic skills that reflect the highest stages of moral and intellectual development (Jayakumar). The skills of perspective-taking and conflict negotiation required in today's diverse society and global marketplace may best be nurtured in the college context. Second, Jayakumar's (2008) results extend Gurin et al.'s (2002) theory by showing that cross-racial interaction in college stimulates positive educational outcomes for all whites, not only those from segregated neighborhoods. Interacting with racially diverse peers during college, when adolescents are ready to explore their racial identities, may encourage developmental growth regardless of one's pre-college neighborhood. Third, the Jayakumar study contributes to the understanding and quantitative measurement of leadership skills by including an assessment of the ability to negotiate conflict. Diversity skills must be closely tied to developing a diverse culture that is inclusive and values

differences of perspective and experiences. Research has shown diversity and inclusion can be powerful mechanisms for leveraging differences to build innovative, high-performing institutions (Nivet, 2008).

The second element included in this research study is transformational leadership theory. The 2005 AACC Competencies for Community College Leaders utilized as a foundation transformational leadership theory, and the primary theoretical framework utilized for the original study and survey upon which this research is based was also transformational leadership theory (Duree, 2007). Similarly, the updated 2013 AACC Competencies for Community College Leaders includes transformational leadership theory. A key aspect of transformational leadership is its emphasis on follower development. Transformational leaders evaluate the potential of all followers regarding the follower's ability to meet current commitments while also envisioning the expansion of the follower's future responsibilities. In contrast, transactional leaders expect followers to achieve agreed-upon objectives but do not encourage them to assume greater responsibility for developing and leading themselves and others (Dvir, Eden, Avolio, & Shamir, 2002).

Roueche, Baker, and Rose (1989) developed a comprehensive model for transformational leadership in numerous stages for community college leadership through the collection of a variety of data collection methods and research protocols such as community college CEOs' written educational and philosophical statements, the CEOs' biographical outline on experience and background, identification and composition of the CEOs' leadership teams, and time management. The following illustrates the theoretical framework for transformational leadership developed by Roueche et. al., which is based on philosophical statements provided by leaders (p. 81). They outline five attributes which transformational leaders exhibit:

- Vision: Possesses a future orientation; demonstrates a positive orientation toward change; takes appropriate risks to bring about change; demonstrates commitment to making appropriate changes is mission oriented; perceives a shared vision
- Influence Orientation: Places responsibility with authority; is action oriented; causes followers to feel powerful; employs appropriate decisional style; demonstrates a willingness to be influenced by followers; builds a collaborative environment; encourages open communication; is in touch with followers; demonstrates high energy.
- People Orientation: Understands the organizational ethos; rewards appropriately; demonstrates respect for others; considers individual needs is student centered;
- Values Others: Provides motivational orientation; is flexible in dealing with issues and people; encourages creativity; assists in the development of others; helps clarify expectations; Attempts to inspire others
- Values Orientation: Demonstrates commitment to learning; advocates quality education; demonstrates high standards; demonstrates sound judgment; demonstrates openness and trust; demonstrates a sense of humor; leads by example

Piccolo & Colquitt (2006), in a definition provided by Bass (1979), describe transformational leadership as behavior involving idealized influence in which leaders behave in charismatic ways that cause followers to identify with them; inspirational motivation in which leaders articulate visions that are appealing to followers; intellectual stimulation in which leaders challenge assumptions, take risks, and solicit followers' ideas; and individualized consideration in which leaders attend to followers' needs, act as mentors or coaches, and listen to followers' concerns.

According to Bono and Judge (2004), Burns (1978) introduced the distinction between transactional and transformational leaders. Moreover, Bass (1985) identified eight dimensions of leadership behaviors covering these two leadership styles. The first transformational leadership behavior, *idealized influence*, refers to leaders who have high standards, morals, and ethical conduct. Transformational leaders are held in high personal regard and garner loyalty from their followers. The second transformational leadership behavior identified is *inspirational motivation*. Inspirational motivation attributes refer to leaders with a strong vision for the future based on values. Leadership behaviors falling into inspirational motivation include building confidence and inspiring followers by using influential language and symbolic types of behaviors. The third transformational leadership behavior identified is *intellectual stimulation*. Intellectual stimulation behaviors by transformational leaders refer to pushing back against the organizational norms, pushing followers to find innovative strategies, and encouraging divergent thinking. *Individual consideration*, the fourth transformational leadership dimension, refers to leader behaviors aimed at recognizing the individual growth and developmental needs of followers as well as coaching followers and consulting with them (p. 901).

Burns (1978), a presidential biographer, was the first to discuss transformational leadership. Burns avers that transformation leadership is when the leader and the followers work together to advance each other to reach the highest levels. Transformational leaders empower and inspire followers toward a common goal. Transformational leaders' goals are for the greater good of the team or group or community. In contrast, leaders that fall into the transactional camp effect change through managerial tactics that include a system. According to Bass (1999, p. 11), transformational leadership is when a leader moves followers past self-interest by using behaviors that exhibit idealized influence, inspiration, intellectual stimulation, or individualized

consideration. Transformational leadership elevates the follower's level of maturity and ideas as well as concerns for achievement, self-actualization, and the well-being of society, others, and the organization. In idealized influence and inspirational leadership as defined by Bass (1999) is when leaders give a vision of a future and can articulate the path to get there. These leaders exemplify behaviors, set high standards for individual performance. Followers tend to identify with transformational leaders. Leaders show intellectual stimulation when the leader assist their followers to be innovative and creative. When leaders pay attention to the professional development needs of followers, offer support, and coach followers, they are displaying behaviors that fall into the individualized consideration category. These leader's delegate assignments as opportunities for professional growth. Leadership is measured by the Multifactor Leadership Questionnaire (MLQ), which measures both the transactional and transformational behaviors. The MLQ measures find that leaders display characteristics of both transactional and transformation behaviors. However, leaders that are evaluated by their followers are found to be more satisfying and more effective leaders, and most critically more transformational and less transactional (Avolio & Bass, 1991; Bass, 1999, p. 11). Astin and Astin (2000) offer a slightly different perspective on leadership whereas they assert leadership encompasses four basic notions: Leadership is serving to promote change; Leadership is intrinsically "value based;" anyone can become a leader; leadership is not a solo endeavor but "a group process" (p. 9). According to Astin and Astin, transformative leadership is synonymous with change-oriented leadership.

Bass (1999, p.11) asserts that there are many opportunities for students, staff, and faculty to obtain formal leadership roles, and each of these constituents can become a leaders or change agent. Because of this, the foreseeable challenge for higher education leadership development is

to increase the number of administrators, faculty, staff, and students as change agents or leaders (Astin & Astin, 2000). Several research studies found that when analyzing transformational skills and gender, women exhibit more transformational skills than men. Women were determined to be slightly more transformational and, as a result, they tend to make successful leaders (Bass, Avolio, & Atwater, 1996). According to Bass (1999), despite women exhibiting more transformational qualities, in practice they have to demonstrate that they are much better leaders than male leaders to obtain similar level leadership positions and responsibilities to their male colleagues.

Although transformational leadership skills are deemed imperative for community college leadership, social justice competencies are not apparent for educational leaders and leadership. Colleges and universities are employers that have the responsibility to provide faculty and staff the ability to work in an equitable and inclusive environment, and they also must model these behaviors to their students and their communities (Lumby & Coleman, 2007). Astin and Astin (2000) assert that transformational change efforts will ultimately require some form of active involvement on the part of the CEO. What we have in mind here are change efforts that originate in the mind of the CEO that are not viewed as reactions to specific events, and those that appear to require some institutional response. Since such initiatives would not be "missed" if the CEO did not take them, presidential initiatives are to ascertain extent gratuitously. Ideally, CEO-initiated efforts at institutional change are an expression of the president's goals for the institution. Virtually all heads of higher education institutions have hopes and dreams for their institutions, visions of how the college or university can grow, develop, and improve. One of the many everyday responsibilities of the college president is to articulate this vision, not only to the academic community, but also to the trustees, the alumni,

the local community, and the public in general. Since such a "vision" is a statement of personal values, there are at least two of the principles from our leadership model that come into play when the CEO endeavors to articulate a vision for the institution: authenticity and self-awareness.

Ospina and Foldy (2009) assert that the current literature on leadership theory provides misleading or problematic understandings about the relationship between leadership and race, and that leadership that can be damaging to the topic and those racial groups. Ospina and Foldy suggest that if leadership theorists fail to develop an awareness and obtain a profound theoretical conception of race, they may not include the impact of race in the discourse on leadership. There is a robust record in the research literature on the role of race/ethnicity on leadership. However, this research has remained bound to existent theory. Most leadership theory, while posing as identity neutral concerning race, gender, and any of characteristic of it, is crafted in the white male perspective. Leadership theory does not take on perspectives and insights from research studies which focus on those people of color (Ospina & Foldy).

Bass (1999) introduces the concept of cultural competency in the discourse of leadership theory. Cultural competency is defined as the maintenance of the moral balance between the responsibilities and rights of individuals. Cultural competency requires: "(1) understanding the methods by which individuals/groups perceive the world and develop conceptual schemes; (2) understanding one's conceptual scheme; (3) integrating other views into one's respective conceptual schemes; and (4) valuing the diversity of all conceptual schemes" (Bass, p. 13). Bass also asserts that transformation leaders could benefit from cultural competence and be better prepared to deal with and value the diversity of their followers. Transformational leaders are expected to envision and lead culturally competent institutions, to encourage the belief in the

achievement of a culturally competent institution, to find ways intellectually to encourage innovative ways to deal with increasing diversity of the American public, and to be concerned with their followers' varying needs to remain considerate of the individual (Bass).

Limitations

The survey design utilized is a cross-sectional design in that the survey results provide a snapshot of Midwest community college leaders serving as of the 2015-2016 academic year. Information from this research study is limited to aggregating results from Midwest leaders' responses to demographics and ratings of leadership development experiences. The survey instrument was designed to be disseminated and administered electronically, and, as a result, there was limited control over response rates. The responses to survey items are subject to the individual biases of each community college leader's self-perception of leadership traits, skills, competencies, and program preparation. Community colleges and community college leaders referred to in the study are limited to public and private, not-for-profit, two-year institutions located in the Midwest region of the United States. The responses to the diversity and inclusion survey items are subject to the individual biases of each leader's self-perception of their skills in the diversity and inclusion competencies.

Delimitations

Survey items about competencies are framed considering the 2013 AACC's *Competencies for Community College Leaders*. Community colleges and community college leaders referred to in the study are limited to public and private, not-for-profit, two-year institutions located in the Midwest region of the United States. The results of the study are not intended to be used to rate any specific leadership development program designed to prepare community college leaders. This study was not used to examine or measure the effectiveness of

job performance of community college leaders. The diversity and inclusion competencies were determined by the researcher and not a national organization.

Definition of Terms

These definitions are provided to ensure consistency and understanding of the terms included in this research study. The researcher-developed definitions are not accompanied by a citation.

Academic Administration – Academic administration is defined as any individual who has had direct oversight of any division or department within the instructional division of the community college. Examples of position titles would include but not be limited to Vice President of Academic Affairs, Vice President of Instruction, and Executive Dean or Dean of Academic Affairs, Career and Technical Education Dean or Director, Dean or Director of Arts and Sciences.

American Association of Community Colleges (AACC) – The AACC is the leading professional organization for the nation’s two-year institutions. The AACC is committed to several national initiatives including community college leadership, service, and legislative advocacy.

Chancellor – A chancellor is considered for this study, the administrator who has the executive authority for the institution and may have oversight as the president of multi-campus community, college districts.

Chief Academic Officer/Provost – A Chief Academic Officer who is often referred to as a Provost is an administrative officer who typically reports to the president or chancellor in a college or university that holds the highest rank with oversight for faculty appointment and curriculum.

Chief Business Officer – The Chief Business Officer is the individual responsible for the administrative, financial, and operations management of the organization often combining the roles of chief administrative officer (CAO), Chief financial officer (CFO), and Chief operating officer (COO). The Chief Business Officer typically oversee the budget, strategic planning, financial management, contracts, procurement, compliance, real estate, facilities, human resources, information technology, and risk management. At many colleges and universities sustainability and green building, initiatives fall under the purview of the chief business officer while others may include community and local government relations in their responsibilities.

Chief Student Affairs Officer/Vice President of Student Affairs – Chief Student Affairs Officer or Vice President of Student Affairs are individuals who head the division responsible for providing support and services for student academic and social success at higher education institution to enhance student growth and development of students outside of the classroom.

Community College – Community college is defined in this study is a public, not-for-profit two-year institution that most commonly awards students the associate degree.

Competency – A competency will be considered as the fundamental knowledge, skill, ability, in specific areas or skill sets.

Diversity - Is the collective mixture of differences and similarities that include for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors.

Executive Vice President – The Executive Vice President, is typically the vice president who has many of the executive powers and who is usually senior in ranking, just below the

president. It's likely that an executive VP would have CEO level decision-making abilities comparable to a President or CEO.

Inclusion - Embodies work and educational environment where individuality of backgrounds, talents, capabilities, beliefs, and ways of life are welcomed and leveraged for learning outcomes, and informing better institutional decisions.

President – For the purpose of this study the community college president will be defined as any individual has assumed the role and will have the responsibilities of Chief Executive Officer (CEO) for the institution.

Senior or Executive-Level Administration – Senior level administration will be defined as the administrative personnel in a community college setting who report directly to the president.

Transformational Leadership - For the purpose of this study, transformational leadership in the context of the community college will be defined as Transformational leaders empower and inspire followers towards a common goal. Transformational leaders' goals are for the greater good of the team or group or community (Burns, 1978).

Significance of the Study

The significance of this research study is to provide an updated survey of community college presidents in order to examine leadership pathways, leadership competencies, and leadership preparation of other senior level community college leaders in addition to the president. Moreover, it is envisioned that the research study will be the impetus for the review of formal leadership education curricula to ensure the AACC's 2013 Competencies for Community College Leaders are being incorporated as part of these leadership programs. This research

makes a contribution to the literature by updating the data and exploring ways to meet the leadership demands of the future, since it will include competencies under diversity and inclusion.

Most critically, this research study will better prepare community college leaders by improving leadership development program and will help increase the participation of marginalized and underrepresented groups in leadership development programs and ultimately into the leadership ranks. The survey's demographic piece can be used to support increased efforts towards diversifying community college leadership. Although there is an increasing body of literature on the experiences of traditionally marginalized groups such as women and minorities leaders in higher education, research is limited regarding gender and race concerning leadership.

om Duree (2007) found that there was a lack of diversity in the community college leadership ranks and recommended that leadership development programs focus on these groups. It is imperative to examine whether there have been any substantial changes in increasing the representation from traditionally marginalized and underrepresented groups in community college leadership both in the CEO or presidential position and those positions leading directly to the community college presidency. This study adds to the existing body of literature on community college leadership competencies.

Finally, the survey data will be provided to the Iowa State University's Office of Community College Research and Policy (OCCRP). This data will benefit OCCRP since continued research is required to ensure leadership development programs that produce leaders capable of taking the community college system in a new direction under the proposed AACC restructuring. This research study will assist OCCRP in its core mission to conduct rigorous

research on community colleges which impacts students, faculty, administrators, and policymakers.

Organization of the Study

The present study examined community college leaders' demographics, preparation, pathways, and competencies in the Midwestern region of the United States. Theories posited by Burns (1978), Bass (1999), and Lumby and Coleman (2007) form the theoretical framework of the research study. Chapter 1 contains the introduction, statement of the problem, research questions, significance of the study, definition of terms, and limitations of the study. Chapter 2 includes the review of related literature and research about the problem being investigated. Despite many research studies on the pipeline issues and the demographic makeup of the community college presidency, community college presidents' demographics continues to lack diversity in term or race and gender. While there is an awareness that the leadership ranks lack diversity, there is little known about why the pendulum has not moved much towards diversifying leadership. It is critical to understand the preparation, pathways, and competencies of community college leaders. Chapter 2 includes a review of the literature including topics in pathways to leaders, preparation, competencies, and skills necessary for leadership; the dynamics of race and gender in higher education; and future challenges for community colleges. Chapter 3 provides the methodology and research design for the study. Chapter 4 presents the results of the study. Chapter 5 presents the discussion, conclusion, implications, and recommendations for further research, policy, and practice.

CHAPTER 2. REVIEW OF THE LITERATURE

Introduction

Chapter 2 provides an extensive review of the literature and research related to the community college presidency. The chapter is divided into sections that include (a) Historical Overview of the American Community College; (b) Pathways to the Presidency; (c) Competencies and Skills for Leadership Success; (d) Leadership Development and Preparation; (e) The Community College Leadership Pipeline; (f) Race, Gender and Higher Education Leadership; and (g) Challenges Facing Community College Leaders.

Historical Overview of the American Community College

According to Cohen, Brawer, and Kisker (2013), a community college is defined as a not-for-profit institution regionally accredited to award associate in arts or the associate in science as its highest degree. Often the term community college is used interchangeably with junior college. At times, community college names are referred to by the sponsor city's name, city college, county college, or branch campus are still in use. Other community college designations focus on the college's emphasis such as technical institute, vocational, technical, and adult education center. Community colleges have been referred to as the people's college, democracy's college, contradictory college, opportunity college, and anti-university college as designated by Jencks and Riesman (1968), who viewed community colleges as structures that are in direct opposition to the ideologies of scholarship which universities were founded (Cohen et al., 2013).

From the need to train workers and the need to keep up with science and technology, the junior college was born. Later, junior colleges became community colleges (Shults, 2002). The development of community colleges ran parallel to the overall growth of higher education in the

United States during the twentieth century. In the early 1900s, enrollments in higher education grew exponentially and resulted in the increased demand for access to college. There was also growth in the percentage of students graduating from high school from 30 percent in 1924 to 75 percent by 1960, and 60 percent of the high school graduates entered college in the year after. In 1851, Henry Tappen, who at the time was president of the University of Michigan, suggested that the community or junior college should relieve universities of the burden of providing general education for young people. Similarly, in 1859, William Mitchell, a University of Georgia trustee, and in 1869, William Folwell, President of the University of Minnesota, both suggested that junior college shares the responsibility to provide general education to young people. University presidents wanted to shift four-year institutions towards becoming research institutions and professional development institutions, while community colleges focus on providing preparatory education. Several educators such as Edmund J. James of the University of Illinois, William Rainey Harper of the University of Chicago, Alexis Lange of the University of California, and David Starr Jordan of Stanford University suggested implementing the European post-secondary education system. The European system was structured where universities were responsible for the higher-level scholarship, and the lower schools or junior colleges would provide general and vocational education to students age nineteen to twenty. William Rainey Harper asserted that weaker four-year institutions should become junior colleges rather than wasting resources on meaningless education. By 1940, of 203 colleges in existence at the time that had enrollments in 1900 of 150 or fewer students, 40 percent of these colleges had failed. However, 15 percent of those colleges become junior colleges. In California, there was a rapid development of junior colleges with approximately two junior colleges opening annually between 1910 and 1960. However, universities were not willing to

abandon the first two years after high school graduation in favor of community colleges taking these students (Cohen et al., 2013).

During the eighteenth century, four-year colleges and elementary schools were established in America. In the nineteenth century, there was a need to provide education to students between elementary school and four-year colleges which were sometimes referred to as the middle years. However, four-year institutions did not close their lower divisions to allow the junior colleges to service students in the middle years, which prevented the gap between secondary education and post-secondary education to be filled. The four-year institutions did not surrender the freshman and sophomore students to junior colleges, and this prevented junior colleges from becoming part of the mainstream higher education system. Instead, community or junior colleges remained supplementary to post-secondary education rather than an essential component well into the 19th century. Community colleges were considered options outside of traditional higher education. This position in the market was both good and bad for the community colleges.

Early on, there was support for community colleges from elite University leaders who had a desire for community colleges to educate students who were less prepared and lacking in skills; the universities would educate the best students at the highest level. Community colleges did accept more ill-prepared college students who sought further education and provided technical education, and continuing education activities for people of all ages. This community college focus did not change the status of community colleges as alternative institutions. In fact, most of the early public community colleges developed as upward extensions of secondary schools.

In 1884, Burgess recommended that high schools add two or three years to their curriculum to prepare students for the work of the university. Alexis Lange regarded the community or junior college as the conclusion of education for most students, with the high school and junior college collectively forming the conclusion of secondary education. Lange posits that the community or junior college would not only prepare students for university work, but it would also prepare students vocationally for occupations below professional. Lange believed that providing access to postsecondary education was a critical aspect of the junior college (Cohen et al., 2013).

At the turn of the century, American education officials felt there was a need to bridge the gap between high school and universities. Cohen and Brawer (2003) reported that students desiring a liberal arts education could enroll in public and private colleges. Those students who needed an education to prepare them to work in industry found colleges and universities with full enrollments, and they did not quite meet the students' training needs (Shults, 2001). From the need to train workers and the need to keep up with science and technology, the junior college was born. Later, junior colleges became community colleges.

Junior colleges were very much widespread in their early years of development. There were only 20 junior colleges in 1909, but this rose to 170 junior colleges in ten years, according to Koos (1924). By 1922, two decades into their existence, 37 states out of 48 states had junior colleges. There were 137 privately supported junior colleges out of 207 institutions. The private junior colleges were located primarily in southern states, while those institutions that were publicly supported were located in the West and Midwest. Although the publicly supported colleges tended to be bigger than the privately supported colleges, the overwhelming majority of junior colleges were small with low enrollments. California had 20 private junior colleges by

1936, but the enrollment of students for all institutions was less than 2,000 students. Three of the 20 junior colleges in California had closed. By 1930, the total enrollment of students in junior colleges was approximately 70,000, in all but five states which averaged out to about 160 students per junior college (Cohen et al., 2013). The federal government provided impetus for the growth in 1947 when the President's Commission on Higher Education articulated the value of a population that has free access to two years of education beyond secondary education: "As the commission put it because around half of the young people can benefit from formal studies through grade 14, the community colleges have an important role" (Cohen et al., p. 523).

In 1940, the number of institutions increased to 610 colleges and had average enrollments of approximately 400 students. One-third of them were separate units, and almost two-thirds were high school extensions (Koos, 1947). The high point for the private, nonprofit junior colleges came in 1949 when there were 288 such institutions. Of the 288 institutions, 108 of them were independent non-profit, and 180 of these institutions were affiliated with churches. Since this time, these institutions steadily have declined (Cohen et al., 2013).

In 1960, California had one-third of the students and one-fifth of the public junior colleges. Over time, California's percentage of junior colleges and student enrollments had dropped, but California currently leads the nation for junior colleges and student enrollments. Illinois, Texas, and Missouri are other states with large public institutions and enrollments, but they have less than half of California's enrollments. Texas and Missouri also have a large number of private junior colleges. In 1960, the number of institutions increased to 610 colleges and had average enrollments of approximately 400 students (Cohen et al., 2013). In the 1960's, the G.I. bill created additional challenges to community colleges and community college CEOs. The 1960's were considered the boom years for community colleges which saw unprecedented

growth with many war veterans and baby boomers enrolling in community colleges. Cohen and Brawer (2003) reported during the 1960's, more than 450 new colleges opened. The 1960's gave way to the concept of the comprehensive community college which provided a broad and diverse range of courses and programs. Several two-year institutions began awarding bachelor degrees (Shults, 2001).

By the late 1980's, the median-sized private, non-profit junior colleges had fewer than 500 students enrolled on average. Conversely, during the same time, the median sized public junior college enrollment was approximately 3,000 students. Despite student enrollments at community colleges increasing, the actual number of community colleges has remained fairly steady since the late 1980s, yet most of the growth has been in the larger colleges. Only 13 percent of two-year colleges are considered either large or very large, yet these institutions had enrolled 60 percent of all community college students, according to the Carnegie Foundation in 2010 (Cohen et al., 2013).

Move forward 100 years after the first community college making the visionary reality of university access to higher education, these institutions play a critical role in educating the nation (Shults, 2001). The current state is that American community colleges educate approximately half of all students enrolled in higher education. Moreover, community colleges embrace the responsibility to providing access and education to the underserved (Duree & Ebbers, 2012). In 1998, President Clinton identified the importance of providing education through grades 13 and 14, and these grades should be as universal as a high school diploma. Moreover, in 2009, President Obama expressed the necessity of an additional 5 million community college certificates and degrees over the following decade; he also urged Americans to commit to

obtaining at least a year of career training or higher education after high school (Cohen et al., 2013).

Many community colleges serve as the center of cultural and recreational life for the communities they serve. Moreover, community colleges have been significant drivers of economic growth. Initially, community college presidents faced challenges related to growth, accreditation, and curriculum development. There was also a need to establish a national agency to support community college presidents, which is now the American Association of Community Colleges. The AACC provides advocacy, service, and leadership to community colleges in the U.S.

In the early 2000's community colleges cultivated and developed relationships with industry and business to support costly career programs' curricula. It was clear that, due to the career programs, community colleges were facing financial stressors. The community college CEO had to have a business and financial acumen. At the same time, the demand for a two-year education was growing. The National Center for Education Statistics reported that between 1998 and 2002, the enrollment at two-year institutions increased by 18%. While enrollment is increasing, the support from government is decreasing. Unfortunately, this has impacted community colleges today, as this has caused many community colleges to turn students away due to the lack of resources.

The growing diversity of the national population and for college going students is another challenge for community colleges; if predictions are correct, this growth will continue over the next 20-30 years (AACC, 2016). Since a primary mission of the community college is to provide access to the underserved, many of these students are likely to seek enrollment in community colleges. This group will cover the gamut of diversity and will include people of all

genders, ethnic/racial backgrounds, abilities, academic preparation, and ages. Community college leaders need to be prepared to meet the needs of this growing population and their overall success. Community colleges need to continue offering a wide array of programs and meet the business and industry mandates for workforce preparation. Community college leaders will have to have skill sets which can speak to the multiple priorities of community colleges (AACC, 2016). The next section will explore the pathway to the presidency.

Pathways to the Presidency

Cohen and March (1974) outlined one of the earliest career pathways for higher education presidency in research that entailed interviews with 42 college presidents, and included categorization of the participants' professional histories. One critical career path outlined by Cohen and March commences with the position of tenured professor, proceeds through the positions of department chair, dean, and provost, which conclude with the position of president. This path has been identified by Cohen and March and various other researchers as the most traveled route to the presidency. Cohen and March's path has been used as a foundation for many subsequent studies on the career pathway to the college presidency (Nabasny, 2011). Eddy (2013) noted that many research studies have found that the community college presidents had followed a traditional path from faculty to the presidency. Research has, in addition, found there are other paths to the CEO position. Community colleges are bureaucratic institutions that reward an organizational hierarchy. Birnbaum (1992) also suggested that community colleges are bureaucratic institutions and, as such, reward and rely on an organizational hierarchy. The route to high-level leadership positions tends to be the result of multiple promotions up the career ladder at the same institution (Eddy). Approximately 60% of current community college presidents came to their present positions either from a previous presidency (26%) or from the

Chief Academic Officer position (34%), according to an ACE, 2007 survey (Garza, Mitchell & Eddy, 2008).

Amey, VanDerLinden, and Brown (2002) studied mid-level community college leaders' career paths, mentoring, and types of professional development. The researchers surveyed current presidents of 2-year colleges using a 34-question instrument. The survey was mailed to a random sample of 1,700 community college administrators, and the researchers achieved a 54% response rate. Amey et. al. found that 22% of the current community college presidents came from within their current institution, where the career path of presidents followed the traditional academic pathway of promotion through the hierarchy, and 56% of the participants had a mentor. The researchers also found that while most community college presidents followed a traditional career path, the path to the presidency was changing with more diverse paths leading to the presidency. In addition, they found that other administrative experience was common as well as nonacademic positions within the institutions.

In another follow-up survey, VanDerLinden (2003) asked the participants since taking the original 2000 survey from the Amey et. al. (2002) study, if they had been moved to another position or promoted. These community colleges' mid-level administrators responded that there were two primary barriers to their advancement: unwillingness to relocate for a new position and the lack of opportunities provided by their current institutions. However, this finding runs contrary to research on leaders at four-year institutions, which indicated that they were willing to relocate for promotions (Sagaria, 1988). Duree and Ebbers (2012) recommended that those who aspire to become community college leaders should obtain a terminal degree. In obtaining a terminal degree, aspirant leaders should ensure that the doctoral program includes the AACC Competencies for Community College Leaders (2005) via review of syllabi. According to

Weisman and Vaughan (2006), the pathway to the presidency has been consistent since 1984. More often, the pathway to the community college presidency is through the academic route. In 2006, 55% of the survey participants indicated they were in academic positions prior to assuming their first presidency. They survey results indicate in 2006, approximately 8% of the presidents responded that they held positions in student services or student affairs prior to their first presidency, and about 6% held chief business officer positions. Despite the many positions which may serve as a gateway to the presidency, the primary route is through academic positions.

In addition to the recommendation that individuals are aspiring to be a community college president obtain a Ph. D, Duree and Ebbers (2012) recommend that these individuals learn as much as possible about organizational strategy and resource management. They suggest that this can be accomplished outside of doctoral programs through mentorship, job experiences, and leadership development programs (p. 47). The authors provide a checklist for aspiring leaders and purport that the doctoral degree is the passport to the community college presidency (p. 48). One credential most researchers and practitioners recommend as the first step toward the post of college president or CEO is service in the position of vice president, vice chancellor, or dean (Piland & Giles, 1998). According to Piland and Giles, a tenure-track faculty appointment is most likely to lead to the pathway positions of vice president, vice chancellor, or dean. A national study completed in 1988 found that half of all community college presidents came from the vice-president and dean ranks, which requires experience as a tenured faculty member (Boggs, 2001, as cited in Piland & Giles).

Nabasny (2011) reviewed the Birnbaum and Umbach (2001) study which investigated the various paths that lead to the college presidency. Birnbaum and Umbach asserted that it was

critical to have a basic understanding of the pathways leading to the college presidency since there are different types of higher education institutions which seek different skills, competencies, and backgrounds. The researchers used secondary data collected by the ACE 1986, 1990, and 1995 surveys of the American college presidents. They reviewed the data and mapped out the previous positions held by the survey participants to determine the various career paths which lead to the college presidency. Birnbaum and Umbach found four primary pathways leading to the college presidency, which the authors named as Scholar, Steward, Spanner, and Stranger. The researchers defined the traditional career paths as the paths of those who pursued academic careers specifically in higher education, which they refer to as Scholars. The researchers refer to those who have held nonacademic administrative positions in higher education as Stewards. Birnbaum and Umbach defined the non-traditional career paths as those who have worked both within and beyond higher education as Spanners, and those who had careers entirely outside of higher education prior to becoming college presidents as Strangers. The Birnbaum and Umbach study corroborated similar earlier studies that found that traditional pathways are most likely to lead to a college presidency (Nabasny, 2011).

Nabasny (2011) noted the research study conducted by Hartley and Godin (2009), which examined the past professional experiences of presidents at independent colleges and universities. Hartley and Godin used data from the ACE American College President Study in 2007 to determine the demographic background, education level, and pathways to the presidency of presidents of independent colleges; they also compared the data from the ACE 2007 study with that of data from previous ACE president surveys. The researchers found that the traditional career pathways wherein most presidents immediate prior position was chief academic officer (Nabasny).

In two-year and four-year higher education institutions, minority faculty is considerably under-represented at all stages of the tenure track (Milem & Astin, 1993). Findings by Birnbaum and Umbach (2001) reveal that little progress has been made in moving individuals of color into the faculty pipeline, which brings up the question of how aggressively are academic institutions recruiting minority faculty. The more fundamental problem is that few students of color are enrolled in graduate programs, from which the pool of tenure-line faculty is ultimately selected (ACE, 2005; Holmes, 2004; Perrakis, Campbell, & Antonaros, 2009).

A career history in higher education is not the only pathway to the college presidency, but it is the most common. In particular, most college presidents emerge from the chief academic officer position Nabsny (2011). The next section examines factors beyond background that lead to the competencies and skills necessary for community college leadership.

Competencies and Skills for Leadership Success

There were multiple driving forces behind the Leading Forward project to develop competencies for community college leaders, specifically from those who work in and are invested in the community college system. Community colleges have their distinct place in higher education with a unique culture that is based on democratic values of open access intertwined with community engagement. Another such impetus for the Leading Forward project was retired community college leaders who desired to ensure the transition of leadership to those who may be unaware of the culture, history, and mission of community colleges (Ottenritter, 2012). Another lesser-known reason for the Leading Forward initiative was the lack of a comprehensive community college leadership curriculum for aspiring or emerging leaders.

The American Associate of Community Colleges (AACC) is a community college president, membership organization. The AACC's mission statement follows:

This mission statement captures AACC's commitment to advance the recognition of the role of community colleges in serving society today. By providing advocacy, leadership, and service for community colleges, the Association will play a vital role in assisting the nation as it passes from the industrial era of the twentieth century to the new knowledge-based society of the twenty-first century. Moreover, the AACC's strategic objective are on four primary areas such as, Increase the Value of AACC Membership, Maximize Resources to Community Colleges, Position AACC as the Preeminent Source for Information Regarding Community College, Define the Profession, and Build Leadership Capacity to Ensure a Successful Future for Community College. (AACC, 2016)

In the past, leadership development was accomplished through the Presidents Academy Summer Institute and the Future Leaders Institute as well as publications (Ottenritter, 2012). Before this, the AACC had not given much reflective focus to leadership development. However, the Leading Forward initiative offers the AACC the opportunity to take a deeper examination of its leadership development agenda (Ottenritter, p. 8). Leading Forward began in 2001 when AACC convened a leadership summit. The AACC Board led the task force that emerged from the leadership summit and called for the establishment of a new Future Leaders Institute; the creation of a web-based catalog of a university-based community college programs and courses; a series of research briefs on leadership; a new CEO workshop; and a series of "how to" publication geared to community college administration" (Ottenritter, 2012, p. 9). In addition, the AACC Board of Directors adopted several papers under the title of Effective Community College Presidents: First, understands and implements the community college mission; second, is an advocate who can work with legislators, understands fundraising and development, and use of data and research effectively; third, is a skilled administrator who can

master board, union and employee relations and who promotes diversity and is committed to implementing a campus climate that values diversity and ensures positive work environments; fourth, must be skilled in community and economic development, able to build relationships with business and industry; and fifth, possesses personal, interpersonal, and transformational skills (Ottenritter, 2012, p.10).

The AACC held four summits to continue the work of the Leading Forward initiative and to understand the diverse perspectives on leadership development. The summits included a wide variety of leaders from several organizations such as universities that offer in graduate studies in community college administration, AACC affiliated councils, underserved community colleges, and college or consortia offering "grow your own" leadership development programs. The primary goals of these summits were to collaboratively develop a road map for leadership development programs, inventory the current leadership development offerings, and to develop strategies to improve or create leadership development programs (Ottenritter, 2012, p. 11). The summits we, including the discussions and work groups, were that the creation process culminated in the unanimous approval of the competencies document by the AACC Board of Directors on April 9, 2005. This document is known as the AACC Competencies for Community College Leaders, 2005. This document was available on the AACC website, and the intent was to make the document widely available to multiple audiences. The comprehensive manner which AACC carried out the initiative was lauded as being innovative and critical to the broad adoption of the competencies (Ottenritter, p. 17).

Duree and Ebbers (2012) report that community college presidents and boards of trustees support the AACC's 2005 Competencies for Community College Leaders, and promote the skill set for work in the field and as a framework for leadership development programs. Many

community college leadership programs have utilized the skills and competencies listed in the AACC competencies. The six competencies include organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. In 2013, AACC updated the competencies for community college leaders. The AACC parceled out the competencies by leadership stages such as emerging leader, new CEO first 3-years on the job, and new CEO on the job for 3-years or more (American Association of Community Colleges, 2013). The 2013 AACC leadership competencies are similar to, but more detailed than, the 2005 leadership competencies. The AACC presented the competencies for community college leaders as a progression. The core competency required for emerging leaders is presented, then that same competency evolves and deepens as that leader becomes a senior member of staff or a new CEO. The competency further evolves as the new CEO becomes more mature in his or her position. The 2013 AACC Competencies for Community College Leaders are comprised in five key areas such as Organizational Strategy; Institutional Finance, Research, Fundraising, and Resource Management; Communication; Collaboration; and Community College Advocacy.

AACC explains that the “organizational strategy as an effective community college leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends.” The AACC *Institutional Finance, Research, Fundraising, and Resource Management* competency reflects a leader who “encompasses equitable and ethical ability to sustain people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.” The AACC 2013 *Communication* competency includes using clear listening, speaking, and writing skills to engage

in honest, open dialogue at all levels of the college and its surrounding community. With the communication competency, a leader promotes the success of all students; ensures the safety and security of students and the surrounding college community. He/she sustains the community college mission. The AACC 2013 Community College *Advocacy* competency requires an effective community college leader to understand, commits to, and advocates for the mission, vision, and goals of the community college on the local, state, and national level (AACC, 2013).

Nabasny (2011) reviewed a study conducted by Whittier (2006) which examined the career pathways of private college presidents in the state of Virginia. Whittier (2006) used a qualitative methodology and interviewed 12 out of the 15 presidents of colleges that were members of the Virginia Foundation for Independent Colleges. In addition to conducting interviews, Whittier also reviewed each participant's curriculum vitae to determine if they followed the academic or administrative career path. The participants progressed to the presidency through higher positions in higher education. Several participants indicated that mentors were important to their career advancement, specifically in the form of supportive supervisors. Whittier found that 92% of the participants had earned a terminal degree of J.D., Ed. D., or Ph. D and had pursued both administrative and academic career pathways.

Duree and Ebbers (2012) found that two of the AACC 2005 competencies, organizational strategy and resource management, were critical components within the transformational leadership models. These two competencies were found to be directly related to the skills leaders needed to face the challenges identified by community college presidents. Moreover, implementing financial strategies and entrepreneurial funding strategies were competencies critical for addressing fundraising challenges that community college leaders face. The ACE (2007) survey data from the college presidency and a study by Brand (2002) revealed that

current presidents believe that their role was both connected to the community and required the ability to adapt to change (Bornstein, 2007).

Skinner and Miller (2011) take on the community college leadership skills and competencies, asserting that because of the increasing challenges to the community college mission to remain accessible to the underserved, the community college leader must continue to seek ways to open doors to those students while at times closing the door. The community leader will be required to make critical choices among multiple missions including serving the under-represented minority and females. While it is clear from literature regarding the skills and competencies necessary for college leadership includes fiscal acumen and the ability to communicate with a wide variety of stakeholders, what is absent from these necessary competencies are diversity and inclusion competencies to help leaders meet the needs born out of the changing demographic realities of a more diverse American population.

Leadership Development and Preparation

When attempting to determine how leaders acquire and develop leadership competencies, the studies by Hassan et al. (2010) and McNair (2010), as well as work by Amey and VanDerLinden (2002), Frankland (2010), and Sanders (2009) suggest that leadership skills are acquired through multiple paths, which include on-the-job experiences, doctoral education, mentoring and networking, and professional development. Despite the widespread support for the 2005 AACC competencies described in the literature, Eddy (2010) reported that the competencies might not be fully integrated into doctoral programs for community college leadership, leadership development programs, or other professional development activities (McNair, Duree, & Ebbers, 2011).

Hartley and Godin (2009) found that the pathway followed (such as academic versus administrative) influenced what competencies and tasks were deemed more difficult and challenging for the participants. Presidents who followed an academic career path to the presidency indicated they were least prepared to conduct fundraising, manage capital projects, handle legal issues, and conduct risk management activities, handle entrepreneurial ventures, and manage athletics. Conversely, presidents that followed an administrative pathway to the presidency indicated they did not feel prepared to handle budgets and financial management, government relations, managing and evaluating student learning, handling risk management, and handling government relations. Hartley and Godin proposed that leaders following the academic pathway receive education and training in fundraising, risk management, financial management, and other administrative skills. Hartley and Godin also proposed additional training for leaders following the administrative pathways in the areas the participants felt ill prepared. The researchers suggested that those following a nonacademic path external to higher education would benefit from orientation to faculty matters, shared governance, curricular issues, and other academic issues (Hartley & Godin). Nabasny (2011) found that presidents are operating in a changing higher education landscape where there are new skills required of college presidents. Presidents are required to drive change while respecting and honoring the tradition of their institutions. Nabasny reported that college presidents are expected to assist with or lead the economic development in local communities and to cultivate partnerships with business, government, and higher education.

Garza and Eddy's (2008) research study revealed that mid-level community college leaders are primarily teaching; they also found that faculty members who were directors or deans or in chair-level positions at the rural college of the study were teaching. The researchers also

found that these leaders did plan to progress to their current leadership positions, and only one of these leaders wanted to advance further to a higher-level position. Garza and Eddy concluded that there was no formal mentoring of future leaders or leadership development for entry into leadership or administrative careers.

Community colleges, like other organizations in a variety of industries, face the prospect of a leadership gap as many baby boomers approach their retirement years. To address leadership gaps, some colleges are starting up or reinforcing their professional development programs for future college leaders. The colleges hope to ensure that there are adequate replacements for top leadership positions as they become vacant. Moreover, many community colleges have or are planning to implement grow-your-own programs as a response to impending retirements in the senior leadership positions. The recession caused many community college leaders to reconsider retirements and delay retirement plans. However, retirements are unavoidable. These programs' fundamental purpose is to prepare individuals for future vacancies in critical leadership positions. Community colleges have an obligation to grow a diverse pool of leaders not only to meet the leadership pipeline gaps, but also to meet the demands of delivering high-quality services to students (Violino, 2012).

The Community College Leadership Pipeline

A survey by Weisman and Vaughan (2001) on the Community College Presidency found important changes in the community college presidency as well as facts which suggest some characteristics are slow to change. Another critical finding from the study was that there is an increase in the proportion of female community college presidents. The percentage of women community college presidents rose from approximately 11 percent in 1991 to approximately 28 percent in 2001, which is an increase that has almost doubled female representation in the

presidential ranks. However, the survey results indicate that while female representation in the presidential positions had increased over a ten-year period, representation of racial and ethnic minorities has remained static. When Vaughan (1991) conducted the same survey in 1991, approximately 11 percent of the community college presidents had identified themselves as ethnic or racial minorities. The results of the 2001 survey revealed that racial and ethnic minorities had increased about three percent to approximately 14 percent (Weisman and Vaughan, 2001).

A comprehensive review of presidents from all sectors of American higher education found that there is a continuing challenge of diversifying the ranks of the college presidency (ACE, 2013). The profile of a typical college or university president in America is: a married white male who is 61 years old, holds a doctorate in education and has served in his current position for seven years. The finding suggests that this profile that has not changed much in over 25 years. On a more positive note, the report shows that women have increased their representation (26 percent in 2011, up from 23 percent in 2006). The proportion of presidents who are racial and ethnic minorities declined slightly, from 14 percent in 2006 to 13 percent in 2011. Moreover, when minority-serving institutions are excluded from the report, only 9 percent of presidents belong to racial/ethnic minority groups, which is unchanged from 2006.

With respect to community colleges, the American Association of Community Colleges' (2007) key findings were that 45 percent of current presidents said they planned to retire by 2007. Also, the study found that Community college presidents were getting older, which is similar to findings from the national data. In 1986, the Community College President average age was 51, but in 1998, the average age was 57. The average age of senior community college

administrators in 1984 was under 50, and in 2000, the average age was 52. In 1999, 52 percent of full-time faculty members aged 55 to 64 were planning to retire by 2004 (Shults, 2001).

Approaching retirements affect not only current leadership but also the leadership pipeline. In the traditional progression, community college faculty members who exhibit leadership qualities become department chairs or members of the faculty senate or faculty union and then move on to an administrative position such as department dean. Amey, VanDerLinden, and Brown (2001) investigated six senior administrator positions that lead to the presidency. The researchers found that Chief academic officer, Business/Financial Officer, Chief Student Affairs Officer, Director of continuing education, Business-and-industry liaison, Occupational/vocational, and education leader. Community colleges are currently losing presidents, faculty leaders, and administrative leaders faster than they are being replaced. Moreover, since people in the traditional leadership pipeline are aging and retiring, the future of presidential leadership is in a state of uncertainty (Shults, 2001). Other key findings from Shults were that new community college presidents indicated they feel unprepared to deal with crucial aspects of their positions such as fundraising, financial management, and the ability to work effectively with governing boards. Essential skills identified for future leaders include the capacity to bring a college together in the governing process, capacity to mediate, a good command of technology, and the ability to build coalitions.

Moreover, as the demographic realities indicate, students, faculty and staff populations are becoming increasingly more diverse, which underscores the importance of developing a more diverse pool of potential senior leaders is critical (Hennessy, 2012). An interesting finding from the ACE (2013) report was that the college and university presidential profile is continuing to age. In 1986, the first year ACE (2013) commissioned the study on the American College

President, 42 percent of presidents were age 50 or younger, and 14 percent were 61 or older. However, the numbers regarding age in 2006, were that 8 percent were 50 or younger, and 49 percent were 61 or older. In 2011, the percentage of presidents who were 50 or younger increased slightly from 2006 to 10 percent, but the percentage of those presidents who were 61 or older increased to 58 percent. These numbers from the ACE (2013) report on age signifies significant future turnover in presidential leadership due to expected retirements and other factors related to age.

These factors should provide opportunities not only to increase the leadership pipeline and to improve leadership development programs, but also to diversify the American higher education presidency. Conversely, if the pipeline issue is not adequately addressed, the anticipated future increase in retirements among college and university presidents may present a leadership shortage in the immediate future. If there is not a focus on improving the pipeline and providing access to the presidency to traditionally marginalized and underrepresented groups, the leadership pipeline issue will have long lasting implications. The fact that the presidency is aging could provide the final push and opportunity to diversify the leadership of American higher education (Hennessy, 2012).

Amey (2006) found that administrators had varying and different paths. Most did not follow the traditional academic or faculty route to chair then to Dean. Amey asserted that since the career path of the administrator is complicated, community colleges should rethink how to recruit its leaders and consider actively recruiting a bigger pool for future administrative positions. Community colleges should consider individuals for administrative positions with close connections with business and the community. In the Amey study, the head faculty and deans who were recently employed at the community college had career experiences outside of

the community college. Because there was a lack of a formal leadership or mentoring program individuals who were recruited into new administrative positions were left to figure out how to function in these administrative roles. Community colleges must determine ways to provide the historical background and culture of community colleges to administrators who come from outside of the community college sector. Moreover, administrators and faculty coming straight from graduate school may not be fully cognizant of the requirements of the position in community college structure. Mentoring is one key way to provide for the transition of those foreign to community college administration.

Garza and Eddy's (2008) findings suggest that the participants and their colleges did not avail themselves of formal training programs such as The League of Innovation and the American Association of Community Colleges and The League of Innovation. Study participants indicated that the expense of these programs and the fact that they happened to gain an administrative position led them to believe there was no reason to seek training for leadership positions. Iowa, along with several other states, have their own leadership programs in order to prepare future leadership (Amey, 2006). In Iowa, the LINC program is designed to assist women and people of color in advancing into community college administrative leadership roles in Iowa's community colleges through the Leadership Institute for a New Century. Similarly, Iowa's Community College Leadership Initiative Consortium (CLIC) provides upper-level and mid-management administrators with training and skill development for community college leadership (Iowa State University School of Education, 2017). Not only do these leadership programs prepare individuals for leadership, they also provide the impetus for individuals to think about seeking leadership roles. Similarly, the MidSouth Partnership for Rural Community Colleges (MSP) is a regionally-specific "grow your own" leadership development program that

assists community college leaders in building rural communities that are sustainable (Clark & Davis, 2007). Grow Your Own Leadership programs tend to appeal to individuals wanting to stay in the same organization and lack the desire to move for career advancement. The lack of desire to move for advancement was traced to strong ties to teaching. Faculty members who teach at a community college are motivated by improving the lives of students who might not otherwise have the opportunities for success in higher education. Most critically, the study participants did not view higher level positions as providing any additional benefits to them, and they thought these positions had more adverse effects on their careers. Although leading from the middle level was deemed desirable for study participants, this does little to nothing to address pending leadership shortages.

Higher level leadership positions must be made more desirable to middle-level administrators—in particular, women. There is a slowing down of women entering the presidential ranks. Colleges establishing grow-your-own programs may help with the desire of some individuals not to move as pointed out by VanDerLinden (2004), but more is required to make high-level leadership more desirable. Community colleges need to become more intentional instead of allowing individuals who are unprepared to happen upon leadership. Colleges should identify high performers and potential leaders to provide for skill building, mentoring, and development. Being intentional with leadership development will provide for more diverse pool of individuals given the opportunity to advance into leadership roles and develop people who may not have considered leadership as a career path. The practice of promoting and hiring individuals that come from higher level positions with vast institutional experiences emphasizes the need for internal development of leaders. This strategy can be

effective for women and minorities who often lack high-level positions and vast institutional experiences (Garza & Eddy, 2008). Amey et. al.'s (2002) findings revealed a need to generate a more diverse pool of candidates for the presidency and other senior level positions. The researchers recommended that entry level administrators should be provided with broad experiences and opportunities to develop skills for leadership.

Race, Sex, and Higher Education Leadership

Bailey, Wilson and Cox-Brand (2012) embarked on an interesting perspective on the AACC 2005 leadership competencies: they aver that humans are gendered, and that this reality is inescapable. They note the AACC competencies are void of a feminist perspective, but the authors acknowledge that the language used for the competencies is in line with a "participatory leadership style" (Bailey, Wilson, & Cox-Brand, p. 81). Moreover, transformation leadership principles are rooted in the AACC Community College Leadership Competencies (Duree, 2007). Bailey et. al. assert since the competencies do not include the experiences of diverse groups such as women and minorities, the leadership activities and leadership itself is a "storyless" activity (p. 81). Further, according to Bailey et al., in order to promote diversity, which Vaughan (2004) indicates is imperative for ongoing success of the community college, it is necessary to include the narratives of women and minorities engaging in those skills and competencies. Without including the narratives of women and minorities in the development of competencies for leaders, it is difficult for governing boards to access women and minorities for CEO positions. The development of the AACC leadership competencies was through participatory leadership, which was primarily dictated by current and past presidents who are predominately white males. Bailey Wilson and Cox-Brand assert that dominant white male college presidency will not change without greater participation by women and minorities in the development of leadership

competencies, concluding, "If there is to be broader participation in leadership by women and minorities then women and minorities need to see and hear themselves in leadership roles (p. 83).

Manning (2002) found when surveying male and female leaders that women rated themselves slightly lower than their followers did in transformational leadership qualities, while men rated themselves like that of their followers. These findings tend to indicate a disconnect between the skills needed for leadership and women's perceptions of their abilities to lead. VanDerLinden (2004) concluded that women in leadership at community colleges could shape the organizational culture to create an inclusive environment for women administrators. When women are being sought out and encouraged to advance, this ultimately opens leadership positions to women (Amey, 2006). Although community colleges are perceived as being more open to women administrators, there are still issues where men and women have different expectations and experiences according to Acker (1990) and Townsend (2006). These researchers found that Community colleges are traditional institutions which favor men and hold an expectation of a 40-hour work week. Men who meet this 40-hour work week requirement are assumed to have someone else in their personal lives who meets their personal responsibilities. Conversely, women in leadership positions are expected to meet this 40-hour work week in addition to meeting their personal responsibilities at home. Assistance with personal responsibilities is not thought to be provided by the institution (Townsend). The expectations for women are exceedingly different from men, and these expectations act as a barrier for women who want to obtain leadership positions but are prohibited due to having both work and personal responsibilities (Garza & Eddy, 2008). Evelyn (1998) found that white women and African American women tended to be questioned in interviews for leadership positions about their

family's willingness to relocate, whereas male candidates were not asked or rarely asked this question (Jackson & Harris, 2007).

In a study about minority female administrative experiences in higher education (Verjee, 2012), a female respondent indicated that she felt treated poorly and excluded from on-the-job development opportunities. This respondent worked at a public community college and held the title of "coordinator." She said that a white female administrator once told her that the treatment of the respondent was not a result of her race, but it was because of her sex or gender. The respondent learned from this administrator that a man previously held the position she held, and he had the title of director. Since the position she held was titled coordinator and not director, she was excluded from weekly meetings with the Vice President of Student Affairs. The other directors, however, participated in the weekly meeting with the Vice President for Student Affairs. She also noted during her interview that there were no female or minority vice presidents, deans, associate deans, or assistant deans at her institution. These positions were indicated by Amey, VanDerLinden, and Brown (2001) as leading to and providing a pathway to the community college presidency.

Johnson-Jones (2009) examined the effects of race and gender on African American/Black college and university presidents on barriers to advancement. The researcher defined boundaries as institutional, sociological, political, and economic obstacles that African-American women may face while pursuing careers in higher education. Conversely, the researcher identified support factors as programs and supports that served to assist African-American/Black women in their pursuit of administrative positions in higher education. The study sample was 14 African-American/Black female college presidents. The data were analyzed using a qualitative approach. Johnson-Jones' research questions focused on the barriers and supports for African-

American/Black females becoming college presidents. The study questions also focused on race and gender as influential on the careers of African American/Black female college presidents. The study's subjects perceived race and gender as having adverse effects on their careers. The female subjects of the study indicated that their status as wives and mothers did not impede their climb up the career ladder. The respondents noted other barriers in addition to race and gender: being hesitant to take the position of college president and feelings of discrimination and differential treatment. There were several additional supports noted by the respondents such as professional development opportunities, professional visibility, proper educational preparation, and years of relevant experience. Contrary to much research on the subject, mentoring was not identified as a support for the respondents or was found to have little positive effect on their careers (Johnson-Jones, 2009).

Minorities and female administrators regularly deal with issues such as salary inequity, racism, sexism, affirmative action backlash, homophobia, campus climate, glass ceiling, and isolation (Hill-Collins, 1986). Patitu and Hinton (2003) set out to determine what issues affect African American/Black women in academia by conducting several interviews to find out what, if anything, had changed for African American faculty and administrators over a span of years. Patitu and Hinton interviewed middle and senior-level African American women in administrative roles and positions at several public and private two-year and four-year institutions, finding that race was a more prominent factor for the administrators when they tried to retain their positions and seek promotions. One interviewee believed that being a woman was considered less threatening to others than her being African American. Moreover, sexism was also very prominent for the respondents of the study. The majority of the African American/Black women interviewed said racism and sexism were not always discernable, and for them,

racism and sexism were not mutually exclusive (Patitu & Hinton). This dynamic is important to note since many community college leadership programs are grown your own leaders or GYOL programs. Zamani (2003) asserted that inequities faced by Blacks/African Americans as a group have been greater than for any other racial minority group and even more oppressive for Black /African American women. The researcher found that Black/African American women have suffered from oppression directed at Black/African Americans as well as oppression directed towards women. According to Zamani, it is Black/African American women's multiple identities in both marginalized groups that make them invisible in colleges and universities.

Jackson and Harris (2007) conducted a study to determine the barriers for Black/African American college presidents. Participants revealed that exclusion from the informal network (at 13.68%) was the most often-cited barrier to the college presidency. The second most frequently selected barrier was "Other" (12.63 %), including lack of doctorate, lack of access to multiple levels of management related to professional goals, exclusion from top leadership positions, lack of a mentor, lack of experience in instruction, and lack of experience managing people. The third barrier selected by the presidents was career development planning (11.58%) (Jackson & Harris).

Verjee (2012) conceptualized a transformative vision of service-learning engagement of minority women for better outcomes in higher education administration and leadership. This view requires institutional accountability, a critical examination, and transformation of structures and practices from within higher education before any real, respectful, and mutually-beneficial relationships with marginalized communities of color can be developed. If such partnerships could be developed, institutions would be able to create partnerships with marginalized communities of color to address and solve institutional, local, national, and global issues facing higher education. Moreover, according to Verjee, this concept could be utilized in creating

leadership development programs that address leadership competencies, pipeline issues, and the need to increase the representation of leaders from traditionally underrepresented groups.

A national study completed in 1998 found that half of all community college presidents came from the vice-president and dean ranks, which require experience as a tenured faculty member (Piland & Giles, 1998). In both two- and four-year institutions, minority faculty are considerably under-represented at all stages of the tenure track (Milem & Astin, 1993). Findings from several researchers (Birnbaum & Umbach, 2001; Gutierrez, 2002; June, 2007) reveal that little progress has been made in moving individuals of color into the faculty pipeline, which opens up community colleges to the questions about how aggressively these institutions are recruiting minority faculty. An even more critical problem relating to the leadership pipeline issue is that few students of color are enrolled in graduate programs from which the pool of tenure-line faculty is ultimately selected (ACE, 2005; Holmes, 2004; Perrakis, Campbell, & Antonaros, 2009).

Perrakis et al. (2009) assert that while community colleges open their doors widely for students of color, these colleges fall short of opening the door to the president's office, which is rarely cracked open to candidates of color. Those who apply for presidencies and rise through the administrative ranks in higher education, regardless of system or institutional type, tend to be white and male (Vaughan, 2004). Muller (1996) suggests attention must be paid to the balance of racial and ethnic power within community college administration. Presidential search committees need to ensure that candidate pools are representative of their campus student populations. A CEO of color sends a message to the community as well as to future applicants for other administrative positions that those diverse candidates are welcomed at the leadership table (Muller, 1996; Perrakis et al., 2009).

In comparison to men, there are few women college and university administrators in the United States. Minority women face subtle forms of both racial and gender discrimination. This discrimination which minority women are the subject comes from students, colleagues, and administrators as them being affirmative action hires, meeting a quota or as tokens which all act as a barrier to leadership (Rai & Critzer, 2000). All women are faced with sex or gender discrimination that is often subtle and difficult to detect. It is manifested in the recruiting and hiring of faculty as well as in career advancement. Asian-American identified faculty are often hired as those who would disturb the status quo. The result of this is that Asian American faculty fail to find their way into social networks and governance of the institution which is viewed as a form of gatekeeping. Another gatekeeping tactic is maintaining the position that there are no or a limited number of qualified women and minorities available for recruitment and hiring. When women and minorities are recruited and hired, they still face gatekeeping practices that prevent them from career advancement (Quinta, Cotter, & Romenesko, 1998).

In a study by Chliwniak (1997), the phenomenon of the glass ceiling effect can be present at every stage of the academic career trajectory. Chliwniak found on a national level, despite women constituting over half of all college students, women were less than one-third of the faculty. As with the ACE 2013 report, a majority of college presidents in 1997 were white males with African American women and other ethnic minority representatives at a minimum. There were a few women deans in nursing, home economics, education, and continuing education (Quinta, Cotter & Romenesko, 1998). The experiences of African American women led them to believe that the glass ceiling phenomenon was a barrier to career advancement (Jackson & Harris, 2007; Quinta, et al., 1998).

Women face challenging perceptions which act as a barrier to career progression and leadership roles, including that they are emotional, have physical weakness, are unable to discipline older male students, are not task oriented, are dependent on feedback, and are not independent. As opposed to men, women receive very little or no encouragement to seek advancement into leadership positions, even when women have earned doctorate degrees and desire academic careers. Women are less likely to be exposed to higher education leadership programs (Jackson & Harris, 2007). A less discussed or researched barrier is the lack of support from other female administrators and leaders who feel that hiring or supporting another female is supporting the competition (Jackson & Harris).

Ebbers, Gallisath, Rockel and Coyan (2000) found that the boards who hire presidents have a mindset that acts as a barrier to women gaining leadership positions. Board tends to reflect the same demographic as community college president. Ebbers, Gallisath, Rockel and Coyan determined that boards are favorable towards candidates according to their "fit," and often prefer candidates most like themselves which are male. Basinger (2001) noted that when women did achieve leadership positions, board members were ill-equipped to work with these women because they are not used to working with women (Jackson & Harris, 2007). Nidiffer's (2000) findings suggest that women suffer from organizational culture, overt criticism, and harassment as barriers to advancement. Vaughan (1989) reported that women are often judged stereotypically in positions that are thought of as male jobs such management, fiscal officer, or facilities management positions. Eagly, Makhijani and Klonsky (1992) conducted a meta-analysis evaluating leaders and determined that men received less criticism than did women, and the criticism of women was harsher if the women used a leadership style that was thought to be masculine. Chliwniak (1997) identified that men and women were subjected to differences in

tenure-track standards, pedagogical practices, and scholarship (Jackson & Harris, 2007). Bornstein (2007) posited that women made great presidents because presidents must balance multiple and competing priorities, develop innovative solutions, and build teams. Bornstein asserted that women have skill sets that include active listening, networking, and collaboration which are skills that college leaders need. Other researchers in support of women leaders suggest that women being good listeners and empathetic makes them great for leadership. Eddy (2012) argues that more than any other strategy used to increase the diversity of community college leadership, practitioners must encourage minorities and women to enter the leadership pipeline. The small numbers of minority faculty are not encouraging to increasing the racial/ethnic diversity of the community college (Eddy).

There have been extensive research studies attempting to examine and understand the career pathways, preparation, and role of the college president to inform the discourse about the skills and experience necessary to lead institutions of higher education to meet current and future challenges (Nabasny, 2011). The role of leadership concerning diversity and inclusion, especially on college campuses, is increasingly under scrutiny. Research on the topic suggests that the lack of diversity and inclusion is related to inequity and inequality due to differences in the distribution of resources and power as well as access to education. Despite leaders not being the only individuals with power in any organization, leaders are in a position of authority and have other sources of power gained through the process of them becoming leaders, which thus allow them to disrupt the power structures in order to support access to leadership in ways that others cannot. Leaders' validation of the issues of those who may feel disempowered or disadvantaged is of importance. Moreover, leaders' commitment to increasing the opportunities

through initiatives related to diversity and inclusion has the potential to create a sustainable leadership imperative (Lumby & Coleman, 2007).

Challenges for Community College Leaders

Policymakers, educators, and researchers have determined that improving student success rates among community college students is a top educational priority. Goldrick-Rab (2010) found that community colleges are also attempting to change their opportunity structures to affect federal and state funding mechanisms, financial aid processes, institutional differentiation, institutional practices (such as changing pedagogical and organizational approaches), and incentives to change student behavior with respect to academic preparation and college affordability.

Community colleges face challenges with funding due to its financing structure (Eddy, 2012). Local financial commitment to community colleges has outpaced tax support to community colleges since the 1960's. Most of these alternative funding sources came from industry and businesses desiring that community college focus more on vocational training programs. This need to find alternative sources of financing creates a diversion from community colleges providing traditional education and transfer knowledge to students. Currently, business and industry provide approximately 10% of community colleges' budget, thus creating real challenges to budgeting for leaders (Eddy, 2012).

The Institute of Higher Education Policy IHEP's policy agenda goal is to ensure underrepresented students have access to quality and affordable education. The average age of community college students is 27 years, whereas at four-year institutions, the average age is 24 years (Eddy, 2013). The nontraditional-aged student has additional concerns that community colleges must try to meet (i.e. daycare, transportation, engagement, financial). IHEP's initiative

has four policy priorities: access and success, affordability and finance, accountability and transparency, critical communities and institutions (IHEP, 2016). IHEP has issued these challenging mandates for all higher education institutions. Community colleges face even bigger challenges given their missions to serve the underserved.

Recently, the AACC identified several national priorities for community colleges such as affordable access to higher education, completion of credentials, and training to ensure the higher education meets the goal of helping individuals improve skills to get better jobs that will contribute to bringing the nation prosperity (AACC, 2016). Eddy (2013) notes community colleges serve as points of access to higher education and lower cost than paths to the bachelor's degree. Community colleges offer vocational training and apprentice programs for immediate employment. Moreover, community colleges offer courses that are desired by communities and business industries. Increasingly, community colleges are offering remedial curricula and preparing students who are not quite ready or prepared for college work. The role of community colleges has transformed them into employee training and adult education institutions as they contract with local businesses. The community college has become the nexus between the k-12 educational system to the bachelor's degree (Eddy, p. 3).

Coupled with the community college's multiple missions, the pool of students of college age has become increasingly racially diverse and increasingly more female. In fact, more than half of the American undergraduate students and doctoral students are women (Froelich & Jacobsen, 2007; United States Census Bureau, 2010). The primary challenge for community colleges is balancing various missions with meeting the changing needs of the community which it serves (Eddy, 2013). Despite the increase in the number of minorities and women enrolled in higher education institutions, the presidency and leadership positions remain overwhelmingly

white and male (Nabasny, 2011). It is critical to address the shortage of minority and female leaders to address the demographic realities and to address the dwindling leadership pipeline. Eddy asserts leaders of community colleges must be responsive to the changes that community colleges face.

Summary of Literature Review

In summary, a review of current literature indicates that there are critical challenges for community college leaders which require a review of their leadership development programs. Moreover, due to impending retirements, there is a deficit of community college leaders in the pipeline. This critical shortage is even more apparent for women and minorities since white males most often occupy the ultimate community college leadership position of the CEO/President. This demographic has not changed much over the past 25 years, according to ACE (2013) survey. Moreover, the pathway to the presidency still alludes women and minorities since they are also less likely to occupy the pipeline positions leading to the college presidency. Coupled with the fact that the American college students' racial/ethnic demographic profile is becoming more racially/ethnically diverse, the community college CEO will play a key if not integral role in leading change and creating opportunities for women and minorities to occupy the CEO position.

It is imperative to develop leadership theories, practices, and programs which include a gendered and racialized perspective. Community college CEOs are more likely to come from within the institution through a succession of promotions up the chain. Leaders are more likely to hire and mentor those who reflect their own identities or who are more like them. Understanding marginalized groups and developing diversity and inclusion competencies will assist those in a position of power to lead the efforts to respond to the crisis and critical shortage

in leadership through inclusion of women and minorities. Aspirant leaders can take note that the primary route to the CEO role is through the traditional academic route. The aspirant leader must, in addition, start early and develop other skills such as the AACB competencies that would be beneficial to obtain the CEO role. Further research is required to understand better the skills, knowledge, and abilities require of women and minorities to obtain the CEO role.

CHAPTER 3. METHODOLOGY

Introduction

The purpose of this study is to examine current Midwestern community college leaders' demographics, backgrounds, career pathways, leadership preparation, diversity and inclusion competencies and practices, and educational preparation and transformational leadership skills embedded in the 2013 *AACC's Competencies for Community College Leaders*. The purpose of this chapter is to summarize the methodological approach that the researcher used in the study including research questions, hypothesis, research design, conceptual model, population, instrumentation, data collection, study variables, methods of data analysis, and limitations of the study.

Based on the purpose of this study, the following research questions are addressed:

1. What are the background characteristics of current community college leaders such as CEO/President/Chancellor, CAO/Provosts/Executive VP, Chief Business and Finance Officer and VP/Deans of Student Affairs? Specifically, how do current community college leaders differ by age, gender, and race, education level, and leadership preparation?
2. Is there any inter-relationship among variables that measure diversity and inclusion behaviors/practices and the AACC competencies?
3. To what extent does demographics (race, and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity and inclusion competencies, attitudes section predict Midwest community college leaders' perceptions of their preparation for their current leadership position?

Hypotheses

A hypothesis was developed for each of the research questions and was stated in the null form. Because research question one referred to descriptive analysis and will outline a demographic profile of community college leaders, only research questions two through four warranted hypothesis testing. Creswell (2014) indicates that there are two types of hypothesis—a null hypothesis and an alternative hypothesis. A null hypothesis is representative of a traditional approach since it makes a prediction that in the general population, no relationship or no significant difference exists between groups on a variable, whereas an “alternative or directional hypothesis” makes a “prediction on prior literature and studies on the topic that suggest a potential outcome” (Creswell, p. 144).

RQ 2: Is there any inter-relationship among variables that measure diversity and inclusion behaviors/practices and the AACC competencies? This research question will be analyzed using Exploratory Factor Analysis (EFA).

H2: There is no interrelationship among variables that measure diversity and inclusion behaviors/practices and the AACC competencies?

RQ 3: To what extent do demographics (race, and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity and inclusion competencies pertaining to attitudes and Midwest community college leaders’ perceptions of their preparation for their current leadership position?

H3: There is no relationship between the leadership preparation, highest degree earned, educational major in the highest degree earned, and ratings of diversity and inclusion competencies pertaining to attitudes and Midwest community college leaders’ perceptions of their preparation for their current leadership position.

Research Design

Creswell (2014) indicates, “Experimental designs, non-experimental designs, such as survey implore quantitative methodology” (p. 13). Creswell also indicates that “surveys include cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population, (Fowler, 2009).” *The Community College Presidency: Demographics and Leadership Preparation Factors Survey* (Duree, 2007) was reviewed and used as a beginning framework for this current survey. This dissertation research study fits appropriately into the quantitative methodology in accord with Creswell. The survey design utilized was a cross-sectional design, which is typically used when a researcher wants to collect information at one point in time (Creswell). Cross-sectional survey designs provide information in a short period of time, such as the time it takes to distribute the survey and collect the data (p. 337). The updated survey questions were designed using the 2013 *AACC Competencies for Community College Leaders* for the competencies section.

Instrumentation

The survey instrument for the pilot study was compiled by the researcher during the spring and summer semesters of 2016 and then refined for the larger study during fall 2016. The survey included approximately 104 questions designed to identify variables in leadership competencies, diversity and inclusion competencies, and Mid-West community college leadership demographics. The researcher created a section at the end of the survey giving each leader to identify how well-prepared they felt for their first leadership position and what each leader felt they could have done differently to prepare for their first leadership position.

The Community College Presidency is a 105-question instrument that is comprised of four sections: 1) background and demographics; 2) AACC Community College Leadership

Competencies; 3) Diversity and Inclusion Competencies; 4) General Information. The researcher sought permission for the study and was granted by the Iowa State University Institutional Review Board on June 13, 2016. The letter of approval is found in the Appendix D.

To address the research study questions, the researcher created an electronic survey questionnaire that served as the instrument used to examine the target population of 1008 community college leaders in the Midwest region of the United States. The purpose of administering this survey was to examine a sample of current Midwest community college leaders to gain information about their demographic and background characteristics, professional leadership development, career pathways, and leadership competencies as they pertain to the *AACC's Competencies for Community College Leaders* dated 2013, and diversity and inclusion competencies to contribute to an existing body of knowledge about the community college leadership.

Pilot Study

The researcher ensured the content validity by reviewing previous survey instruments and research studies on community college leaders' pathways and competencies such as Duree's (2007) study. Additionally, the researcher reviewed past reports, research, and surveys on diversity and inclusion in private, public, and higher education settings for the diversity and inclusion sections. The researcher comprehensively reviewed the following reports, research studies, and surveys: Biernat, Strait, Arora, & Rajput, 2012; John Hopkins University Diversity Climate Survey, 2009; Mendes, R., 2014; NADOHE Standards for Professional Practice, 2014; and Society for Human Resource Management, 2009. In the development of the diversity and inclusion section of this research survey, the researcher relied on the National Association for Diversity Officers' Standards of Professional Practice for Chief Diversity Officers (CDO) as an

initial framework for these questions. The standards were developed and established as an advancement towards increasing the professionalization of the Chief Diversity Officer position in institutions of higher education (Worthington, Stanley, & Lewis, 2014). The Standards of Professional Practice for Chief Diversity Officers report was an attempt to standardize the profession and develop core diversity and inclusion competencies for diversity leaders. These standards served to identify key competencies for leaders for the purpose of this research study.

In order to answer the research questions, a survey instrument was developed entitled the Community College Leadership Demographics, Preparation, Pathways, and Competencies as an online/web-based survey and was distributed electronically to community college leaders in the Midwest region of the United States of America.

The research survey was a web-based instrument and was distributed electronically initially as a pilot study. Van Teijlingen and Hundley (2001) recommended a process to pilot a survey, which is to distribute the survey on a small group of volunteers, with this group of individuals being as similar as possible to the target population. Pilot studies serve as critical practices for an excellent survey and research study design (Woken, 2016). Conducting a pilot survey study not guarantees a perfect survey design, this practice increases the probability of validity of the survey instrument (Van Teijlingen, & Hundley). Piloting allowed the researcher to determine whether the respondents understood the instructions and questions, and, more importantly determined whether the meaning of survey questions was consistent among the respondents. Piloting the survey assisted the researcher in determining whether there were sufficient response categories available and whether any questions were systematically missed by respondents. The pilot survey study highlighted potential issues such as poor response rates before full implementation of the survey (Kelley, Clark, Brown, & Sitzia, 2003).

The researcher, in collaboration with Dr. Larry Ebbers, University Professor Emeritus of Iowa State University, arranged for the survey to be piloted by several respected external retired community college presidents and leaders. The survey was also distributed and piloted to two Iowa State University faculty members renowned for survey design and research studies. The pilot survey was circulated in April of 2016 for a four-week period.

After receiving and analyzing the results of the pilot study, the researcher adjusted the survey. The initial findings were that one piloted individual felt the survey should not use response categories to questions about length in present position and number of years as president. The suggestion was that it might be more useful to ask survey participants to write in an open text box the years, and, if needed, categorize the years later. Additionally, several questions were found not to make sense or were unclear to piloted individuals. For instance, the response categories to the question, "Are you currently teaching in any of the following settings" was confusing to some of the piloted individuals. One individual had issues with question 22, but this was a logistical problem. Moreover, the question "How important to you were the following reasons" response selections caused confusion for piloted individuals. Two more questions appeared to elicit confusion: "How important were each of the following peer networks...." and "In your role as community college president, please rate the level of challenge." The questions that seemed to elicit most of the responses were questions from the original 2007 Community College Presidency: Demographics and Leadership Preparation Factors Survey. There was no specific feedback on the 2013 AACC Competencies section or the section on diversity and inclusion competencies.

The survey was re-piloted in June 2016 to another set of community college leaders and the same two Iowa State University faculty members. The re-piloted survey resulted in the

confirmation that the initial issues found in the pilot study were addressed and that the researcher modified these for the final survey. The small sample of six community college presidents and leaders was representative of the target population. The former presidents and leaders, as well as faculty members, were asked to provide feedback on all aspects of the survey such as the questions, time needed to complete the survey, clarity, format, and effectiveness. The presidents and leaders made several other logistical recommendations for improving the survey.

Van Teijlingen and Hundley (2001) assert that to improve internal validity of a survey, pilot study procedures should include the following:

- administering the survey to pilot subjects in the same way as it will be administered in the primary research study;
- ask the pilot subjects for feedback to identify ambiguities and difficult questions record the time taken to complete the survey, and determine whether it is reasonable;
- discard all unnecessary, confusing or ambiguous questions from the survey;
- assess whether each question gives an adequate range of responses;
- establish that replies can be interpreted regarding the information that is required;
- check that all the issues are answered;
- re-word or re-scale any questions that are not answered as expected; shorten, revise and, if possible, pilot the survey again. (Van Teijlingen & Hundley, 2001)

The researcher used the suggested criteria from Van Teijlingen and Hundley (2001) including re-piloting the survey to ensure validity. The survey instrument was revised into a final survey instrument for distribution and data collection during the late spring and early summer 2017.

The community college presidents, community college leaders, and faculty members made several recommendations for improving the survey, and the researcher incorporated the

suggested modifications to the final survey instrument. Overall, the piloted individuals indicated that the survey instrument was excellent. However, as with the original survey, several piloted individuals noted that the survey was too lengthy. This finding was similar to Duree's (2007) finding. One piloted individual failed to complete the survey or provide any feedback. The final survey for this research survey for this study is over 80 questions. However, since the AACC Competencies are segmented by years of experience in the role, participants were not be required to answer all questions included in the survey.

The researcher re-drafted survey questions to provide clarity and eliminated questions which were not necessary for obtaining information for this study. Based on the feedback and recommendations received from the piloted individuals, including logistical, technical, and other issues or problems, the researcher adjusted the survey to incorporate changes to improve the validity and reliability of the survey. The one modification to the survey was to make the survey shorter and more succinct by eliminating unnecessary questions and consolidating where possible.

The final survey design for The Community College Leadership: Demographics, Pathways, Preparation, and Competencies Survey or the CCLDPPC includes four sections, each with a set of questions related to that particular section. The four sections were a) demographic information and background characteristics, b) AACC Community College Leadership Competencies, c) Diversity and Inclusion Competencies d) General Questions. The entire survey is attached as Appendix A. The different survey sections are described below.

Demographics and Background. The first section of the survey consisted of questions/statements related to leaders' professional background, education level, leadership

preparation, mentoring protégé experience, teaching experience, age, gender, and race/ethnicity. Several questions in this section required dichotomous responses (i.e. yes, no; male, female).

AACC Community College Leadership Competencies. The second section of the survey consisted of questions based on the five competency areas of the AACC's *Competencies for Community College Leaders* (2013). Leaders were asked to rank their level of preparedness using a Likert-scale response which included the following responses: not prepared, somewhat prepared, prepared, well prepared.

Diversity and Inclusion Competencies. The third section of the survey consisted of questions/statements related to community college leaders' personal attitudes about diversity and inclusion, and their actual diversity and inclusion leadership practices and behaviors. Community college leaders were asked to rank questions within the diversity and inclusion competencies section under attitudes using a Likert-scale response, which included the following responses: strongly disagree, disagree, neutral, agree, strongly agree. Leaders were asked to rank questions within the diversity and inclusion competencies section under practices and behaviors using a Likert-scale response, which included the following responses: almost never true, usually not true, occasionally true, usually true, almost always true.

General Questions. There is one question in this section which asks community college leaders to assess their preparedness for their current leadership position, using a Likert-scale response, which included the following responses: very well prepared, prepared, somewhat prepared, not prepared.

The CCDPPC survey was designed to allow survey participants the opportunity to write a response to two open-ended questions that would provide qualitative data in the form of a narrative description of their biggest diversity and inclusion challenges, which is included in the

diversity and inclusion competencies section, and what they wish they had done differently to prepare for the community college leadership, which is included in the general questions section.

The reliability of the CCLDPPC survey was ensured because of the pilot and re-pilot studies in which the results analysis provided evidence of reliability. Unnecessary questions may be eliminated without invalidating the survey instrument. Further reliability was established during the process of survey development because survey questions were developed, as previously described, from existing survey instruments such as the *Community College Presidency: Demographics and Leadership Preparation Factors Survey* (Duree, 2007) and other surveys. According to Creswell (2014), "Reliability refers to whether scores to items on an instrument are internally consistent over time (tests-retest correlations)," and "whether there was consistency in test administration and scoring" (p. 247). For example, reliability shows whether all the item responses are consistent across constructs. Validity in qualitative research refers to whether one can draw meaningful and useful inferences from the score on instruments (Creswell, p. 250). The SSSL survey instrument was created from work that has been previously published as a dissertation and papers in peer-reviewed journals, and the design of this current study was based on those previous investigations (Duree, 2007; Duree & Ebbers, 2012). The research into transformational leadership theory was based on Burns' (1978) work. Many subsequent research studies on transformation other research studies have confirmed the validity of the transformational leadership theory (Bass, 1999; Eddy, 2013).

Population and Sample

The researcher surveyed current community college leaders in the United States as of the 2016 - 2017 academic year for use in this research study from a list of leaders maintained by the American Association of Community Colleges (AACC) and independent research conducted by

the investigator. Community colleges and community college leaders referred to in the research study were limited to 256 two-year institutions, of which 198 are public not for profit community colleges, 7 private community colleges, and 51 technical two-year colleges located in the Midwest region of the United States. The population for this research study is 1008 community college leaders in twelve Mid-Western states such as Illinois, Iowa, Nebraska, Minnesota, North Dakota, South Dakota, Missouri, Kansas, Indiana, Michigan, Ohio, and Wisconsin. According to the US Census Bureau (2012), the Midwest region of the United States consists of 12 states in the north central United States. Community college leaders are defined for this research as President/Chancellor, Chief Academic Officer/Provost, Chief Student Affairs Officer/Vice President of Student Affairs, Executive/Senior Vice President, Chief Business, and Finance Officer.

The final sample for this study consisted of 971 Midwestern community college leaders who held titles in four primary categories: CEO/President/Chancellor, CAO/Provost/VP of Instruction/Academic Dean, VP Student Affairs/VP Student Support/Dean of Students, and Chief Business Officer/VP Business and Administration/Executive VP. The initial population targeted was 1008 leaders. Four leader emails were removed from the participants' list by the Qualtrics software for being invalid, 83 emails bounced back for being for reasons unknown, and 15 emails were duplicate emails. Several of the community leaders occupied more than one leadership role at their institutions. The researcher used the AACC list of member community colleges leaders from the 2015-2016; the data by the 2016-2017 academic year was stale by one academic year. Table 3.1 shows the final sample for this research study.

Data were cleaned and compiled into an SPSS file, and a coding manual was developed that identified independent variables, dependent variables, and responses. Open text responses were recorded in a separate Excel file.

Table 3.1

Eligible Sample and Response Rate for The Community College Presidency:

Demographics and Leadership Preparation Factors Survey

	<u>Cases</u>
<u>Sample</u>	1008
Not Eligible	29
Available Sample	971
Unreachable	89
No Response/Refused	656
Partial – Not Included	39
Completed Surveys	216
Removed by Researcher	8
Response Rate	24%
Final Sample	208

Source: *Qualtrics, June 1, 2017*

Data Collection

The research survey was created using Qualtrics survey software. Qualtrics software is designed for online data collection¹and analysis of research. Qualtrics Research Suite survey software allows researchers to capture and analyze data. The Qualtrics software survey collaboration allows for web-based survey building and the ability to share surveys with participants electronically (Qualtrics, 2017). Before distribution of the survey, the researcher conducted extensive research to identify each Midwestern community college leader over the

course of four months. In addition, the researcher utilized the member list from the American Association of Community Colleges which covers the 2015-2016 academic year.

Research subjects were given instructions to complete the survey in Qualtrics via a link included in the invitation email and subsequent reminder emails. They were also informed that all data would be kept confidential, their information would remain confidential, and that results would be presented in a way that no personal information would be revealed. Participants could stop and restart the survey during the active survey period. The survey remained active for two months and was accessible to participants during that time. After two months, the survey was closed, and participants no longer had access to the survey. Research subjects had the option of unsubscribing to email reminders, and if they did not wish to take the survey or participate in the study, they could ignore the emails. Research subjects could choose not to participate. Late March to May of a given academic calendar is considered a busy period for most community college leaders. It is the period after spring break to the end of the semester. As a result, to encourage participation, the researcher sent weekly email reminders throughout the duration of the research survey distribution.

The following timeline was utilized for survey distribution:

March 27, 2017: An introductory email with instructions and a link to the web-based survey was sent to the community college leaders.

April 3: Reminder e-mail #1 sent

April 10: Reminder e-mail #2 sent

April 18: Reminder e-mail #3 sent

April 24: Reminder e-mail #4 sent

May 1: Reminder e-mail #5 sent

May 8: Reminder e-mail # 6 sent

May 15: Reminder e-mail #7 sent

May 22: Reminder e-mail #8 sent

June 1: Survey closed

The response rate was the highest when the survey was initially launched on March 27, 2017. There were 63 responses to the research survey in the first week it launched. The second week of the survey distribution period the first reminder was sent to the population on April 3, 2017, which garnered an additional 57 responses to the research survey. All survey reminders resulted in approximately 20 responses per reminder except for the fifth reminder notice that was sent on May 1, 2017. The fifth reminder resulted in the third highest response rate of 37 survey participants. Not all responses were able to be used in the final research sample as illustrated in Table 3.1 above.

Variables Used in the Research Study

This research study's purpose is to analyze variables associated with the AACC Competencies and the diversity and inclusion competencies to see if the variables are interrelated. Variables utilized for this research study were based on the updated 2013 AACC Competencies for Community College Leaders and previous research on diversity and inclusion practices that have been established in the peer-reviewed literature. The researcher utilized models to examine any relationship between the diversity and inclusion competencies and the relationships among variables. The dependent variable was established through the research questions and the theoretical framework established for this research study.

Dependent variable.

The dependent variable for this research study was analyzed using the CCLDPPC Survey. The one dependent variable in this research study is community college leaders' perceptions of their preparation for their current leadership position. Survey Question 133 asks participants about their perceptions of their preparation for their current leadership position.

Independent variables.

Race/Ethnicity. According to a report by ACE (2013), the proportion of presidents who are racial and ethnic minorities declined slightly, from 14 percent in 2006 to 13 percent in 2011. When minority-serving institutions were excluded from the ACE (2013) report, only 9 percent of presidents belong to racial/ethnic minority groups, which is unchanged from 2006. Survey Question 12 asks respondents to identify their race/ethnicity.

Gender. The ACE (2013) report shows that women have increased their representation (26 percent in 2011, up from 23 percent in 2006). However, research studies found that women still lag behind men in obtaining leadership positions, particularly in the community college presidency ranks (ACE, 2013). This issue persists despite the findings by transformational leadership theorists that women leaders most often fit the transformational leadership style which is the foundation for the AACC Community College Leadership Competencies. Survey Question 11 asks respondents to identify their gender.

Age. The researcher includes age to determine if current community college leadership is aging. According to ACE (2013), the age profile of a typical college or university president in America is 61 years old. Question 10 asked respondents to indicate their current age.

Academic Education Level. As noted in the literature review, Community College Leaders tended to have a doctoral degree (Duree and Ebbers, 2012). Duree and Ebbers

recommended that those who aspire to become community college leaders should initially obtain a terminal degree or Ph.D. Survey Question 19 asked community college leaders to indicate their highest level of education, and Question 20 asked community college leaders to identify their major field of study in their highest degree.

Leadership Preparation Outside of Academic Education. Leadership programs for this variable are the following: Grow-Your-Own Leadership programs (GYOL) developed by individual colleges, leadership institutes through professional national or state organizations or universities (e.g., AACC, the American Council on Education, Chicago University, and Harvard University). Survey Questions 22 and 32 asked respondents about their leadership preparation. *AACC Community College Leadership Competencies (2013)*. The survey includes five of the AACC Community College Leadership Competencies as follows:

Organizational Strategy. An effective community college leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends. Questions 42, 45, 46, 49 asked community college leaders about this competency.

Institutional Finance, Research, Fundraising, and 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. Questions 51, 52, 53, 54, 55 asked community college leaders about this competency.

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; promotes the success of all students; ensures the safety and security of

students and the surrounding college community, and sustains the community college mission. Questions 57, 59, 60, 62 asked community college leaders about this competency.

Diversity and Inclusion Competencies. Leaders were asked questions about their thoughts on importance, leadership views, attitudes and beliefs about diversity and inclusion. Survey Questions 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126 covered Diversity and Inclusion competencies. The entire study code book can be found in Appendix B.

Data Analysis

The SPSS statistical software was utilized to perform statistical analyses for this research study. The data were analyzed using descriptive statistics, exploratory factor analysis (EFA), and multiple regression analysis. The results are presented in chapter four of this dissertation.

Descriptive analysis.

Descriptive statistics were examined to determine the demographic profile of Midwest community college leaders. In order to address research questions one and two, a descriptive statistical analysis was conducted to examine: race, gender, age, career pathways, educational background, leadership preparation, participants' perceptions of their preparation for their current community college leadership position.

Exploratory factor analysis (EFA).

Exploratory Factor Analysis (EFA) varimax rotation statistical analysis was used for this research study. The AACC Competencies for Community College Leaders are divided into five main categories of competencies, each of which contains several variables based upon the level of experience. The purpose of conducting an exploratory factor analysis is to help determine the coherence of the competency variables as related to the competency categories under which they

had been assigned by the AACC. Exploratory factor analysis is a useful data reduction tool since EFA assists reducing multiple variables into a smaller number of composite variables or constructs. The importance of constructs is assessed by the proportion of variance or covariance accounted for by the construct(s) after rotation, and interpreted by the underlying theme uniting the group of variables loading on it (Tabachnick & Fidell, 2013). Exploratory factor analysis is a statistical analysis which provides for an orderly simplification of interrelated measures or variables. EFA is often used to explore the possible underlying structure of a set of interrelated measures or variables without imposing any preconceived structure on the outcome (Child, 1990). The researcher used EFA to answer research question #2.

Tabachnick and Fidell (2013) indicate after performing the EFA analysis, loadings over 0.71 are excellent, 0.32 is considered poor, and is 0.55 good. For this research study, the researcher used 0.50 and greater as a measure of the factors. The greater the loading, the more the variable can be considered a good measure of that factor. Variables were grouped after the sorted loadings matrices were interpreted by their correlations with the factors. Construct validity was determined by using the Cronbach's test for reliability.

The researcher tested questions from the AACC Community College Leadership Competencies questions from the Organizational Strategy, Communication, Collaboration and the diversity and inclusion practices and behaviors to form the following constructs: diversity and inclusion competencies, transformational leadership skills, enrollment/retention management, strategic communication, organizational development, and financial skills.

Multiple linear regression analysis.

To address research question three, a sequential regression analysis was conducted to determine to what extent the differences in demographics (race, and gender), leadership

preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity and inclusion competencies, attitudes section predict Midwest community college leaders' perceptions of their preparation for their current leadership position.

Figure 3.2 presents a predictive conceptual model for research study question three. Variables were all entered into the regression equation all at once with the significance level established at $p < .05$. The independent variables related to leaders' preparation outside of academic degrees, which includes leaders' participation in Grow You Own Leadership programs, leadership institutes through professional national or state organizations (e.g., AACC, the American Council on Education, Chicago University, and Harvard University). Community College Leaders' *highest degree earned* was also included as an independent variable as was Construct 1, Diversity and Inclusion Competencies, and Construct 2, Transformational Leadership Skills. This research study provides more data to prepare community college leaders better and to positively impact an increase in the participation of marginalized and underrepresented groups in leadership develop programs, and into the leadership ranks. The survey's demographic data can be used to support increased efforts to diversify community college leadership.

Multiple regression analyses are statistical techniques that enable the researcher to examine the relationship between a dependent variable (DV) and several independent variables (IVs). Also, multiple regression analysis can be used to analyze a data set in which several IVs have been correlated with one another along with the DV (Tabachnick & Fidell, 2013). There are three major types of multiple regression such as sequential (hierarchical) regression, standard multiple regression, and statistical (stepwise) regression. The sequential multiple regression analysis permits the researcher to determine the order in which each independent variable is

entered into a particular equation (Tabachnick & Fidell). For this research study, the researcher conducted a standard multiple regression analysis where all of the independent variables were entered into the regression equation the same time (Tabachnick & Fidell).

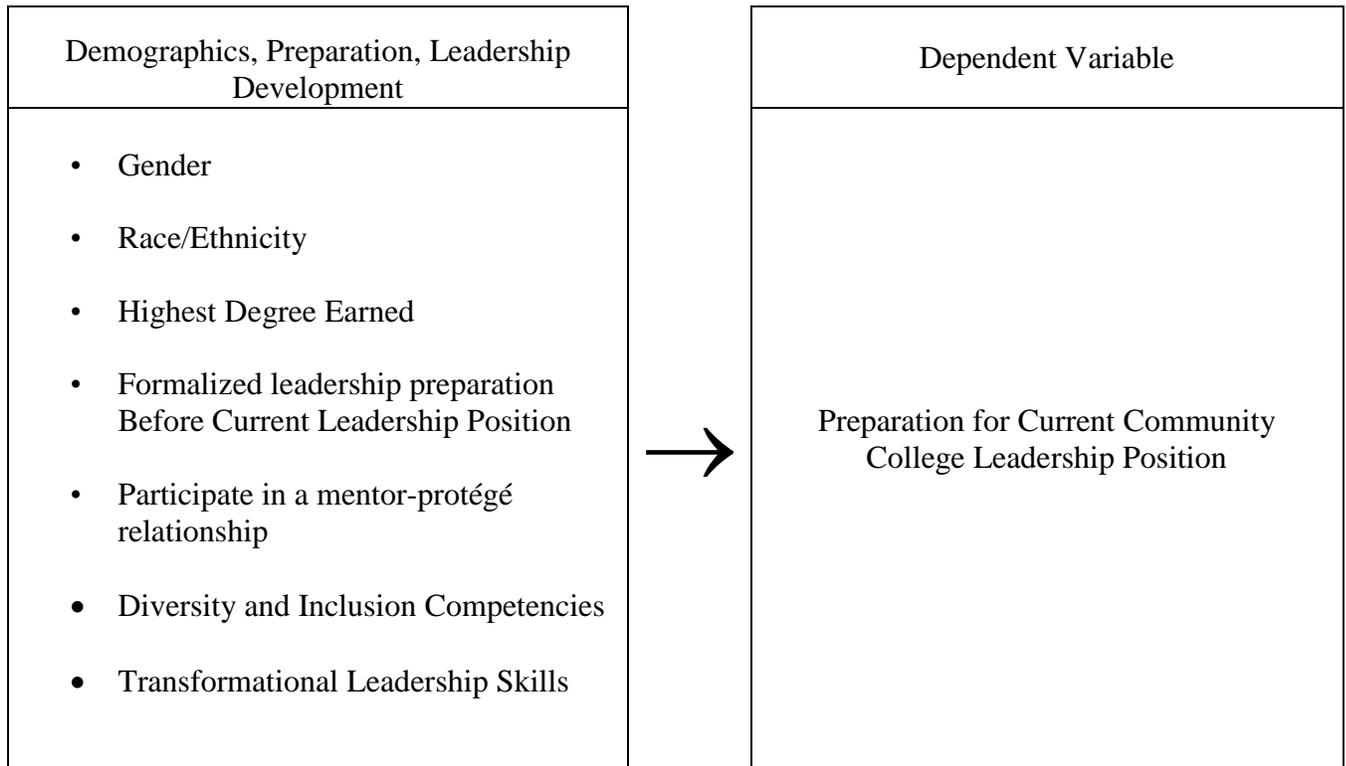
Summary

The purpose of the study is to add to the existing literature that is dedicated to the study of community college leadership in the United States. Specifically, the purpose of this investigation is to examine current Midwestern community college leaders' demographics, educational backgrounds, career pathways, career preparation, diversity and inclusion competencies, and competencies in accord with the 2013 *AACC's Competencies for Community College Leaders* as well as their transformational skills as embedded in those competencies. This chapter presented the research questions, hypothesis, population, instrumentation, data collection, variables, and methods of data analysis. The study utilized a quantitative research design using an independently created survey administered at selected midwestern community colleges in the United States.

The next two chapters present the results of the research study that have been outlined in this methodology section and discuss the significance of the findings and their implications for future research, policy, and practice. This study will provide those with oversight and involvement with leadership development programs with information to better prepare community college leaders, and, most critically, to increase the participation of marginalized and underrepresented groups in leadership development programs, and into the community college leadership ranks.

Figure 3.2

Predictive Conceptual Model for Midwest Community College Leaders' Perceptions of Preparation for Current Leadership Position.



CHAPTER 4. RESULTS

Introduction

This chapter provides a review of the research study's findings. The first section addresses research question number one and includes five tables. The first table includes demographic characteristics and other relevant variables of the entire sample of Midwest community college leaders who took the survey. The second table includes relevant variables of the respondents' current leadership position/title, current type of community college institution including if it is a Minority Serving Institution, the number of years in their present position, and how many community college leadership positions held. The third table includes relevant variables for the career pathways of Midwestern community college leaders. The fourth table includes information relevant to the number of years in career paths prior to first community college leadership position. The fifth table includes variable relevant to Midwest community college leaders' preparation and leadership development. The second section focuses on research question two with respect to the results of the exploratory factor analysis and the development of the constructs for diversity and inclusion competencies, transformational leadership skills, and inclusive collaboration practices. The final section includes the findings from the multiple linear regression analysis which provides the answers to research question three, which asks, to what extent does demographics (race, and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity and inclusion competencies, attitudes section, predict Midwest community college leaders' perceptions of their preparation for their current leadership position.

Descriptive Statistics

Total sample.

The descriptive characteristics include gender, race/ethnicity, age, current leadership position/title, current type of community college institution including if it is a Minority Serving Institution, the number of years in their present position, and how many community college leadership positions held. The third table includes relevant variables for the career pathways of Midwestern community college leaders. The fourth table includes information relevant to the number of years in career paths prior to first community college leadership position. The fifth table includes variable relevant to Midwest community college leaders' preparation and leadership development. The research sample is 208 Midwestern community college leaders. A profile of gender, race, age, and educational level was compiled from frequency analyses. Table 4.1 and Table 4.2 give detail descriptions of the demographics with respect to gender, race and age, education level, and major field in the highest degree. Most community college leaders in the study sample identified as male. By gender, approximately a little less than half of the community college presidents in the study were female (42%) and over half were male (58%). Of the respondents, 91% self-identified as white and the next largest percentage was for those who identified as Black/African American at approximately 5%. The third largest group were American Indian/Native American which was 2%. Of the respondents, the majority were between age 50 to 69 years at 58%. However, according to a 10-year span, community college leaders age 50-59 was the largest group at 33.2% % ($n = 71$). Of the 208 respondents, 25% ($n = 54$) were between 60 and 69 years of age.

Results show that of the 208 Midwestern community college presidents in the survey sample, most were likely to have earned a doctorate. Of the respondents, 40% indicated they had

an earned a Ph.D. degree. There was a difference between those who had earned Ph.D.'s and Ed.D.'s (40% versus 17%). Most of the Midwestern community college leaders indicated that they earned a degree in higher education, at 52%. There were no significant differences between the leaders that earned their highest degree in higher education with community college leadership emphasis (26.2%) and those that earned their highest degree in higher education with other emphases (25.8%). There were 6.4% of the respondents that had earned their doctorates in other educational fields or other fields of study outside of higher education. Those leaders earning either an MBA or liberal arts degrees were 5.4% and 4.9% respectively. Of the bachelor's degree holders, 4.4% had earned degrees in business. The respondents that pursued degrees in K-12 administration was 3.4%. Only 3.4% of the respondents had pursued STEM degrees and even fewer, 0.5%, had law degrees. Survey respondents assumed their first community college leadership position between the ages of 50 and 59 (42%) and 40 and 49 (40%).

Table 4.1

Demographic Background of Midwest Community College Leaders (gender, race/ethnicity)

n = 208

Variables	Percent
Gender	
Female	42
Male	58
Missing (no response)	5.6
Race Ethnicity	
American Indian/Native American	1.5
Asian/Pacific Islander	0.5
Black African American	4.5
Hispanic/Latino	1.0
White/Caucasian	91.1
Other	0.5
Two or More Races	1.0
Missing (no response)	5.2

Table 4.2
Demographic Background of Midwest Community College Leaders (age, education
level, major field of study)

n = 208

Variables	Percent
Current Age	
39 and under	7.5
40-49	23.9
50-59	33.2
60-69	25.2
70 and older	2.9
Education Level	
Bachelor's	2.5
Master's	32.5
Ed. Specialist	0.5
Ph.D.	42.4
Ed. D.	18.7
J. D.	0.5
Major Educational Field of Study in Highest Degree Earned?	
Higher education with emphasis on Community College Leadership	27.5
Higher education with other emphasis	27.0
Other educational field	3.4
K-12 Administration	6.4
Law	0.5
MBA	5.4
Business	4.4
Liberal Arts	4.9
STEM	3.4
Other	17.2

The majority of Midwest community college leaders who responded to the CCLDPPC Survey identified their current title as President, Chancellor, or CEO (34.8 %) followed closely by survey participants who identified their current title as VP Instruction or CAO/Provost (19.3%) and VP/Dean of Student Affairs (18.4%). e 97.4% of survey respondents work at public community colleges in the Midwest, and only 1.0% indicated they work at a private community college. 36.3% of the leaders who participated in the survey indicated that they work at a Minority Serving Institution. Most respondents indicated that they have worked in their current

community college leadership position for more than seven years (29.1%), followed by two years (16.5%) and three years (13.6%). Most of the survey respondents indicated that they had three leadership positions including their current leadership position (29.0%), followed by two positions (26.6%), just one leadership position (16.9%), and four leadership positions (12.1%).

Leadership career pathways.

To better understand the professional career pathways of Midwestern community college leaders, survey participants were asked about their career tracks prior to their first community college leadership position as defined in this study and a variety of question about career pathways. Tables 4.3 and 4.4 illustrate the findings. Most of the community college leaders responding to the survey had served in the role of Provost/Chief Academic Officer (18.9%), whereas 17.5% served in the role of Dean, followed by Vice President (17.0%). The same percentage that indicated they had served in a Vice President role had indicated their previous position title as other (17.0%). The second least common position role was Director (13.6%), and faculty was the least indicated position role prior to their current leadership position at 3.4%. Most survey respondents reported that they worked in community college prior to their current community college leadership position (79%), while 8.3% of the respondents had reported working in a 4-year college, followed by other at 7.8% as the setting for their last job. More than half of Midwestern community college leaders have spent some time teaching as either full-time instructor (32.6%) or part-time (34.8%) instructor. Approximately 60% indicated having held positions as community college academics (60.4%), other community college positions (70.7%), other positions in education (outside of community college) (73.4%), and other positions outside of education (62.5%).

Table 4.3
Career Pathways of Midwest Community College Leaders
n = 208

Variables	Percent
What was your last job (position) before your current Leadership position?	
Provost/Chief Academic Officer	18.9
Associate/Vice Provost	2.4
Dean	17.5
Associate/Assistant Dean	3.9
Department Chair/Head	3.4
Vice President	17.0
Associate/Assistant Vice President	2.9
Director	13.6
Faculty	3.4
Other	17.0
What setting was you last job?	
Community College	79.0
4-year College or University	8.3
Federal or State Government	1.5
Private Industry	3.4
Other	7.8
How many years did you teach at a community college?	
Full-Time	
0 to 3 years	67.5
3 to 5 years	5.0
5 to 7 years	6.3
7 years or more	21.3
How many years did you teach at a community college?	
Part-Time	
0 to 3 years	65.1
3 to 5 years	17.1
5 to 7 years	4.0
7 years or more	13.7

Leadership development and preparation.

To better understand the leadership development and preparation of Midwestern community college leaders, survey respondents were asked to indicate their levels of involvement with leadership development programs such as Grow Your Own Leadership (GYOL) programs, other leadership development programs, and mentor-protégé relationships.

Table 4.4
The Number of Years in Career Paths Prior to First Community
College Leadership Position

n = 208

Variables	Percent
How many years did you spend in each of the following career tracks prior to your first leadership position?	
Community college Academics	
0 years	39.6
1 to 3 years	13.0
3 to 7 years	15.6
7 or more years	31.8
Other community college positions	
0 years	29.5
1 to 3 years	12.8
3 to 7 years	16.1
7 or more years	41.8
Other positions in education (outside of community college)	
0 years	26.4
1 to 3 years	14.6
3 to 7 years	19.4
7 or more years	39.4
Other positions outside of education	
0 years	37.5
1 to 3 years	16.4
3 to 7 years	14.8
7 or more years	31.3

The results are presented in Tables 4.5 and 4.6. Of the Midwest community college leaders who responded to the research survey, 64.2% indicated having participated in a formal leadership preparation program prior to their current leadership position, whereas 35.9% indicated they had participated in some other program. Most respondents who participated in leadership preparation/development programs prior to assuming their current position had participated in a college leadership preparation program (19.2%). Respondents participated in state leadership preparation programs (15.6%), the American Association for Community Colleges leadership preparation programs (13.2%), The League for Innovation in Community Colleges (9.6%), and Grow Your Own Leadership (GYOL) programs (6.6%). Of the survey respondents, 80.1%

indicated that they had participated in a formal leadership preparation program after they had assumed their current community college leadership position. Most of the participants who had participated in leadership preparation programs had participated in college programs (23.1%) and the American Association for Community College programs (23.1%), followed by state leadership development programs (20.0%).

When asked if their current community college participates in GYOL programs, 39.8% of the leaders responded yes. Community college leaders indicated that mid-level managers or directors were most likely targeted for participation in GYOL programs (35.6%) followed by mid-level academic managers such as department chairs (29.3%). The Midwest community college leaders had reported relatively small rates of participation in GYOL programs prior to serving in their current leadership positions (6.2%) and (6.6%); however, after serving in their current leadership positions, their participation in GYOL was higher. Survey participants were not provided with a definition for GYOL or Grow Your Own Leadership program, which could have led to misunderstanding of the actual program and low percentage of participation indicated by survey participants. Grow Your Own Leadership programs' intended outcomes are to develop future community college leaders from the faculty and mid-level administrators (AACC, 2012). Moreover, out of the twelve states included in this research study, only a few of these states have formal Grow Your Own Leadership programs (AACC, 2012). In a study regarding the effectiveness of a community college's grow your own (GYO) leadership development programs, Rowan (2012) noted that approximately half of the participants of the study did experience upward mobility at the college after attending the GYOL program indicating these programs to be effective.

Table 4.5

Midwest Community College Leaders' Preparation and Leadership Development*n* = 208

Variables	Percent
Outside of your graduate program and prior to your current leadership position, what formalized leadership preparation programs did you participate in?	
Grow Your Own Leadership (GYOL)	6.6
The League for Innovation in Community Colleges	9.6
American Association of Community Colleges (AACC) Program	13.2
State Program	15.6
College Program	19.2
Other	35.9
After assuming your current leadership position, what formalized leadership preparation programs did you participate in?	
Grow Your Own Leadership (GYOL)	6.2
The League for Innovation in Community Colleges	7.7
American Association of Community Colleges (AACC) Program	23.1
State Program	20.0
College Program	23.1
Other	20.0
Does your current community college sponsor or participate in a Grow Your Own Leadership (GYOL) program?	
Yes	39.8
No	60.2
Does your current community college sponsor or participate in a Grow Your Own Leadership (GYOL) program?	
Top administration (vice presidents and deans)	16.3
Mid-level academic managers (department chairs)	29.3
Mid-level managers or directors	35.6
Faculty	24.0

Of Midwest community college leaders who responded to the survey, 44.7% participated in a mentor protégé relationship, while 54.8% had not. Of the respondents that had participated in a mentor-protégé relationship, 75.3% of those relationships were informal while 24.7% were formal. Of the almost 44.7% of community college leaders who had participated in a mentor-

Table 4.6
Midwestern Community College Leaders' Leadership Development and Mentoring
and Protégé Relationships

n = 208

Variables	Percent
As you were developing leadership skills required of a community college leader, did you participate in a mentor-protege relationship as protege?	
Yes	44.7
No	54.8
Was your mentor-protege relationship formal or informal?	
Formal	24.7
Informal	75.3
Was your mentor-protege relationship developed within the academic setting of a graduate program or within the professional setting of community college employment?	
During graduate program	5.8
During Community College employment	40.9
During 4-year College or University Employment	5.3
Somewhere else	2.9
How many mentor-protege relationships did you participate in as protege?	
One mentor-protégé relationship	11.5
Two mentor-protégé relationships	13.5
Three mentor-protégé relationships	6.7
Four mentor-protégé relationships	2.9
Five mentor-protégé relationships	1.0
Six mentor-protégé relationships	0.5
Seven mentor-protégé relationships	0.5
Eight or more mentor-protégé relationships	0.5
Please indicate the number of mentors you have had by gender.	
One male mentor	50.0
Two male mentors	25.6
Three or more male mentors	17.4
One female mentor	61.3
Two female mentors	24.0
Three or more female mentors	5.3
Please indicate the number of mentors you have had by race/ethnicity.	
American Indian/Native American	
0 American Indian/Native American mentors	77.3
1 American Indian/Native American mentors	9.1
2 American Indian/Native American mentors	4.5
3 or more American Indian/Native American mentors	9.1
Asian/Pacific Islander	
0 Asian/Pacific Islander mentors	94.4
3 or more Asian/Pacific Islander mentors	5.6

Table 4.6 continued

Black/African American	
0 Black/African American mentors	53.8
1 Black/African American mentors	42.3
3 or more Black/African American mentors	3.8
Hispanic/Latino	
0 Hispanic/Latino mentors	69.6
1 Hispanic/Latino mentors	21.7
2 Hispanic/Latino mentors	4.3
3 Hispanic/Latino mentors	4.3
White/Caucasian	
1 White/Caucasian mentors	29.2
2 White/Caucasian mentors	37.1
3 or more White/Caucasian mentors	33.7
Two or More Races	
0 Two or More Races mentors	85.0
1 Two or More Races mentors	10.0
3 or more Two or More Races mentors	5.0
Other	
0 Other mentors	88.9
2 Other mentors	5.6
3 or more Other mentors	5.6
Have you or are you mentoring a potential community college leader?	
Yes, formally mentoring	6.5
Yes, informally mentoring	58.1
Yes, both formally and informally	23.7
No	11.8
Please indicate the number of persons you have mentored by gender.	
0 Male protégés	6.9
1 Male protégé	38.9
2 Male protégés	29.2
3 or more Male protégés	25.0
0 Female protégés	2.7
1 Female protégé	27.0
2 Female protégés	23.0
3 or more Female protégés	47.3
Please indicate the number of persons you have mentored by race/ethnicity.	
Black/African American	
0 Black/African American protégés	30.0
1 Black/African American protégés	40.0
2 Black/African American protégés	4.7
3 or more Black/African American protégés	23.3
Hispanic/Latino	
0 Hispanic/Latino protégés	30.4
1 Hispanic/Latino protégés	47.8
2 Hispanic/Latino protégés	4.3

Table 4.6 continued

3 Hispanic/Latino protégés	17.4
White/Caucasian	
1 White/Caucasian protégés	21.8
2 White/Caucasian protégés	30.8
3 or more White/Caucasian protégés	47.0
Two or More Races	
0 Two or More Races protégés	68.4
1 Two or More Races protégés	10.5
2 Two or More Races protégés	10.5
3 or more Two or More Races protégés	10.5
Other	
0 Other protégés	81.3
1 Other protégés	6.3
3 or more other protégés	12.5

protégé relationship as a protégé, 40.9% had participated during their community college employment followed by 5.8% who participated during graduate studies. The number of mentor-protégé relationships respondents had participated in were two relationships (13.5%) followed by one mentor-protégé relationship (11.5%). Respondents were just as likely to be mentored by a male (93%) as a female (90%). Most of the respondents were currently being mentored by at least one White/Caucasian identified mentor (29.2%)

Of the survey participants, 88.3% indicated that they were participating in mentor-protégé relationships in the role of mentor. Most respondents who are participating in a mentor-protégé relationship indicated that they are currently in an informal mentor-protégé relationship (58.1%). Conversely, 6.5% are in a formal relationship and 23.7% reported they are in both an informal and formal mentor-protégé relationship.

Respondents were asked questions about issues and challenges they face as community college leaders such as challenges with faculty, staff, students, and boards of trustees.

Respondents were specifically asked about how many of the following external boards they currently serve on, and to rate their level of challenge with several issues and asked to select the top three constituent groups that present the greatest challenge to them as a leader.

Overwhelmingly survey respondents indicated that they currently serve on one corporate board (74.1%), followed by two corporate boards at 13.8%. Midwest community college leaders indicated that 60.8% of them serve on one college or university board followed by two college or university boards (19.6%), and three community college boards (19.6%). Respondents were more likely to serve on three or more other nonprofit organization board (39.2%), and 30.4% serve on one or two other nonprofit organization boards. The findings suggest that Midwest community college leaders are not likely to serve on boards or that they serve on just one board.

Most respondents found enrollment significantly challenging or extremely challenging at 74.7% which is approximately three-fourths of survey responders. Fundraising was identified as the second most challenging area, whereas 46% of respondents identified fundraising as significantly challenging or extremely challenging. Respondents found legislative advocacy the third most challenging (42.5%); fourth was diversity at 38.9%. Respondents rated board relations and community involvement the least challenging at 9.1% and 7.5% respectively. Faculty relations and economic and workforce development were rated similarly at 23.9% and 26.9%.

Midwest community college leaders were asked to select the top three constituent groups that present the greatest challenge to them as a leader. Most respondents indicated that the legislature and policymakers posed the greatest challenge (64.4%). The group that was the

second most challenging to the respondents are the faculty, which 48.6% rated as challenging. The third most challenging group identified by the respondents are the administration and staff at 30.8%. Interestingly, respondents rated faculty relations relatively low as a challenging issue but rated faculty at the second constituent group that presented the greatest challenge to them as leaders.

Diversity and Inclusion Competencies

The diversity and inclusion competencies section of the CCLDPPC Survey was developed from extensive research and review of similar surveys. Survey respondents were given a definition of diversity and inclusion. The section was divided into two major subsections including Attitudes and Beliefs and Practices and Behaviors. Midwest community college leaders was asked to make selections based on their thoughts about the importance of leadership views, attitudes, and beliefs about diversity and inclusion. The Practices section was straightforward and asked respondents to indicate which diversity and inclusion behaviors they had engaged in. Respondents indicated that it was important to develop inclusion competencies for community college leadership by selecting that they agree or strongly agree with the statement at 96.6%. Of the respondents, 94.8% agree that leaders must ensure the development of diversity and inclusion programs. Respondents additionally felt it is important for leaders to understand elements of unconscious and implicit bias when it comes to individuals with diverse background by either agreeing or strongly agreeing, 94.8%. Survey respondents selected agree or strongly agree (95.9%) with the statement that leaders must practice cultural competence in all interactions with faculty, staff, and students. On average, for all survey questions in the diversity and inclusion competencies attitudes section, respondents selected agree or strongly agree approximately at 95%.

With respect to the diversity and inclusion competencies practices section, 73.4% of respondents selected usually true or almost always true, which is over 20 percentage points less than the average positive responses for the diversity and inclusion competencies attitudes section. There were two survey questions in the diversity and inclusion competencies section under practices that received over 90% agreement: I have developed a culture of collaboration on campus (91.3%) and I ensure that accessibility concerns for individuals with disabilities are addressed through policy and practice (94.2%). The question on which respondents selected usually true or almost always true at the lowest rate, 52.7%, was the question asking respondents whether they executive/senior team, and leaders accountable to diversity metrics, training goals, and the diversity plan (performance management, rewards, punishment, etc.). The next lowest selection of either usually true or almost always true under the diversity and inclusion competencies practices section was respondents' agreement whether they take specific actions to build a pipeline of diverse leaders for my institution (e.g., diversity leadership development programs, career development plans, succession planning, etc.). The previous response is relevant given the nature of this research study. The literature suggests that most Midwest community college leaders follow a career trajectory through a single community college.

The question on the survey which asked respondents what has been their biggest diversity and inclusion challenges was an open-ended question. Respondents indicate a vast variety of challenges. However, several leaders pointed to the lack of diversity in the overall region. One respondent indicated, "The community in which the community college is located does not have significant diversity, so recruitment of students and staff is a challenge." Another respondent noted, "The community I am located in doesn't have a very diverse make-up so attracting individuals has been hard. Also, I find they want to leave our rural community for larger cities. "

Yet another respondent indicated, "Recruiting and retaining members from diverse backgrounds to a town that greatly lacks diversity." Additionally, several respondents indicated factors other than the demographic makeup of individuals in the area or other recruitment issues. One respondent indicated, "Raising awareness and prioritization among other campus leaders," while a respondent noted "The lack of Cultural Competence with the faculty." One Midwest community college leader avers that the issue rest at the top. This respondent indicated that the challenge is, "Recruiting a diverse Board of Trustees."

Exploratory Factor Analysis Results

Exploratory Factor Analysis (EFA) with principle component analysis and varimax rotation was used to answer Research Question 2. Research Question 2 analyzes whether there is there any inter-relationship among variables that measure diversity and inclusion behaviors or practices and the AACC Competencies for Community College Leaders. The AACC Competencies for Community College Leaders are divided into five main categories of competencies; all of the variables for each of the competencies are based on a leader's level of experience.

The purpose of conducting an Exploratory Factor Analysis is to help determine the coherence of the competency variables as related to the competency categories under which leaders' level of career progressed from either becoming a new leader with less than three years in a leadership role or community college leader or three years or more in the leadership position. Exploratory factor analysis is a useful data reduction tool since EFA assists reducing multiple variables into a smaller number of composite variables or constructs. The importance of constructs is assessed by the proportion of variance or covariance accounted for by the construct(s) after rotation, and interpreted by the underlying theme uniting the group of variables

loading on it (Tabachnick & Fidell, 2013). Moreover, Exploratory factor analysis is a statistical analysis which provides for an orderly simplification of interrelated measures or variables. EFA is typically utilized to explore the possible underlying structure of a set of interrelated measures or variables without imposing any preconceived structure on the outcome (Child, 1990).

The diversity and inclusion competencies include two sections: Attitudes, and Behavior/Practices). The diversity and inclusion competencies section of the survey includes 25 questions of which 24 are multiple choice, using a Likert scale and 1 open ended question. The variables used from three AACC Competencies for Community College Leaders were from the sections covering competencies under organizational strategy, communication, and collaboration.

The Bartlett's test of sphericity showed a statistical significance of ($p < .000$). Tabachnick & Fidell (2013) indicate after performing the EFA analysis, loadings over 0.71 are very good or excellent, 0.4 is considered poor, and 0.6 good. For this research study, the researcher used 0.50 as a measure for the factors. The greater the loading, the more the variable can be considered a good measure of that factor. Variables were grouped after the sorted loadings matrices were interpreted by their correlations with the factors. Construct internal reliability was determined by using the Cronbach's alpha (α) test for reliability. Based on the reliability test, six Constructs were formed: Construct 1, Diversity and Inclusion Competencies, or DIComp; Construct 2, Transformational Leadership Skills or TransformSkills; Construct 3, Enrollment/Retention Management or EnrollManage; Construct 4, Strategic Communication or StratCom; Construct 5 Organizational Development or OrgDevelop; and Construct 6 Financial Skills or FinanSkills. The results are presented in Tables 4.7 through 4.12. Cronbach's alpha (α) was used to determine the reliability of the analyses. Factor loadings with an α greater than 0.55 score were not deleted

from the principal factors extraction, and factor loading less than 0.55 were deleted from the principal factors. The results of the loadings of variables on factors are illustrated in Table 4.7 through 4.12. Variables are grouped into constructs to assist with interpretation. There were eight survey items removed from the analysis due to the low factor loadings less than 0.50. The remaining factors were internally consistent and determined by the variables. With a cutoff of 0.50 for the inclusion of a variable in the interpretation of a factor, the lowest α resulting from the Cronbach reliability analysis was 0.261.

Construct 1, Diversity and Inclusion Competencies, had a very good alpha level of .901 after performance of the Cronbach reliability analysis. The CCLDPPC Survey questions making up construct 1 are: Q102, Leaders must ensure the development of diversity and inclusion programs; Q104, Leaders, must practice cultural competence in all interactions with faculty, staff, and students; Q105, It is important that leaders understand accessibility issues for individuals with disabilities; Q106, Leaders, must understand what actions are necessary to retain underrepresented groups of faculty, staff, and students; Q108, Leaders, must communicate regularly to the Board of Regents/Trustees/Directors the diversity strategy including its implementation, and performance; Q112, Leaders must ensure pipeline programs are developed for diversity of the student body. Respondents answered using Likert scale, ranging from strongly agree to strongly disagree. Results are illustrated in Table 4.7.

Construct 2, Transformational Leadership Skills, had a good alpha level at .760. The CCLDPPC Survey questions that make up Construct 2 are, Q42, Embrace the community college values. Know yourself as a leader, and do not try to emulate others. It is much more important to have strong morals and ethics than to be charismatic; Q54 You cannot do

Table 4.7
Exploratory Factor Analysis
 n = 166

Variables	Factor Loadings
D&I Comps alpha=.901	
Leaders must understand what actions are necessary to retain underrepresented groups of faculty, staff, and students.	0.884
Leaders must ensure the development of diversity and inclusion programs.	0.871
Leaders must practice cultural competence in all interactions with faculty, staff and students	0.844
Leaders must communicate regularly to the Board of Regents/ Trustees/Directors the diversity strategy including its implementation, and performance.	0.841
Leaders must ensure pipeline programs are developed for diversity of the student body.	0.773
It is important that leaders understand accessibility issues for individuals with disabilities.	0.738

everything on the campus: understand that you must build an effective team capable of supporting the needs of the institution, especially if your position is more external; Q59, never respond with “no comment.” Understand the protocol for communicating in crisis and emergency situations. Project confidence that the college is taking all necessary precautions to ensure that students and employees are safe; Q60, create an environment where employees feel comfortable in sharing their observations and ideas to improve strategies for solving problems. Respondents answered using Likert scale, ranging from well prepared to not prepared. The results of EFA construct 2 is illustrated in Table 4.8.

Construct 3, Enrollment/Retention Management (or EnrollManage), had .748 alpha level. The CCLDPPC Survey questions that make up Construct 3 are, Q45 Know the institution’s strategies for student success and be on the front lines in championing them. Become intimately

Table 4.8 s
Exploratory Factor Analysis
n = 31

Variables	Factor Loadings
TransformSkills alpha=.760	
Embrace the community college values. Know yourself as a leader, and do not try to emulate others....	0.791
Create an environment where employees feel comfortable in sharing their observations and ideas to improve strategies for solving problems.	0.810
Never respond with “no comment.” Understand the protocol for communicating in crisis and emergency situations	0.739
You cannot do everything on the campus: understand that you must build an effective team capable of supporting the needs of the institution....	0.548

familiar with the demographics of your institution and what realistic outcomes the institution can achieve. Educate the board about student success, and establish key metrics for student success;

Q46 Commit to ensuring that students are in a welcoming environment, and that the in-take processes are clear and hassle-free. Students should easily understand how to get through advising, registration, and orientation; and should understand their educational pathways; and

Q62 Understand global competence, and strive to provide students with opportunities to become exposed to different points of view and their role within the global society. Ensure that your board of trustees supports global programming before aggressively pursuing this as an offering for the college; Q114 I have developed a culture of collaboration on campus; Q123 I ensure that pipeline programs are developed for the diversity of the student body. Respondents, answered using Likert scale, ranging from not prepared to well prepared, and almost never true to almost always true. The results are listed in Table 4.9.

Table 4.9
Exploratory Factor Analysis
n = 26

Variables	Factor Loadings
EnrollManage	
alpha=.748	
I ensure that pipeline programs are developed for the diversity of the student body	0.715
Know the institution's strategies for student success and be on the front lines in championing them. Become intimately familiar with the demographics.....	0.784
Commit to ensuring that students are in a welcoming environment, and that the in-take processes are clear and hassle-free	0.697
Understand global competence, and strive to provide students with opportunities to become exposed to different points of view and their...	0.557

Construct 4, Strategic Communication had a .779 alpha level indicating good internal consistency. The CCLDPPC Survey questions that make up Construct 4 are, Q55 Understand the protocol for managing conflicts and crisis. The leader and/or CEO is the spokesperson for the institution in crisis situations and should be out front. Do not address conflict between employees who are not direct reports to you; and Q57 Be articulate. Work on having strong presentation skills, and a system of communications for your board of trustees, cabinet, employees, and students, as well as the community. Respondents, answered using Likert scale, ranging from not prepared to well prepared. The results are listed in Table 4.10.

Construct 5, Organizational Development Skills (labeled OrgDevelop) had a .261 alpha level, indicating poor internal consistency. The CCLDPPC Survey questions that make up Construct 5 are, Q49 Assess the needs of the institution and the strengths of current employees, as well as the skills gaps that exist, taking into account the importance of institutional fit and professional expertise in making critical hires; and Q53 Require an institutional dashboard and routinely discuss with key members of the staff those areas where the institution is under-

performing. Design strategies to ensure that the institution is moving in a positive direction to overcome those cautionary areas. Use of data mining and learning analytics to improve the academic experience for students. Respondents, answered using a Likert scale, ranging from not prepared to well prepared. According to Tabachnick and Fidell (2013), an alpha level that is considered poor is one with an alpha level of .55 or lower; therefore, Construct 5 is removed from the final analysis due to the very low alpha level. Table 4.11 shows EFA factor loadings for construct 5.

Table 4.10

Exploratory Factor Analysis

$n = 32$

Variables	Factor Loadings
StratCom alpha=.779	
Be articulate. Work on having strong presentation skills, and a system of communications for your board of trustees, cabinet....	0.911
Understand the protocol for managing conflicts and crisis. The leader and/or CEO is the spokesperson for the institution	0.880

Table 4.11

Exploratory Factor Analysis

$n = 32$

Variables	Factor Loadings
OrgDevelop alpha=.261	
Require an institutional dashboard and routinely discuss with key members of the staff those areas where the institution is under- performing.	0.822
Assess the needs of the institution and the strengths of current employees, as well as the skills gaps that exist, taking into account Understand.....	0.512

Construct 6, Financial Skills, had a .740 alpha level, indicating good internal consistency.

The CCLDPPC Survey questions that make up Construct 6 are, Q51 Learn how to read your

institution's budget and how to ensure that planning and data inform your budget allocation. Make decisions that ensure that funding is tied to enrollment, institutional performance, and student success; and survey Q52 Be your institution's chief fundraiser. Learn the skills necessary to lead a foundation board, to run fund-raising and capital campaigns, and to make the "ask." Table 4.12 illustrates the EFA factor loadings for financial skills. Respondents answered using a Likert scale, ranging from not prepared to well prepared. Table 4.12 shows the results of the EFA factor loadings for financial skills

Table 4.12
Exploratory Factor Analysis
 $n = 31$

Variables	Factor Loadings
FinanceSkills alpha=.740	
Learn how to read your institution's budget and how to ensure that planning and data inform your budget allocation	0.843
Be your institution's chief fundraiser. Learn the skills necessary to lead a foundation board, to run fund-raising and capital	0.711

The null hypothesis is rejected since the EFA analysis found interrelationships among variables that measure diversity and inclusion competencies and the AACC competencies, which resulted in five final constructs.

Multiple Linear Regression Analysis

A multiple linear regression analysis was used to determine the extent to which the independent variables (age, race/ethnicity, education, mentoring, formal leadership preparation, diversity and inclusion competencies formed by EFA Construct 1, and transformational leadership skills formed by EFA Construct 2, can predict a dependent variable, 1). How well

prepared did community college leaders feel they were for their current leadership position? This type of regression was chosen because of the categorical nature of the dependent variable (Tabachnick & Fidell, 2013). Multiple regression analysis is used to develop a statistical equation to predict values of certain dependent variables. The independent variables in the equation are referred to the predictors (Tabachnick & Fidell).

The researcher used SPSS® program for multiple linear regression statistical analysis, the results of which are shown in Table 4.13. A multiple regression analysis was utilized. All independent variables or predictor variables were placed into the regression model equation for the one dependent variable. After conducting the multiple regression analysis, one model was formed. One variable was removed from the regression model because the variable was a constant or was missing correlations. The variable removed from the model was survey Q32 which asks, “After assuming your current leadership position, what formalized leadership preparation programs did you participate in?” Because the analysis included listwise deletion method, the one case was excluded, and the remaining variables were included in a final analysis. The coefficient of determination, R^2 , indicates how well the linear prediction fits the data, and is therefore included in the analysis. The standardized regression coefficients (Betas - β) indicate the comparison of the strengths of relationships between variables which is also included in the analysis. The adjusted R^2 purpose is to control for overestimates of the population which is represented by R^2 resulting from small samples, high collinearity, or small subject/variable ratios. The model was predictive of Midwest community college leaders’ perception of their preparation for their current leadership position. The Adjusted $R^2 = .637$, but the Standard Coefficient Beta for diversity and inclusion competencies was $\beta = -.094$, $p > .05$. The Standard Coefficients Beta for transformational leadership skills was $\beta = -0.868$, $p > .05$. The

Standard Coefficients Beta for Highest Degree Earned was $\beta = -.587$, $p > .05$. although the significance levels were not less than .05, which can be due to the small sample size, there is a relationship between the leadership preparation, highest degree earned, and transformational leadership skills. In addition, the overall model was predictive of Midwest community college leaders' perceptions of their preparation for their current leadership position.

The multiple linear regression equation found that overall the independent variables have significantly positive associations with the dependent variable such as how they perceived their overall level of preparation for their current leadership position. Table 4.13 illustrates the multiple regression analysis.

Table 4.13.
Summary of Multiple Regression Analysis for Variables Predicting Midwest Community College Leaders' Perception of Preparation for Their Current Leadership Position
n=9

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	3.932	3.249		1.210	0.350	-10.048	17.912
DIComp	-0.120	0.356	-0.094	-0.338	0.768	-1.652	1.412
TransformSkills	-0.917	0.380	-0.868	-2.416	0.137	-2.551	0.716
Gender	1.062	1.290	0.409	0.823	0.497	-4.490	6.613
Race/Ethnicity:	0.003	0.247	0.004	0.013	0.991	-1.061	1.067
Before Leadership	-0.159	0.230	-0.305	-0.690	0.562	-1.151	0.833
Highest Degree	0.230	0.358	0.290	0.642	0.587	-1.311	1.771

a. Predictors: (Constant), Highest Degree Earned, Race/Ethnicity, TransformSkills, DIComp, Before Leadership Development, Gender

b. Dependent Variable: Overall, how well prepared did you feel for your current leadership position?

Summary

This chapter presented the demographic characteristics of the sample population of Midwest community college leaders by conducting an analysis of the descriptive data. Most of the Midwestern community college leaders were white, and male; however, women community college leaders were almost equal. Midwest community college leaders were most likely to have earned a Ph.D. degree in a variety of majors, most often in higher education with either a community college emphasis or other education emphasis. Most of the community college leaders had been protégés in mentor-protégé relationships that were informal. Many of the community college leaders were in the 50 - 59 age group.

The factors used to conduct the EFA analysis included questions from three AACC Competencies for Community College Leaders, such as the organizational strategy, communication, and collaboration sections, as well as variables from the diversity and inclusion competencies section of the survey. The null hypothesis was rejected since the EFA analysis found interrelationships among variables that measure diversity and inclusion behaviors/practices and the AACC competencies, which resulted in five final constructs covering diversity and inclusion competencies, transformational skills, enrollment/retention management skills, strategic communication, and financial skills. Originally the EFA resulted in six constructs, but one construct was removed from final analysis due to the low alpha level after conducting the Cronbach reliability test.

Of the community college leaders in the sample, their age, race/ethnicity, education, mentoring, leadership preparation, highest degree earned, diversity and inclusion competencies, and transformational leadership skills have a predictive relationship with Midwest community college leaders' perceptions of their preparation for their current leadership position. Of the

variables analyzed through multiple regression, transformational leadership skills and highest degree earned have a significant impact on how Midwest community college leaders perceived their level of preparation for their current community college leadership positions. The next chapter focuses on the findings and conclusions of the investigations along with recommendations for policy and practice and future research.

CHAPTER 5. CONCLUSION

Introduction

The purpose of this study was to gather more data to better prepare community college leaders and to increase the participation of marginalized and underrepresented groups in leadership development programs and into the leadership ranks. Leaders can use the results of this survey's demographic section to support increased efforts to diversify community college leadership in the Midwest. Leadership programs may be reconstituted to become more inclusive to include traditionally underrepresented groups and to address critical higher education leadership pipeline issues.

The current researcher performed a review of the literature that pertains to community college leadership preparation, pathways, competencies, diversity and inclusion competencies, and transformative leadership theory. This review led to the development of three research questions that guided this research study:

1. What are the background characteristics of current Midwest community college leaders such as CEO/President/Chancellor, CAO/Provosts/Executive VP, Chief Business and Finance Officer and VP/Deans of Student Affairs? Specifically, how do current community college leaders differ by age, gender, and race, education level, and leadership preparation?
2. Is there any inter-relationship among variables that measure diversity and inclusion behaviors/practices and the AACC competencies?
3. To what extent do demographics (race, and gender), leadership preparation, highest degree earned, educational programs in the highest degree earned, and ratings of diversity

and inclusion competencies, attitudes section predict Midwest community college leaders' perceptions of their preparation for their current leadership position?

This chapter provides an interpretation of the findings that were presented in Chapter 4. The researcher explores the implications of the findings and provided recommendations that stem from the research results. The results presented in Chapter 4 of this paper are organized primarily into three sections per the research questions, which were exclusive in the type of statistical analysis used: descriptive and inferential. In this chapter, the researcher highlights the most significant findings from the research questions. The researcher then provides suggestions for improving policy and practice for community college leadership. Moreover, this chapter includes recommendations for future research and concludes with a truncated summary of the research study.

Discussion of Results

This section of the chapter includes a discussion of the results of the descriptive statistics, exploratory factor analysis, and multiple linear regression analysis.

Discussion of descriptive analysis.

Duree's (2007) findings indicated the lack of diversity in the community college leadership positions regarding women and minorities. Most of the Midwestern community college leaders in the current research study sample identified as male (58%). Regarding the national ratio of male to female community college leaders for community college CEOs, President, Chancellor, CAO or Provost, or senior leader, women represent 48% of these leaders. The Midwest lags the national statistics by 10 percent. Overall, women nationally occupy a greater share of senior leadership roles in 2012 than in 2008, at 55 percent. Although there has been some progress regarding female community college senior leaders, women's representation

within the president or CEO rank has been static. Women hold just 33.7 percent of community college presidencies or CEO positions (ACE, 2013). This fact has not changed in the past 5 years since the last ACE (2008) survey. Women still have not made strides in increasing their representation in the CEO ranks. The lack of representation of women in specifically the CEO position may contribute to the continued stagnation of women in the role.

At the same time, the percentage of female community college leaders is not in step with the proportion of women who are enrolled in community colleges as students. Fifty-seven percent, or approximately three fifths, of the national community college population is female (AACC, 2016). Beaman et al. (2012) found that females in leadership positions had a positive influence on the leadership aspirations of younger women. The fact that the rate of women CEOs nationally has hovered around 33% is interesting because women hold 55.2% of CAO or Provost positions and 55.3% of community college senior leadership positions. Community colleges should aim to remove barriers to female community college leadership. Female leaders in academia can serve as role models for female students, which will increase the gender diversity of the leadership pipeline and garner interest from female students in leadership development. The proverbial glass ceiling might be a barrier for women obtaining the CEO role. To increase the representation of women would require the removal of factors that create obstacles for women community college leaders.

Another issue is that women leaders are subjected to unconscious bias, which affects their work environment and ability to advance. Judge and Cable (2004) found that less than 15% of American men are over six feet tall, yet almost 60% of corporate CEOs are over this height. Unconscious bias impacts formal employment decisions and can have a powerful cumulative effect on women's careers. Gender bias includes a complicated mix of assumptions

about the characteristics of men and females. Men are assumed to be assertive, reliable, competent, and committed to their careers. Researchers have shown that men benefit more from their achievements than women, and, over time, even small inequities accumulate and cause women to advance at a slower rate than men. Women also suffer from the *maternal wall* bias, one of the most compelling and explicit biases in the workplace is against mothers. The maternal wall bias is triggered when motherhood becomes evident to managers and colleagues. This phenomenon typically occurs when a woman announces that she is pregnant, returns from maternity leave, or adopts a part-time or flexible schedule. Men may suffer from this syndrome when they take an active role in caring for their families; however, women suffer more often from this type of bias. Researchers have established that women must try twice as hard to achieve the same level of success as men (Pinto & Williams, 2007). Women are required to demonstrate more evidence of job-related skills than their male counterparts before they are seen as knowledgeable. Additionally, women—unlike men—are afforded fewer mistakes than men before they are judged incompetent (Pinto & Williams). Based on the way that gender bias has an impact on workplace appraisals, researchers have posited that a woman's competence will not guarantee that a woman will advance in an organization to the same extent as an equivalently-performing man (Heilman, 2001). It is important to note that fewer men turn down opportunities to pursue higher level positions and are less likely, especially if they are white men, to be overlooked due to unconscious or implicit bias even with the same level of skills and abilities as women (Blount, 2017).

Race/ethnicity

It is noteworthy that community college senior leadership positions are increasingly being filled by women. This indicates greater gender diversity; however, efforts to expand

leadership representations of racial/ethnic diversity have not been as successful. According to the current study's respondents, this conundrum is a vicious cycle because a lack of diversity in the population contributes to a lack of diversity in the community college. The U.S. Census Bureau predicted that White Americans will no longer be the majority race/ethnicity in the United States by 2042 (U.S. Census Bureau, 2010). If community colleges are to educate racial/ethnic minorities, the college's leadership should reflect the population it serves. Researchers have reported the benefits of minority role models for students (Hagedorn et al., 2007). The diversification of the community college leadership ranks would require an examination beyond the pathway positions to invoke students' leadership aspirations. Promoting increased diversity must occur at every level of the institution; this diversity would assist in the removal of barriers to leadership roles.

The Midwestern population demographics pose enormous challenges to diversifying the community college leadership, specifically the CEO position. Midwest community colleges should aim to recruit a wider range of underrepresented minorities into leadership roles. The development of diversity metrics by community college CEOs can effectively facilitate more aggressive efforts to diversify the leadership. For instance, community college CEOs should require written, multi-year departmental plans designed to identify opportunities to increase faculty and administration diversity, set activity goals, and implement and measure progress. In addition, community college CEOs can ensure data-driven diversity efforts by requiring the maintenance of campus and peer data for measurement purposes. Although the CEO makes the directive, the responsibility for the diversity efforts to increase diversity should be shared among the CEO, Provost, Deans, and academic departments. Leaders could establish a community

college committee composed of the CEO, Provost, faculty members, and administrators to facilitate accountability, monitoring, guidance, coordination of activity, and resources.

Once community college CEOs in collaboration with stakeholders establish valid and understandable diversity metrics and goals, the most efficient way to hold senior leaders accountable for meeting diversity metrics is to link compensation to metrics (Diversity Inc., 2014). Linking diversity efforts to compensation is a viable and credible way to achieve diversity metrics and goals.

Age

According to Duree (2007), the average age for community college CEOs was 57 years, whereas nationally, community college leaders are 61 years old or older (ACE, 2013). The national statistics suggest that the community college presidency is aging. Most (58%) of the current research sample were between the ages of 50 and 69 years. One survey respondent suggested that the biggest diversity and inclusion challenge was the need to diversify the board of trustees. Boards of trustees are most likely White and male. According to Robinson (2014), Midwestern community college board of trustees members were mostly male (75%) while females represented 27% of board members. With respect to race/ethnicity, 98% of Robinson's respondents identified as White. Regarding age, close to half (47%) of board members indicated that they were 65 years old and over. Boards of trustees are more inclined to hire people most like themselves, which is evidenced by the fact that most community college presidents are White, male, and 61 years old and over (ACE, 2013), resulting in a lack of consideration for females and minorities for the community college CEO position. Robinson recommended that leadership makes efforts to diversify board of trustees members—or, at minimum, to expose them to diversity and inclusion concepts. Establishing diversity and inclusion awareness and

skills for service as a board of trustees member is key to diversifying the community college presidency.

Lastly, most community college presidents fall into the Baby Boomer generation. Many Baby Boomers work well beyond the age of 70, citing the lack of money as the single biggest reason cited for this phenomenon. Baby Boomers reported that they had a lack of money or finances to retire. Many of these workers had watched their retirement fund dwindle in the Great Recession of the past decade; some Boomers watched their organizations continually shrink pension contributions to the point where a pension check was not enough to meet their expenses. Another big reason Boomers are delaying retirement is that they want to achieve something they have not yet had a chance to; they will continue to work until they attain that goal (McGarvey, 2016). Boards of trustees appear to be on board with this delayed retirement; most have renewed contracts and extensions, which has contributed to the aging of the community college presidency.

In a qualitative research study, Ellis and Garcia (2017) found that the changing landscape of America's community colleges requires a different type of leader, one who can tackle emerging challenges such as developing multicultural communities that foster inquiry and action, reforming developmental education in a way that relates to a program of study, moving their colleges to the center of their communities, and using technology to improve teaching and learning. Ellis and Garcia's book focuses on the Generation X presidents, finding that they face additional challenges including the leading community colleges into the next period of evolution. Leadership development for new leaders such as those in Generation X is more critical, and diversity and inclusion competencies can play a key role.

Leadership development, educational preparation, and pathways

The research sample was most likely to have earned a doctorate in higher education. The doctorate continues to be the most critical and shared credential to obtaining a community college senior leadership position. Although many respondents indicated they received their highest degree in higher education without a community college emphasis, many higher education programs include within the curriculum courses dedicated to the study of community colleges. Aspirant leaders should take note that the doctoral degree is a critical achievement one must obtain if pursuing a community college leadership position. Based on the fact that most community college leaders have the doctoral degree, doctoral programs should focus on solidly connecting the doctoral curriculum to the AACC Competencies for Community College Leaders. Significant current content for each of the five competencies should be developed. Importance by AACC given to each competency should, in addition, be incorporated into doctoral programs.

The majority (38%) of the Midwestern community college leaders who responded to the CCLDPPC survey identified their current title as President, Chancellor, or CEO, followed closely by survey participants who identified their current title as VP Instruction or CAO/Provost (19.3%). The researcher noted that most of the reached sample are current community college CEOs and indicated that their most recent prior position was that of CAO or Provost. Since the primary career path to the community college presidency or CEO role is the academic route, there is a greater need to create a pool of faculty from diverse populations.

One option for community colleges is to consider candidates with leadership potential holding Master's degrees, and to encourage these individuals to earn doctorates degrees while on the job. This pattern has the advantage of developing leaders and providing opportunities to underrepresented groups. A community college faculty member or leader who earns a doctoral

degree can blend the values of a degree program with the values of the community college, and gain teaching experience, which is critical. More than two-thirds of the Midwestern community college leaders who responded to the current survey indicated they had taught either full-time or part-time for a period in their careers. Teaching experience is needed to move up to senior community college leadership.

A majority of the survey respondents (79%) reported that they had worked in a community college prior to their current community college leadership position, which indicates opportunities exist within community college institutions to cultivate future leaders and potentially diversify the leadership ranks. Internal leadership programs such as Grow Your Own Leadership and mentoring programs may be critical to addressing the increasing number of issues with this leadership pipeline. Midwestern community college leaders indicated low participation in leadership development programs such as Grow Your Own Leadership. In accordance with Duree's (2007) findings, community college leaders should implement and develop robust GYOL programs to plan for impending retirements and fill absent leadership roles. Grow Your Own Leadership programs have great potential to help diversify community college leadership. The current researcher recommends that that Grow Your Own Leadership programs include structured mentoring programs to facilitate the inclusion of underrepresented individuals.

While there are many models of mentoring, community colleges should select a model to replicate which will support their philosophy of leadership development. This could be accomplished by reviewing best practices and conducting a mentoring needs assessment with participants from all employee levels. Mentoring programs need structure, commitment, and accountability to succeed as a viable strategy to support continued leadership development

(Robinson, 2013). Since most Midwest community college leaders who responded to the survey had participated in an informal mentor-protégé relationship, it is important to build structured mentoring programs into GYOL to entice women and minorities into these programs. Informal mentoring relationships have been extremely productive for White community college leaders because mentoring relationships primarily occur between individuals of the same gender and race (Hansmen, 2002). In educational institutions and organizations, mentors are primarily members of dominant groups (men and White); because of this, members of traditionally marginalized groups find it difficult to both initiate and participate in informal mentoring relationships. Formal mentoring programs can assist women and minorities in obtaining a mentor and gaining the benefits of a mentoring relationship (Hansmen).

Hunter (2015) found that women and minorities tend to be more isolated in higher education and are less embedded in the informal networks of their institutions. White male faculty may be reluctant to mentor females and minorities due to their inexperience in mentoring underrepresented groups. Despite the reluctance of White males to mentor women and minorities, cross-gender and cross-race mentoring is critical because women and minorities lack representation in leadership ranks and the faculty. Since the mentoring relationship tends to be more informal and between individuals of the same gender and race, community colleges can encourage mentoring relationships by providing opportunities for social engagement, networking, and structured assignments of mentor-protégé relationships. Hansmen (2002) asserted that protégés gain from the mentor's knowledge of the institutional culture, including whether the communication is formal or informal, what determines the politics, and what constitutes the acceptable leadership style. Mentoring is a necessity to improving the diversity of the leadership pipeline.

Discussion of diversity and inclusion competencies.

On the section of the survey regarding diversity and inclusion competencies and attitudes, 95% of the Midwestern community college leaders indicated that they agree or strongly agree with the urgency of this issue. These same leaders rated their diversity and inclusion practices 20% lower, at 73.4%. A majority (52.7%) of the participants selected “usually true” or “almost always true” at the lowest rate in response to the questioning asking respondents if they hold any executive/senior team and leaders accountable to diversity metrics, training goals, and the diversity plan (performance management, rewards, punishment, etc.). As indicated previously, the most traveled path to the community college presidency or CEO position is through upward academic mobility through the community college setting. Diversity and inclusion attitudes and practices were not rated similarly by the respondents. Community college CEOs need to make diversity and inclusion an institutional priority and set the stage for diversity practices.

Community college CEOs can begin by creating a community college statement on diversity and inclusion which is then incorporated into all official policies. Moreover, community college CEOs should require senior leaders to develop and implement strategic diversity plans for each of their respective units. Community college CEOs should include an annual review of their progress toward their unit’s diversity goals in performance appraisals of senior administrative leaders, as articulated in their strategic diversity plans to encourage diversity and inclusion practices.

Discussion of exploratory factor analysis results.

The current researcher developed six constructs after conducting the exploratory factor analysis. Of the six constructs generated from the EFA, Construct 5 had a poor alpha level of .260, despite each survey question of the construct having good factor loading scores. Construct

5 was entitled Organizational Development Skills. A cause of the low alpha level for Construct 5 was likely the study's small sample size and the fact that there were only two survey questions that made up the construct. Organizational development is a key factor for community college leadership success because it involves practices and theories of planned change that are systemic in values, beliefs, and attitudes of employees through long-term initiatives and training programs (Business Dictionary, 2017). Many leadership development programs include organizational development programs. Future researchers could add items to determine if this would result in higher factor loading for Construct 5. Overall, the EFA analysis showed a clear relationship between the variables measuring the AACCC leadership competencies and diversity and inclusion competencies. This is a critical finding, given the current researcher's attempts to analyze how diversity and inclusion competencies fit into the spectrum of leadership competencies. The presence of interrelationship means that each of the competencies can be strengthened.

Discussion of multiple regression results.

The result of the multiple regression analysis found that overall the predictive model of independent variables had a significantly positive association with the dependent variable, which was how Midwest community college leaders perceived their overall level of preparation for their current leadership position. The results of the multiple regression analysis could be due to the small sample or $n=9$. Moreover, Midwest community college leaders' rating of the variables making up the diversity and inclusion competencies (or Construct 1) had no influence on how prepared these leaders feel for their current leadership positions. Likely, these leaders do not think of diversity and inclusion competencies as being a part of their leadership preparation. On the other hand, transformational skill had the highest standardized coefficients beta, followed by highest degree earned. The literature supports that transformational leadership skills are critical

and that the Ph.D. is still one of the most important criterial one must of the excel to the presidency (Duree & Ebbers, 2012).

Implications for Policy, Practice, and Future Research

Implications for practice.

The findings from this research survey have important implications for policy and practice; however, any assumptions about the usefulness of this research study and any generalizations made about the findings or data should be made cautiously. The researcher collected the data for this research study from community college leaders in the Midwest, and the sample population was small. The core findings of this research study provide a foundation to formulate implications for policy and practice which leaders, administrators, and policymakers at community colleges can utilize to improve leadership development programs, mentoring programs, and succession planning. The implications of these findings are summarized below.

The impending retirements of community college leaders and the lack of intended replacements dictate that community colleges look to females and minorities to fill leadership roles. The current researcher recommends that doctoral programs be redesigned to more closely align curriculum, practical application, and standards with the AACC's Competencies. The focus should shift to access, outcomes, and the impacts on the community college presidency. It is important to include diversity and inclusion competencies into the framework of doctoral community college leadership programs, which would likely improve the diversity and inclusion practices of future community college leaders. Individuals charged with creating and implementing community college leadership development programs can ensure closer connections to the AACC's Competencies for Community College Leaders. The AACC gives significant importance to each of the five competencies. Similarly, the topics of resource

management and communication could be bolstered to provide more depth in content, with an emphasis on skill development in the areas of listening, presentation, conflict management, and institutional finance. In a more overarching strategy, those charged with creating community college leadership programs should incorporate performance evaluations and criteria related to the illustrated AACC Competencies.

Midwestern community college leaders and administrators should review LINC and CLIC programs as well as other programs targeting women and minorities for the development of leadership skills to ensure that these include structured mentoring components. Moreover, individuals charged with curriculum development for leadership development programs can create programs and initiatives to address barriers and increase supports for marginalized groups to obtain community college leadership positions. The removal of factors that constitute barriers for women and underrepresented minorities is essential. Midwestern leaders should analyze the complex set of human resource, structural, cultural, political, and systemic barriers that prohibit certain groups from progressing through the leadership ranks to the role of community college president.

The continued lack of minority Midwestern community college leaders suggests that these leaders and administrators need to be more aggressive in recruiting underrepresented minorities and women into the community college leadership ranks. The researcher, therefore, recommends that Midwestern community college leaders engage in more aggressive recruitment strategies for diverse faculty, since the faculty position is the position that commences the pathway to the presidency or CEO. Community college leaders can support best practices and diversity initiatives that focus on faculty identification and recruitment. Such initiatives should include all types of faculty (full-time and part-time faculty) and set expectations for faculty to

participate more actively in recruiting and retention efforts. These initiatives could also include discipline-based watch lists and tracking systems for promising faculty as well as the expansion of online recruitment resources. Faculty peer-based training on unconscious bias and cultural competencies can improve outcomes for diverse community college faculty hires.

Robinson et al. (2013) reported that 16% of all community college students are Hispanic, 14% are Black, and 6% are Asian/Pacific Islander. These numbers provide an initial glimpse of the diversity that exists on the community college campus. Such a diverse student population calls for a faculty that will not only teach courses and the content therein, but also connect with the needs, experiences, and cultures of their students. Moreover, Bowers (2002) stated that many researchers have indicated a significant need for faculty of color at community colleges, especially as the number of minority students enrolling at these institutions continues to grow. Over the years, the number of faculty of color at community colleges has increased (Bowers, 2002). In many categories, community colleges have employed larger percentages of minority faculty than the national average and their 4-year counterparts. Both public and private 2-year colleges possess higher percentages of Black and Hispanic faculty than do public and private 4-year colleges (NCES, 2011b). Hispanic faculty constitutes 5% and 7% of public and private 2-year institutions, and Black faculty represent 8% and 13% of the respective institutions. Nevertheless, the recruitment and retention of underrepresented minority faculty stands at the core of the future success of community colleges (Kayes & Singley, 2010). Key issues such as student retention and graduation rates can vastly improve if faculty of color are brought in and subsequently nurtured at community colleges. It is, therefore, imperative that community colleges find ways not simply to hire faculty of color, but to find, implement, and execute processes, modules, and programs that will develop and retain them (Robinson et al.).

Researchers in the body of literature have suggested that faculty of color or underrepresented minority faculty are the foundations of community colleges' future success.

Racial and ethnic faculty also act as recruitment attractions for faculty of color to consider working at community colleges. Recruiting racially diverse faculty is an efficient way to recruit and retain even more racially diverse faculty. In some cases, however, when underrepresented minorities are hired, others become alienated to the community college environment, perceive it as hostile, and eventually leave (Kayes & Singley, 2010). It is imperative to address such issues, especially because there is a national need to replace community college faculty, which will have many retirees by 2015 (Vega et al., 2012). Faculty-specific programs can include mentorship programs, training to prepare faculty members, support in accessing resources, and social integration.

Boards of trustees should hold CEOs accountable for annual strategic talent reviews, which is a key aspect of best practices in succession planning (Blount, 2017). This review should include a thorough analysis into senior leaders' demographic backgrounds, including race and gender. The review of senior leaders must include not only senior level administrators and CEOs, but also leaders at levels two to three levels below the CEO level. In addition, as part of this review, boards should require and track statistics documenting leadership attrition by gender and race and any other diversity characteristics. Boards of trustees should seek a deeper understanding of leadership departures of women and minorities by requiring senior level administrators and CEOs to conduct exit interviews. Leaving exit interviews to Human Resources professionals would provide the knowledge needed to board of trustees and CEOs.

The research sample of Midwestern community college leaders indicated that they found enrollment challenging (74.7%), followed by fundraising (46%), legislative advocacy (42.5%),

and diversity (38.9%). Duree's (2007) findings were similar, except the participants rated fundraising as the most challenging instead of enrollment. It is important to note that fundraising was deemed second most challenging for Midwestern community college leaders in this research study. The fact that enrollment was a concern for 74.7% of respondents could be directly traced to the growing number of college students choosing to attend a community college, the free community college initiatives nationally, and the AACC's focus on affordability (AACC, 2015). Enrollment management is a skill that should be developed by future community college leaders.

The current researcher recommends a thorough review of Grow Your Own Leadership programs for efficiency and impacts. For Midwestern community colleges that do not have GYOL programs, the researcher suggests the implementation of these programs. Robinson et al. (2013) noted the benefits of GYOL programs and found that these programs result in administrative hires of women and people of color. Existing GYOL programs could be restructured as foundational components in doctoral community college programs offered through universities. Alternatively, GYOL programs can serve as a practicum component of community college leadership programs offered through university doctoral programs. Community colleges should seek collaborative agreements with universities to help bolster and create more robust GYOL programs that connect leaders with theory, curriculum, structured mentoring, and practical application. This approach would provide a more holistic and comprehensive approach to develop future community leaders and to address predicted leadership pipeline issues. Administrators who have oversight over GYOL programs should introduce skill-building and competencies for dealing with leadership challenges into the curriculum.

Of the Midwestern community college leaders who responded to the current research survey, 64.4% said that the legislature and policymakers posed the greatest challenge to them, and that faculty was the second most challenging group. The respondents rated the administration and staff third most challenging. These challenges can be addressed through GYOL programs by offering experiences working with these groups. Moreover, challenges with administration and staff can be addressed by adding human resource competencies and skills to GYOL programs. Addressing challenges with the legislature and policymakers could include building government relations and public policy skills into GYOL programs. Faculty relations skills can be developed by providing community college leaders with a clear understanding of faculty governance.

Grow Your Own Leadership programs can also be reconstituted to provide continuous leadership development through different stages of leadership development. This process should begin with a needs assessment with high potential staff and faculty to determine areas for future growth. Study participants revealed concerns with several constituents as well as diversity and inclusion practices. There should be a clear differentiation within the community college on what are considered leadership skills according to the AACC Competencies. If a conceptual framework of leadership theory such as transformational leadership theory is adopted on which the AACC Competencies are based (Duree, 2007), this could provide a framework for a continuous leadership development programs. Developing leadership cohorts can facilitate the creation of leadership at multiple levels. Implementing an ongoing leadership approach would provide a more targeted and focused approach to leadership development because specific needs at specific leadership development stages would be addressed. There is already a focus on this

concept by the AACC, which has developed competencies for leaders at various levels of leadership progression.

Implications for future research.

Future researchers should aim to recruit a much larger study sample drawn from a variety of community colleges located throughout the United States. It would be valuable to compare community colleges in different regions to develop best practices. This study was limited to the pool of local community college leaders. Future researchers using larger datasets could parse out and analyze community college leaders by titles such as CEOs, Presidents and Chancellors, CAOs or Provosts, student affairs leaders, and chief business officers to determine any differences among the groups of leaders.

Future scholars should conduct research on women's reluctance to take on the community college CEO position. Female respondents in a study by Johnson-Jones (2009) noted being hesitant to take the position of college president, feelings of discrimination, as well as differential treatment. If women nationally hold over 50% of the CAO or Provosts posts, then more research should be conducted on why the number women ascending to the CEO role in community colleges has remained stagnant. Explorations of women's hesitation to take on the community college CEO role could reveal gendered interrelated factors that, if mitigated or removed, could open up opportunities for women community college leaders. The factors could include an analysis of human resource, structural, cultural, and political factors that impact the appointment of women to the community college presidency.

A qualitative research study of underrepresented minority and female community college leaders could provide additional insight on the AACC's Competencies for Community College Leaders and diversity and inclusion competencies. Qualitative analysis would assist researchers

in gaining a better understanding of the pathways, preparation, and competencies of minority community college leaders and female community college leaders. This type of research study would allow researchers to collect data by directly interviewing leaders and making observations of their leadership style as it pertains to transformational leadership skills. Creswell (2014) indicated that there are several reasons which make a qualitative research a viable option for further analysis and interviews. Moreover, observations of community college leaders' behavior and style dealing with followers, board of trustees members, media, faculty, students, and staff would provide even more information about the skills and competencies of community college leaders. Because of the small number of minority community college leaders, qualitative researchers could gain a better understanding of how to increase the involvement of minorities and women in leadership and the leadership pipeline.

A future investigation into community college leadership competencies could include an analysis of the other four constructs of the current study's exploratory factor analysis—in particular, Construct 3, Construct 4, Construct 5, and Construct 6 can be utilized in a multiple regression analysis. The current researcher used Construct 1 and Construct 2 in the multiple regression analysis. A future study could include the other four constructs in an examination to comparison of scores provided by men and women or whites and non-whites. Construct 5 could be reanalyzed to include additional survey items or with a larger sample size to determine if the alpha level increases. Since the EFA analysis shows a clear relationship between the variables measuring the leadership competencies and diversity and inclusion competencies, a future study could further expand upon the other constructs not analyzed in this research study.

The sample size of the population was dictated by the responses to the research survey, which was 208 responses. The sample size met the minimum standards for statistical analysis but

was small. Multiple regression analysis requires larger sample sizes to ensure a representative distribution of the population. The use of a future study with larger sizes could recreate the predictive model from the multiple regression analysis. Researchers could use a larger sample size to retest the predictive model and to determine if the independent variables predict how prepared community college leaders feel in their present positions.

Duree's (2007) research study is 10 years old; therefore, the current researcher sought to expand upon that study to include diversity and inclusion perspective to leadership competencies. A future investigation could include a follow-up study of this population of Midwestern community college leaders to analyze, compare, and contrast the findings from this study. A future investigator could replicate this study on a national level to include a nationwide examination of community college leadership. It is important to determine whether there have been any changes in the demographic profile of community college leaders.

Future researchers can address why White males aged 61 years and older continue to occupy the seat of CEO after more than 25 years of studying the demographic profile of the community college CEO. Moreover, despite educational and other leadership development programs that have been developed to address the issue of a lack of diversity such as LINC and CLIC, the demographic profile is resistant to change. Researchers could examine the barriers that impede minorities and females from obtaining leadership positions as well as investigate the supports that are unique to community colleges. Future research on the barriers and supports to leadership for women and minorities could lead to the removal of structural barriers and the creation of structural supports to actively recruit, retain, and realize a diverse community college leadership pipeline.

With respect to the response rates for both the EFA and multiple regression analysis, the researcher recommends methods for future researchers to incorporate, in addition to sending reminder emails to the survey population. Future investigators should utilize alternative methods to increase response rates. Such researchers could cultivate relationships with regional community college organizations to gain support, sponsorship, and access to member institutions, which would bolster the potential research sample size. Another approach to obtaining a larger sample is utilizing professional networks and organizations committed to advocacy for and supporting community colleges. Researchers could also garner more respondents by setting a foundation of awareness of the survey prior to implementation of the study by making personal phone calls to research subjects.

Lastly, the researcher notes that there was a methodological limitation of this study in the form of a lack of prior research studies on the topic of community college leadership competencies in diversity and inclusion attitudes and practices. The researcher developed an entirely new research concept for the diversity and inclusion competencies, differing from traditional leadership theories, which lack a cultural or gender perspective. Similarly, researchers focusing on race and gender have exhibited a lack of perspective on leadership (Lumby & Coleman, 2007). Diversity and inclusion is an emerging and evolving field (Williams & Wade-Golden, 2008), and requiring such values in leaders is a paradigm shift which goes beyond traditional perspectives. Researchers should explore the direction of creating new expectations for community college leadership. Future researchers must analyze diversity and inclusion competencies for leadership. Although this researcher included transformational skills in the EFA analysis, future researchers could conduct a more thorough investigation into how the AACC Competencies for Community College Leaders, diversity and inclusion competencies,

and transformational leadership skills are interrelated; this would enable these leaders to improve and strengthen leadership competencies and programs.

Conclusion

The purpose of this research study was to examine current Midwestern community college leaders' demographics, educational backgrounds, career pathways, career preparation, diversity and inclusion competencies, and competencies in accord with the 2013 AACC's Competencies for Community College Leaders, as well as their transformational skills as embedded in those competencies. The expected outcomes of this research study were to gather more data to prepare community college leaders better as well as to increase the participation of marginalized and underrepresented groups in leadership development programs.

One of the major findings of this research study included that the demographic makeup of the community college presidents or CEOs were relatively consistent with previous researchers' findings, which indicated that the average community college CEO is 61 years old and over. Duree (2007) found that the average age of a community college president is 57. The frequency of women in senior leadership roles continues to increase, but women still fail to rise to the position of CEO. Conversely, underrepresented minorities have experienced no substantial changes in their representation in either senior leadership roles or the CEO position. The average community college CEO is White, male, and aging. As with the national population, Midwestern community college leaders were most likely to have earned a Ph.D. degree in higher education with a community college emphasis. The doctoral degree is the single most important criteria for community college leaders, specifically the CEOs.

The pathway to the presidency still eludes underrepresented minorities because they are also less likely to occupy the CAO or Provost position. Women face additional barriers such as

the maternal wall, unconscious bias, discrimination, and self-reluctance. The CAO or provost position is the position immediately held prior to the community college president or CEO position; the statistics for women and minorities are 55.3% females, but merely 5.1% Black/African Americans, and 7.7% Hispanics (ACE, 2013). The community college CEO plays a key—if not integral—role in leading change and creating opportunities for women and minorities to occupy the CEO position. Community colleges must consider women and people of color as viable candidates for senior leadership posts and CEO positions.

The results of this study provide those with oversight of and involvement in leadership development programs with information to better prepare community college leaders. These results will enable these stakeholders to critically increase the participation of marginalized and underrepresented groups in leadership development programs and in the community college leadership ranks. Additionally, aspiring leaders from diverse backgrounds should note that the primary route to the CEO role is through the traditional academic route. The aspiring leader must also gain other skills, such as the AACC competencies, which would be beneficial to obtaining the CEO role. Further research is required to understand better the skills, knowledge, and abilities required of women and minorities to obtain the community college president or CEO role.

It is imperative to those charged with developing curriculum and designing leadership programs to include knowledge, skills, and competencies that are needed for community college leadership success. Community colleges should establish or strengthen existing GYOL programs to maximize the effectiveness of leadership development programs. The findings of this research study highlight the critical need to provide curriculum and experiences required for senior leadership before individuals obtain those senior leadership positions. Development of a stronger

collaborative relationship between university doctoral programs and community college GYOL programs can create a more holistic approach to leadership development. Leadership programs may be reconstituted to be more inclusive to include traditionally underrepresented groups, which would address critical higher education leadership pipeline issues. Moreover, community colleges should seek to develop and improve GYOL programs to better align with AACC's Competencies for Community College Leaders and to include skill-building for constituencies that pose the biggest challenges for leaders. Including structured mentor components into GYOL programs would promote better outcomes for diversifying the population of community college presidents. Since CEOs are more likely to come from within the institution through a succession of promotions up the leadership ladder, and since most survey respondents indicated that they participated in informal mentoring relationships, structured mentoring is key to the inclusion of traditionally marginalized groups in leadership.

Understanding marginalized groups and developing diversity and inclusion competencies would assist those in a position of power to respond to the crisis and critical shortage in community college leadership through inclusion of women and minorities as both faculty and leaders. A diverse faculty provides an efficient and visible support system for the increasingly diverse student population. Minority faculty are essential to increasingly diverse campuses, where they act as role models, advocates, and advisors to minority students and newer faculty while exposing nonminority students to new ideas. The tendency to use part-time faculty—either to replace retiring faculty or to meet trends in student educational demands—will remain high unless convincing evidence is presented showing the benefits of filling positions with full-timers (Rifkin, 2000). Part-time teaching affects women's and minorities' ability to gain community college leadership positions in the long run. Part-time teaching may indicate a lack of time

commitment to leadership programs, a lack of integration into institutions, and a lack of opportunities for mentoring.

A review of the literature showed that females and minorities are not obtaining leadership positions in the traditional pipeline positions of CAO/Provost, Vice President for Student Affairs, Chief Student Affairs Officer, or Chief Business/Administration/Finance Officer positions. The position most likely to lead to the CEO/President/Chancellor role is the Chief Academic Officer or Provost position. Further, the American Association of Community Colleges (2012) reported that 16% of all community college students are Hispanic, 14% are Black, and 6% are Asian/Pacific Islander. These numbers provide an initial glimpse into the diversity that exists on the community college campus. Such a diverse student population calls for a professoriate that will not only teach courses and the content therein, but also connect with the needs, experiences, and cultures of their students. Bowers (2002) stated that there is a significant need for faculty of color at community colleges, especially as the number of minority students enrolling at these institutions grows. Over the years, the number of faculty of color at community colleges has increased (Bowers), yet the numbers of such faculty in leadership remain stagnant.

Community colleges leaders should ensure that their campus is broadly representative of the communities they serve. To the extent that underrepresented minorities and women continue to be severely underrepresented, the community college risks becoming a place whose relevance is diminished and whose graduates are ill-prepared to exercise leadership in contexts where the backgrounds and perspectives of the public are increasingly diverse. Community colleges must embrace a diverse professoriate and leadership if they are to serve diverse populations. Moreover, the findings of this research study suggest that further investigations are required to develop leadership theories, practices, and programs which include gendered and racialized

perspectives. In order for women and minorities to move into senior leadership ranks and ultimately into the CEO role will require a holistic approach including a combination of focused approaches, continuous development, and accountability.

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APPENDIX A: SURVEY INSTRUMENT

The Community College Leadership: Demographics, Pathways, Preparation, and Competencies Survey

Q1 The Community College Leadership: Demographics, Leadership Preparation, and Competencies Survey - Iowa State University Thank you for your willingness to participate in this survey. The purpose of this survey is to assess career preparation and trajectories of community college leaders. In each section, please check the appropriate responses. All responses will remain confidential. For this survey, Community College Leader is defined as President/CEO/Chancellor, CAO/Provost, Executive Vice President, VP/Dean of Student Affairs, and Chief Business, VP/Chief Finance and/or Administration Officer at an institution or system with two-year associate degrees as its primary offering.

Q2 SECTION I - BACKGROUND CHARACTERISTICS

Q3 Which position best describes your current position/leadership title?

- President/Chancellor/CEO (1)
- VP Instruction/CAO/Provost (2)
- VP/Dean Student Affairs (3)
- Head of Instruction (4)
- Head of Academic Affairs (5)
- Head of Student Success (6)
- VP of Business, Finance or Administration (7)
- Executive Vice President (8)
- Other, please indicate (9) _____

Q4 What type of institution do you currently work for?

- Public Community College (1)
- Private Community College (2)
- Other, please indicate (3) _____

Q5 Is your institution a Minority Serving Community College

- Yes (5)
- No (6)

Q6 Including your current position, how many college leadership positions have you held?

- 1 (7)
- 2 (8)
- 3 (9)
- 4 (10)
- 5 (11)
- more than 5 (12)

Q7 Number of years in your present position?

- 0 (9)
- 1 (10)
- 2 (11)
- 3 (12)
- 4 (13)
- 5 (14)
- 6 (15)
- 7 (16)
- More than 7 (17)

Q8 Total number of years in your leadership role?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- More than 7 (9)

Q9 Age at which you assumed your leadership position?

Q10 Current age:

Q11 Gender

- Male (1)
- Female (2)

Q12 Race/Ethnicity:

- American Indian/Native American (1)
- Asian/Pacific Islander (2)
- Black/African American (3)
- Hispanic/Latino (4)
- White/Caucasian (5)
- Two or more races (6)
- Other, please indicate (7) _____

Q13 What was your last job (position) prior to your current leadership title?

- Provost/Chief Academic Officer (1)
- Associate/Vice Provost (2)
- Dean (3)
- Associate/Assistant Dean (4)
- Department Chair/Head (5)
- Vice President (6)
- Associate/Assistant Vice President (7)
- Director (8)
- Faculty (9)
- Other, please indicate (10) _____

Q14 What setting was your last job (position)?

- Community College (1)
- 4-year College or University (2)
- Federal or State Government (3)
- Private Industry (4)
- Non Profit Organization (5)
- Other, please indicate (6) _____

Q15 How many years did you spend in each of the following career tracks prior to your first leadership position?

	0 (1)	1 to 3 years (2)	3 to 7 years (3)	7 or more years (4)
Community College Academics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Community College Positions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Positions in Education (outside of Community College) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Positions Outside of Education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 How close are you to retirement?

- 0 to 3 years (1)
 3 to 5 years (2)
 5 to 7 years (3)
 7 years or more (4)

Q17 How Many years did you teach in a community college?

	0 to 3 years (1)	3 to 5 years (2)	5 to 7 years (3)	7 years or More (4)
Full Time Teaching (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part Time Teaching (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 YOUR EDUCATIONAL BACKGROUND

Q19 Please Indicate Your Highest Degree.

- Bachelor's (1)
- Master's (2)
- Ed. Specialist (3)
- Ph.D. (4)
- Ed. D. (5)
- J.D. (6)
- Other, please explain (7) _____

Q20 What was your major field of study in your highest degree?

- Higher education with emphasis on community college leadership (1)
- Higher education with other emphasis (2)
- K-12 administration (3)
- Other educational field (4)
- Law (5)
- MBA (6)
- Business (7)
- Liberal Arts (8)
- STEM (9)
- Other, please indicate (10) _____

Q21 LEADERSHIP PREPARATION

Q22 Outside of your graduate program and prior to your current leadership position, what formalized leadership preparation programs did you participate in?

- Grow Your Own Leadership (GYOL) (1)
- The League for Innovation in Community Colleges (2)
- American Association for Community Colleges (AACCC) Program (3)
- State Program (4)
- College Program (5)
- Other, please indicate (6) _____

Q23 As you were developing leadership skills required of a community college leader, did you participate in a mentor-protege relationship as protege?

- Yes (1)
- No (2)

Condition: No Is Selected. Skip To: Does your current community college s....

Q24 Was your mentor-protege relationship formal or informal?

- Formal (1)
- Informal (2)

Q25 Was your mentor-protege relationship developed within the academic setting of a graduate program or within the professional setting of community college employment? (Click all that apply)

- During graduate program (1)
 During Community College employment (2)
 During 4 year College or University Employment (3)
 Somewhere else, please indicate where (4) _____

Q26 How many mentor-protege relationships did you participate in as protege?

Q27 Please indicate the number of mentors you have had by gender.

	0 (1)	1 (2)	2 (3)	3 or more (4)
Male (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 Please indicate the number of mentors you have had by race/ethnicity.

	0 (1)	1 (2)	2 (3)	3 or more (4)
American Indian/Native American (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian/Pacific Islander (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black/African American (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White/Caucasian (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two or more Races (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Have you or are you mentoring a potential community college leader?

- Yes, formally mentoring (1)
 Yes, informally mentoring (2)
 Yes, both formally and informally (3)
 No (4)

Condition: No Is Selected. Skip To: After assuming your first presidency,....

Q30 Please indicate the number of persons you have mentored by gender.

	0 (1)	1 (2)	2 (3)	3 or more (4)
Male mentored (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Females mentored (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Please indicate the number of persons you have mentored by race/ethnicity.

	0 (1)	1 (2)	2 (3)	3 or more (4)
American Indian/Native American (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian/Pacific Islander (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black/African American (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White/Caucasian (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two or more races (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 After assuming your current leadership position, what formalized leadership preparation programs did you participate in?

- Grow Your Own Leadership (GYOL) (1)
- The League for Innovation in Community Colleges (2)
- American Association of Community Colleges (AACC) (3)
- State program (4)
- College Program (5)
- Other, please indicate (6) _____

Q33 Does your current community college sponsor or participate in a "grow your own leadership" (GYOL) program?

- Yes (1)
- No (2)

If No. If no, please scroll to... Is Selected, Then Skip To How many of the following external bo...

Q34 If your community college sponsors or participates in a GYOL program, who are the targeted participants for the program? (Check all that apply):

- Top administration (vice presidents and deans) (1)
 Mid-level academic managers (department chairs) (2)
 Mid-level managers or directors (3)
 Faculty (4)

Q35 How many of the following external boards do you currently serve on?

	1 (1)	2 (2)	3 or More (3)
Corporate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College or University (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other nonprofit organization (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 In your role as a community college leader, please rate the level of challenge each of the following issues present.

	Not Challenging (1)	Moderately Challenging (2)	Somewhat Challenging (3)	Significantly Challenging (4)	Extremely Challenging (5)
Faculty Relations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board Relations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fund raising (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legislative Advocacy (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Involvement (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic & workforce development (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 Select the top three constituent groups that present the greatest challenge to you as a leader (click all that apply).

- Administration and staff (1)
- Community residents/leaders (2)
- Donors/benefactors/fund raising (3)
- Faculty (4)
- Governing board (5)
- Legislators and policy makers (6)
- Media (7)
- Students (8)

Q38 SECTION II - COMPETENCIES FOR COMMUNITY COLLEGE LEADERS The next questions address five competency areas for community college leaders that have been developed by the American Association of Community Colleges (AACC). The Competencies for Community College Leaders is presented as a progression. The basic competency required for emerging leaders is presented, then that same competency evolves and deepens as that leader becomes a senior member of staff or a new leader or CEO. The competency further evolves as the new leader or CEO becomes more mature in his or her position. For each component listed for new leader/CEO or mature leader/CEO, please rate how well prepared you are for each community college leadership competency.

Q39 Based upon your own assessment of your current level of experience click the appropriate box below.

- If you are a new leader within the first 3 years on the job (Complete Section A) (1)
- If you are a leader with 3 or more years, please complete (Complete Section B) (2)

Condition: If you are a new leader wit... Is Selected. Skip To: SECTION A - Competencies for New CEOs....Condition: If you are a leader with 3 ... Is Selected. Skip To: SECTION B - Competencies for CEOs tha....

Q40 SECTION A - Competencies for New leaders or CEOs within the first 3 years on the job - For each component listed, please rate how well prepared you were and how important each competency is to community college leadership.

Q41 Organizational Strategy

Q42 Embrace the community college values. Know yourself as a leader, and do not try to emulate others. It is much more important to have strong morals and ethics than to be charismatic.

	Not prepared at all (1)	Somewhat Prepared (2)	Prepared (4)	Very well prepared (5)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 Begin your tenure by getting to know the established culture of the institution as thoroughly and as quickly as possible before you make any significant decisions or undertake any significant actions

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Embrace a change management philosophy. Establish an institutional culture that empowers faculty and staff to be calculated risk-takers in developing and implementing evidence-based strategies to enhance student outcomes.

	Not prepared (1)	Somewhat Prepared (2)		Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>				

Q45 Know the institution's strategies for student success and be on the front lines in championing them. Become intimately familiar with the demographics of your institution and what realistic outcomes the institution can achieve. Educate the board about student success, and establish key metrics for student success.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 Commit to ensuring that students are in a welcoming environment, and that the in-take processes are clear and hassle-free. Students should easily understand how to get through advising, registration, and orientation; and should understand their educational pathways.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 Demonstrate technological competence. Strive to ensure that students have access to cutting edge technology, allowing them to master the skills of the 21st-century employee.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Become extremely familiar with members of your board of trustees, including what they are passionate about, and how you can best enhance their understanding of your vision for the institution. Communicate with them consistently. Trustees should never be the last ones to hear about important issues impacting the institution.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 Assess the needs of the institution and the strengths of current employees, as well as the skills gaps that exist, taking into account the importance of institutional fit and professional expertise in making critical hires.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 Institutional Finance, Research, Fund raising, and Resource Management

Q51 Learn how to read your institution's budget and how to ensure that planning and data inform your budget allocation. Make decisions that ensure that funding is tied to enrollment, institutional performance, and student success.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 Be your institution's chief fundraiser. Learn the skills necessary to lead a foundation board, to run fund-raising and capital campaigns, and to make the "ask."

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 Require an institutional dashboard and routinely discuss with key members of the staff those areas where the institution is under-performing. Design strategies to ensure that the institution is

moving in a positive direction to overcome those cautionary areas. Use of data mining and learning analytics to improve the academic experience for students.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 You cannot do everything on the campus: understand that you must build an effective team capable of supporting the needs of the institution, especially if your position is more external.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55 Understand the protocol for managing conflicts and crisis. The leader and/or CEO is the spokesperson for the institution in crisis situations and should be out front. Do not address conflict between employees who are not direct reports to you.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q56 Communication

Q57 Be articulate. Work on having strong presentation skills, and a system of communications for your board of trustees, cabinet, employees, and students, as well as the community.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58 Have several pocket speeches and know how to determine which speech is appropriate for the audience you are addressing.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59 Never respond with “no comment.” Understand the protocol for communicating in crisis and emergency situations. Project confidence that the college is taking all necessary precautions to ensure that students and employees are safe.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q60 Create an environment where employees feel comfortable in sharing their observations and ideas to improve strategies for solving problems.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61 Continue to refine your communication skills through professional development opportunities. Research the appropriateness of how to greet various stakeholders, and what topics may be off limits to discuss with them.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Prepared (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q62 Understand global competence, and strive to provide students with opportunities to become exposed to different points of view and their role within the global society. Ensure that your board of trustees supports global programming before aggressively pursuing this as an offering for the college.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63 As a leader or CEO, work to develop ongoing relationships with print, broadcast, and electronic media outlets, as well as with students, faculty, and staff, to further the goals of the college.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q64 Collaboration

Q65 Develop a culture of collaboration on the institution's campus.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66 Establish relationships with key external stakeholders in the community, other educational institutions, legislators, and so on. Do not only call on partners when there is a crisis, but also contact them and allow them to celebrate when there is good news.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67 Community College Advocacy

Q68 Understand the role that multiple government programs play in the operation of a college.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q69 Understand the role of the CEO or current leadership role in crafting an advocacy position that aligns public interest with college operations.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condition: Preparation - Not Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Somewhat Prep... Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Well Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....

Q70 SECTION B - Competencies for leaders or CEOs that have been in their positions for 3 or more years - For each component listed, please rate how well prepared you were and how important each competency is to community college leadership.

Q71 Organizational Strategy.

Q72 Be authentic. Develop your personal tool kit for transformational leadership skills that allow you to galvanize employees to support the mission, vision, and goals of the institution.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q73 Have courage. Be willing to make the changes necessary to transform the culture of the institution to one focused solely on student access and success.

	Not Preparation (1)	Somewhat Prepared (2)	Preparation (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74 In addition to having an institutional change management philosophy, adopt this way of doing business in the office of the CEO or your current leadership office. Realize that it is important to take calculated risks, and to communicate to the college community the rationale for taking those risks.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75 Ensure that employees at all levels of the organization are focused on improving student success. Create urgency about the student success agenda by educating the board about student success, establishing key metrics for student success, moving the institution forward through a leadership program, fostering apprenticeship and mentoring of mid-level leadership, and maintaining the social justice mission of the institution.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q76 Create an environment that promotes access, inclusion, and equity for all members of the community to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77 With a highly evolved technophile customer, it is important for you as a leader or CEO to embrace and understand how to communicate with technology. Support the college as it continues to adopt changing technologies that impact student success.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78 Articulate the role of the board of trustees to the college community. Understand the role of the leader in supporting the board of trustees through discussions on key trends and issues, and advise the board on the importance of the distinction between governance and management. Provide ongoing professional development for trustees.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q79 Build a team around the institution's goals for student success.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q80 Institutional Finance, Research, Fund raising, and Resource Management

Q81 Developed in-depth knowledge of the finances of the organization and have knowledge of alternative approaches to address shortages in fiscal resources, including projecting potential budget reductions in personnel and institutional operations.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q82 Take an entrepreneurial stance in seeking alternative funding sources. Ensure that funding sources align with the institutional mission. Understand key components of effective fund-raising, including how to identify and approach potential donors.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q83 Ensure accountability in reporting. Support data mining and understand how to use data to make informed decisions. Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)		Well Prepared (4)
Preparation (1)	<input type="radio"/>				

Q84 Employ organizational and time management. Plan, establish, and delegate expectations for members of your team.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q85 Manage conflict and change in ways that contribute to the long-term viability of the organization.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q86 Communication

Q87 Convey ideals and information succinctly, frequently, and inclusively through the media, to the board and other constituencies and stakeholders.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q88 Understands communications with print versus on-camera or web-based media, and refine skills to be effective in all venues.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q89 Project confidence and respond responsibly and tactfully. Have a communications chain of command and be prepared to address your institution's emergencies and crises promptly, and consistent with institutional policy.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q90 Facilitate an environment of shared problem solving and decision making.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q91 Build and leverage internal and external networks and partnerships to advance the mission, vision, and goals of the community college. Learn to communicate across sectors, shying away from "education-ese" when working to forge effective partnerships with potential and current partners.

	Not prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92 Understand that people live and interact in an increasingly globalized world. Give learners the opportunity and competencies to reflect and share their own points of view and roles within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political, and economic issues to derive new ways of thinking and acting.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q93 Understands how to engage media at the local, state, and national levels to advocate for the community college mission.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q94 Collaboration

Q95 Break down silos and mitigate internal politics within the institution.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q96 Build and leverage internal and external networks and partnerships to advance the mission, vision, and goals of the community college.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q97 Community College Advocacy

Q98 Engage with public outlets in a proactive manner that most effectively advocates for the operations of the college.

	Not Prepared (1)	Somewhat Prepared (2)	Prepared (3)	Well Prepared (4)
Preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Condition: Preparation - Not Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Somewhat Prep... Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....Condition: Preparation - Well Prepared Is Selected. Skip To: SECTION III - DIVERSITY AND INCLUSION....

Q99 SECTION III - DIVERSITY AND INCLUSION This section focuses on diversity and inclusion competencies. Diversity is defined for the purpose of this study, as the collective mixture of differences and similarities that includes for example, individual and organizational characteristics, values, beliefs, experiences, backgrounds, preferences, and behaviors. Inclusion embodies work in an educational environment where individuality of beliefs, backgrounds, talents, capabilities, and ways of living are welcomed and leveraged for learning outcomes, and informing better institutional decisions.

Q100 DIVERSITY AND INCLUSION ATTITUDES For each select based on your thoughts of importance and leadership views, attitudes and beliefs about diversity and inclusion.

Q101 It is important to develop diversity and inclusion competencies for community college leadership.

- Strongly Disagree (8)
- Disagree (9)
- Neutral (10)
- Agree (11)
- Strongly Agree (12)

Q102 Leaders must ensure the development of diversity and inclusion programs.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q103 It is important for leaders to understand elements of unconscious and implicit bias when it comes to individuals with diverse backgrounds?

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q104 Leaders must practice cultural competence in all interactions with faculty, staff and students.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q105 It is important that leaders understand accessibility issues for individuals with disabilities.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q106 Leaders must understand what actions are necessary to retain underrepresented groups of faculty, staff, and students.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q107 It is important for leaders to communicate regularly to employees and students the diversity strategy including its implementation and performance.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q108 Leaders must communicate regularly to the Board of Regents/Trustees/Directors the diversity strategy including its implementation, and performance.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q109 Leaders must ensure that diversity is considered when recruiting executive team members and leaders.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q110 It is important for leaders to understand the importance of structured mentoring programs in which mid-level managers who are women and/or racial or ethnic minorities, and other diverse groups are mentored by the CEO and/or senior leaders.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q111 It is important for leaders to understand the importance of building a pipeline of diverse senior staff (e.g., leadership development programs, career development plans, succession planning, etc.).

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q112 Leaders must ensure pipeline programs are developed for diversity of the student body.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

Q113 DIVERSITY AND INCLUSION PRACTICES AND BEHAVIORS

Q114 I have developed a culture of collaboration on campus.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q115 I make diversity and inclusion a strategic institutional priority.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q116 I have developed a mission, vision, and strategy for diversity and inclusion at my institution.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q117 I commit human and fiscal resources to the diversity and inclusion agenda.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q118 I communicate the importance of diversity and inclusion to all stakeholders (faculty, staff, students, Board of Trustees/Directors/Regents).

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q119 I hold my executive/senior team, and leaders accountable to diversity metrics, training goals, and the diversity plan (performance management, rewards, punishment etc.).

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q120 What diversity and inclusion goals have you held your executive/senior team and leaders accountable? (Click all that apply)

- Diversifying the leadership (1)
- Recruiting diverse faculty, staff, and students (2)
- Fostering and creating an inclusive, safe, and welcoming educational and work environment (3)
- Creating specific development programs for faculty, staff, and students (4)
- Participating in diversity and inclusion programs (5)
- Developing institutional policies and practices related to diversity and inclusion (6)
- Other, please indicate (7) _____
- No diversity and inclusion goals (8)

Q121 I remove any barriers to ensure the successful implementation of the diversity and inclusion plan.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q122 I ensure that accessibility concerns for individuals with disabilities are addressed through policy and practice.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q123 I ensure that pipeline programs are developed for the diversity of the student body.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q124 I seek diversity when recruiting executive/senior team members and leaders.

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q125 I take specific actions to build a pipeline of diverse leaders for my institution (e.g., diversity leadership development programs, career development plans, succession planning, etc.).

- Almost Never True (1)
- Usually Not True (2)
- Occasionally True (3)
- Usually True (4)
- Almost Always True (5)

Q126 What has been your biggest diversity and inclusion challenges?

Q127 EXECUTIVE TEAM DEMOGRAPHICS

Q128 Current number of executive team members (CEO and his/her direct reports).

Q129 Please indicate the total number of executive team members who are:

	0 (1)	1 to 3 (2)	3 to 5 (3)	5 or more (4)
Women (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic minorities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Both women and racial or ethnic minorities (minority women; women of color) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differently abled (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ Identified (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non conforming gendered (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q130 What position does the highest-ranking executive responsible for diversity and inclusion, including the successful implementation of your institution's diversity strategy hold?

- President/Chancellor/CEO (1)
- CAO/Provost (2)
- Chief Diversity Officer (3)
- Vice President/Chancellor (4)
- Vice/Associate Provost (5)
- Associate/Assistant Vice President/Chancellor (6)
- Associate/Assistant Vice Provost (7)
- Executive/Senior Director (8)
- Director (9)
- Other, please indicate (10) _____

Q131 To whom does the person with ultimate responsibility for diversity and inclusion report?

- President/Chancellor/CEO (1)
- CAO/Provost (2)
- Vice President/Chancellor (3)
- Vice/Associate Provost (4)
- Associate/Assistant Vice President (5)
- Associate/Assistant Vice Provost (6)
- Executive/Senior Director (7)
- Director (8)
- Other, please indicate (9) _____

Q132 SECTION IV - GENERAL QUESTIONS

Q133 Overall, how well prepared did you feel for your current leadership position?

- Very well Prepared (1)
- Prepared (2)
- Somewhat Prepared (3)
- Not Prepared (4)

Q134 What do you wish you had done differently to prepare for community college leadership, knowing what you know now? Please specify in the following space.

Q135 THANK YOU VERY MUCH FOR YOUR PARTICIPATION. YOUR RESPONSES HAVE BEEN RECORDED

APPENDIX B: CODE BOOK

Variable Description	Code	Purpose
Q3 Which position best describes your current position/leadership title?	1 = President/Chancellor/CEO (1) 2 = VP Instruction/CAO/Provost (2) 3 = VP/Dean Student Affairs 4 = Head of Instruction (4) 5 = Head of Academic Affairs (5) 6 = Head of Student Success (6) 7 = VP of Business, Finance or Administration 8 = Executive Vice President (8) 9 = Other, please indicate	Descriptive analysis
Q4 What type of institution do you currently work for?	1 = Public Institution 2 = Private Institution 3= Other, please indicate	Descriptive analysis
Q5 Is your institution a Minority Serving Community College	1 = Yes (5) 2 = No (6)	Descriptive analysis
Q6 Including your current position, how many college leadership positions have you held?	7 = 1 position 8 = 2 positions 9 = 3 positions 10 = 4 positions 11 = 5 positions 12 = more than 5	Descriptive analysis
Q7 Number of years in your present position?	9 = 0 year 10 = 1 year 11 = 2 years 12 = 3 years 13 = 4 years 14 = 5 years 15 = 6 years 16 = 7 years 17 = More than 7	Descriptive analysis

Variable Description	Code	Purpose
Q8 Total number of years in your leadership role?	9 = 0 year 10 = 1 year 11 = 2 years 12 = 3 years 13 = 4 years 14 = 5 years 15 = 6 years 16 = 7 years 17 = More than 7	Descriptive analysis
	172	
Q10 Current age	Text Response	Descriptive analysis
Q11 Gender	1 = Male 2 =Female	Descriptive analysis, variable for multiple regression
Q12 Race/Ethnicity	1 = American Indian/Native American 2 = Asian/Pacific Islander 3 = Black/African American 4 = Hispanic/Latino 5 = White/Caucasian 6 = Two or more races 7 = Other, please indicate	Descriptive analysis, variable for multiple regression
Q13 What was your last job (position) prior to your current leadership title?	1 = Provost/Chief Academic Officer 2 = Associate/Vice Provost 3 = Dean Associate 4 = Associate/Assistant Dean 5 = Department Chair/Head 6 = Vice President 7 = Associate/Assistant Vice President 8 = Director 9 = Faculty 10 = Other, please indicate	Descriptive analysis,

Variable Description	Code	Purpose
Q14 What setting was your last job (position)?	1 = Community College 2 = 4-year College or University 3 = Federal or State Government 4 = Private Industry 5 = Non Profit Organization 6 = Other, please indicate	Descriptive analysis, variable for multiple regression
Q15 How many years did you spend in each of the following career tracks prior to your first leadership position?	1 = Community College Academics 2 = Other Community College Positions 3 = Other Positions in Education (outside of Community College) 4 = Other Positions Outside of Education Years 1 = 0 yrs; 2 = 1 to 3yrs; 3 = 3 to 7yrs; 4 = 7yrs or more	Descriptive analysis, variable for multiple regression
Q17 How Many years did you teach in a community college?	5 = Full Time Teaching: 6 = Part Time Teaching: 1 = 0 to 3yrs; 1 = 3 to 5yrs; 2 = 5 to 7yrs; 3 = 7yrs or more	Descriptive analysis, variable for multiple regression
Q19 Please Indicate Your Highest Degree.	1 = Bachelor's 2 = Master's 3 = Ed. Specialist 4 = Ph.D. 5 = Ed. D. 6 = J.D 7 = Other, please explain	Descriptive analysis, variable for multiple regression

Variable Description	Code	Purpose
Q20 What was your major field of study in your highest degree?	1 = Higher education with emphasis on community college leadership 2 = Higher education with other emphasis 3 = K-12 administration 4 = Other educational field 5 = Law 6 = MBA 7 = Business 8 = Liberal Arts 9 = STEM 10 = Other, please indicate	Descriptive analysis, variable for multiple regression
Q22 Outside of your graduate program and prior to your current leadership position, what formalized leadership preparation programs did you participate in?	1 = Grow Your Own Leadership (GYOL) 2 = The League for Innovation in Community Colleges 3 = American Association for Community Colleges (AACC) Program 4 = State Program 5 = College Program 6 = Other, please indicate	Descriptive analysis, variable for multiple regression
Q23 As you were developing leadership skills required of a community college leader, did you participate in a mentor-protege relationship as protege?	1 = Yes 2 = No	Descriptive analysis, variable for multiple regression
Q24 Was your mentor-protege relationship formal or informal?	1 = Formal 2 = Informal	Descriptive analysis, variable for multiple regression
Q25 Was your mentor-protege relationship developed within the academic setting of a graduate program or within the professional setting of community college employment? (Click all that apply)	1 = During graduate program 2 = During Community College employment 3 = During 4 year College or University Employment 4 = Somewhere else, please indicate where	Descriptive analysis, variable for multiple regression

Variable Description	Code	Purpose
Q27 Please indicate the number of mentors you have had by gender.	1 = American Indian/Native American 2 = Asian/Pacific Islander 3 = Black/African American 4 = Hispanic/Latino 5 = White/Caucasian 6 = Two or more Races 7 = Other	Descriptive analysis, variable for multiple regression
Q32 After assuming your current leadership position, what formalized leadership preparation programs did you participate in?	1 = Grow Your Own Leadership (GYOL) (1) 2 = The League for Innovation in Community Colleges 3 = American Association of Community Colleges (AACC) 4 = State program 5 = College Program 6 = Other, please indicate	Descriptive analysis, variable for multiple regression
Q33 Does your current community college sponsor or participate in a "grow your own leadership" (GYOL) program?	1 = Yes 2 = No	Descriptive analysis, variable for multiple regression
Q34 If your community college sponsors or participates in a GYOL program, who are the targeted participants for the program? (Check all that apply):	1 = Top administration (vice presidents and deans) 2 = Mid-level academic managers (department chairs) 3 = Mid-level managers or directors 4 = Faculty	Descriptive analysis, variable for multiple regression
Q36 In your role as a community college leader, please rate the level of challenge each of the following issues present.	1 = Faculty Relations 2 = Board Relations 3 = Enrollment 4 = Fund raising 5 = Legislative Advocacy 6 = Community Involvement 7 = Economic & workforce development 8 = Diversity	Descriptive analysis

Variable Description	Code	Purpose
Q37 Select the top three constituent groups that present the greatest challenge to you as a leader (click all that apply).	1 = Administration and staff 2 = Community residents/leaders 3 = Donors/benefactors/fund raising 4 = Faculty 5 = Governing board 6 = Legislators and policy makers 7 = Media 8 = Students	Descriptive analysis, variable for multiple regression
Q42, Embrace the community college values. Know yourself as a leader, and do not try to emulate others. It is much more important to have strong morals and ethics than to be charismatic.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis and Multiple Regression Analysis
Q44 Embrace a change management philosophy. Establish an institutional culture that empowers faculty and staff to be calculated risk-takers in developing and implementing evidence-based strategies to enhance student outcomes.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis.
Q45 Know the institution's strategies for student success and be on the front lines in championing them. Become intimately familiar with the demographics of your institution and what realistic outcomes the institution can achieve. Educate the board about student success, and establish key metrics for student success.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis

Variable Description	Code	Purpose
Q46 Commit to ensuring that students are in a welcoming environment, and that the intake processes are clear and hassle-free. Students should easily understand how to get through advising, registration, and orientation; and should understand their educational pathways.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis
Q49 Assess the needs of the institution and the strengths of current employees, as well as the skills gaps that exist, taking into account the importance of institutional fit and professional expertise in making critical hires.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis
Q51 Learn how to read your institution's budget and how to ensure that planning and data inform your budget allocation. Make decisions that ensure that funding is tied to enrollment, institutional performance, and student success.	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis
Q52 Be your institution's chief fundraiser. Learn the skills necessary to lead a foundation board, to run fund-raising and capital campaigns, and to make the "ask."	1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared	Descriptive analysis, variable for Exploratory Factor Analysis

Variable Description	Code	Purpose
<p>Q53 Require an institutional dashboard and routinely discuss with key members of the staff those areas where the institution is under- performing. Design strategies to ensure that the institution is moving in a positive direction to overcome those cautionary areas. Use of data mining and learning analytics to improve the academic experience for students.</p>	<p>1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared</p>	<p>Descriptive analysis, variable for Exploratory Factor Analysis</p>
<p>Q54 You cannot do everything on the campus: understand that you must build an effective team capable of supporting the needs of the institution, especially if your position is more external.</p>	<p>1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared</p>	<p>Descriptive analysis, variable for Exploratory Factor Analysis and Multiple Regression Analysis.</p>
<p>Q55 Understand the protocol for managing conflicts and crisis. The leader and/or CEO is the spokesperson for the institution in crisis situations and should be out front. Do not address conflict between employees who are not direct reports to you.</p>	<p>1 = Not Prepared 2 = Somewhat Prepared 3 = Prepared 4 = Well Prepared</p>	<p>Descriptive analysis, variable for Exploratory Factor Analysis</p>

APPENDIX C: SURVEY INVITATION LETTER

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

Dear Community College Leader,

I would like to invite you to take part in the Iowa State University Office of Community College Research and Policy study which is also part of my doctoral dissertation research study. I am studying under the direction of Dr. Lorenzo D. Baber, Associate Professor, and Dr. Larry H. Ebbers, University Professor Emeritus of Iowa State University School of Education on this research study. The data will be used to inform decision making about Iowa State University's Masters and Doctoral programs as well as the LINC and CLIC leadership development programs. This study has been reviewed and approved by the Iowa State University IRB (Institutional Review Board), IRB # 16-295.

The online Qualtrics survey is designed to examine community college leaders' in the Midwest demographics, educational background, career pathways, career preparation, and competencies as it pertains to the 2013 AACCC Competencies for Community College Leaders and the transformational skills embedded in those competencies. This survey will in addition examine leadership skills and competencies in the diversity and inclusion area.

It will take approximately **20 minutes** to complete the survey. Your participation is voluntary and no identifying information will be collected to ensure confidentiality. Your time and contribution to this research study and my dissertation research are greatly appreciated.

AT THE VERY BOTTOM OF THIS EMAIL IS THE LINK TO TAKE THE SURVEY.

Should you have questions about the details of this email or this research please feel free to contact me or Dr. Baber at the email address below.

Best regards,

Robinette Kelley
Ph.D. Candidate
Higher Education Administration
School of Education
Iowa State University
N226 Lagomarcino Hall
Ames, IA 50011

Lorenzo D. Baber
Associate Professor, Head
Division of Higher Education
School of Education
2666C Lagomarcino Hall
Ames, IA 50011
Phone: 515-294-8374 |

E-mail: robink@iastate.edu

E-mail: ldbaber@iastate.edu

APPENDIX D: IRB APPROVAL

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Research
Vice President for Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515 294-4566
FAX 515 294-4267

Date: 7/13/2016

To: Robinette Kelley
2607 Yorkshire Street

CC: Dr. Lorenzo Baber
2666D Lagomar
Dr. Larry Ebbers
N256 Lagomarcino Hall

From: Office for Responsible Research

Title: The Community College Presidency: Pathways, Preparation, and Competencies

IRB ID: 16-295

Study Review Date: 7/13/2016

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures with adults or observation of public behavior where
 - Information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects; or
 - Any disclosure of the human subjects' responses outside the research could not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

The determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**
- **You must carry out the research as described in the IRB application.** Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any modifications to the research procedures (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the inclusion of participants from vulnerable populations, and/or any change that may increase the risk or discomfort to participants. Changes to key personnel must also be approved. The purpose of review is to determine if the project still meets the federal criteria for exemption.

Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

Detailed information about requirements for submission of modifications can be found on the Exempt Study Modification Form. A Personnel Change Form may be submitted when the only modification involves changes in study staff. If it is determined that exemption is no longer warranted, then an Application for Approval of Research Involving Humans Form will need to be submitted and approved before proceeding with data collection.

Please note that you must submit all research involving human participants for review. **Only the IRB or designees may make the determination of exemption**, even if you conduct a study in the future that is exactly like this study.

Please be aware that **approval from other entities may also be needed.** For example, access to data from private records (e.g. student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies requires permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. **An IRB determination of exemption in no way implies or guarantees that permission from these other entities will be granted.**

APPENDIX E: AACC COMPETENCIES

Organizational Strategy		
An effective community college leader promotes the success of all students, strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends.		
Competencies for Emerging Leaders	Competencies for New CEOs within the First 3 Years on the Job	Competencies for New CEOs That Have Been in Their Positions for 3 or More Years
Understand the mission, vision, and goals of community colleges, and how your role supports them.	Embrace the community college values. Know yourself as a leader, and do not try to emulate others. It is much more important to have strong morals and ethics than to be charismatic.	Be authentic. Develop your personal tool kit for transformational leadership skills that allow you to galvanize employees to support the mission, vision, and goals of the institution.
Learn the culture of the institution to effectively perform your duties successfully within the cultural constructs/framework that exists.	Begin your tenure by getting to know the established culture of the institution as thoroughly and as quickly as possible before you make any significant decisions or undertake any significant actions.	Have courage. Be willing to make the changes necessary to transform the culture of the institution to one focused solely on student access and success
Have a forward-looking philosophy, and be prepared for change. Understand the institutional process for taking risks to improve the student experience; be willing to take risks based on research and data.	Embrace a change management philosophy. Establish an institutional culture that empowers faculty and staff to be calculated risk-takers in developing and implementing evidence-based strategies to enhance student outcomes.	In addition to having an institutional change management philosophy, adopt this way of doing business in the office of the CEO. Realize that it is important to take calculated risks, and to communicate to the college community the rationale for taking those risks.
Know your institution's strategies for improving student success and completion.	Know the institution's strategies for student success and be on the front lines in championing them. Become intimately familiar with the demographics of your institution and what realistic outcomes the institution can achieve. Educate the board about student success, and establish key metrics for student success.	Ensure that employees at all levels of the organization are focused on improving student success. Create urgency about the student success agenda by: educating the board about student success, establishing key metrics for student success, moving the institution forward through a leadership program, fostering apprenticeship and mentoring of midlevel leadership, and maintaining the social justice mission of the institution.
Provide exemplary customer service that makes members of the community feel welcome. Exemplary customer service is defined as giving the customer more than just what they wanted, in a way that makes them feel they are appreciated so they always want to return.	Commit to ensuring that students are in a welcoming environment, and that the in-take processes are clear and hassle-free. Students should easily understand how to get through advising, registration, and orientation; and should understand their educational pathways.	Create an environment that promotes access, inclusion, and equity for all members of the community to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives.
Have an ongoing focus on process improvement for internal and external customers. If gaps exist in employees' technical proficiency, make requests for professional	Demonstrate technological competence. Strive to ensure that students have access to cutting-edge technology, allowing them to master the skills of the 21st-century employee.	With a highly evolved technophile customer, it is important for you as a CEO to embrace and understand how to communicate with technology. Support the college as it continues to

development so they can acquire the needed skills to better serve customers.		adopt changing technologies that impact student success.
Understand the organizational structure of the community college, and the function that your unit plays in supporting the CEO in achieving institutional goals.	Become extremely familiar with members of your board of trustees, including what they are passionate about, and how you can best enhance their understanding of your vision for the institution. Communicate with them consistently. Trustees should never be the last ones to hear about important issues impacting the institution.	Articulate the role of the board of trustees to the college community. Understand the role of the leader in supporting the board of trustees through discussions on key trends and issues, and advise the board on the importance of the distinction between governance and management. Provide ongoing professional development for trustees.
Understand the responsibilities of all employees within the organization.	Assess the needs of the institution and the strengths of current employees, as well as the skills gaps that exist, taking into account the importance of institutional fit and professional expertise in making critical hires.	Build a team around the institution's goals for student success.

Institutional Finance, Research, Fundraising, and 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.

Competencies for Emerging Leaders	Competencies for New CEOs within the First 3 Years on the Job	Competencies for New CEOs That Have Been in Their Positions for 3 or More Years
Know your unit's budget. Ensure that you monitor your budget routinely and notify leadership if the unit's allocated budget and expenditures are not in keeping with the institution's key performance indicators.	Learn how to read your institution's budget and how to ensure that planning and data inform your budget allocations. Make decisions that ensure that funding is tied to enrollment, institutional performance, and student success.	Develop in-depth knowledge of the finances of the organization and have knowledge of alternative approaches to address shortages in fiscal resources, including projecting potential budget reductions in personnel and institutional operations.
Institutional fundraising is everyone's job. Work with your institution's advancement office to determine where you might be supportive in achieving the fundraising goals of the institution. Learn the skills of effective fundraising.	Be your institution's chief fundraiser. Learn the skills necessary to lead a foundation board, to run fundraising and capital campaigns, and to make the "ask."	Take an entrepreneurial stance in seeking alternative funding sources. Ensure that funding sources align with the institutional mission. Understand key components of effective fundraising, including how to identify and approach potential donors.
Understand the institutional dashboard and how to interpret data to improve the student academic experience within your unit of the institution.	Require an institutional dashboard and routinely discuss with key members of the staff those areas where the institution is under-performing. Design strategies to ensure that the institution is moving in a positive direction to overcome those cautionary areas. Use of data mining and learning analytics to improve the academic experience for students.	Ensure accountability in reporting. Support data mining and understand how to use data to make informed decisions. Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.
Understand the importance of time management and planning in your position.	You cannot do everything on the campus: understand that you must build an effective team capable of supporting the needs of the institution, especially if your position is more external.	Employ organizational and time management. Plan, establish, and delegate expectations for members of your team.

Understand the organizational protocol: if you are unable to resolve a conflict, understand how to have it addressed.	Understand the protocol for managing conflicts and crisis. The CEO is the spokesperson for the institution in crisis situations, and should be out front. Do not address conflict between employees who are not direct reports to the CEO.	Manage conflict and change in ways that contribute to the long-term viability of the organization.
<h2>Communication</h2> <p>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; promotes the success of all students; ensures the safety and security of students and the surrounding college community; and sustains the community college mission.</p>		
Competencies for Emerging Leaders	Competencies for New CEOs within the First 3 Years on the Job	Competencies for New CEOs That Have Been in Their Positions for 3 or More Years
Be articulate. Work on having strong presentation skills. Have direct answers to the questions that are asked.	Be articulate. Work on having strong presentation skills, and a system of communications for your board of trustees, cabinet, employees, and students, as well as the community.	Convey ideas and information succinctly, frequently, and inclusively through the media, to the board and other constituencies and stakeholders.
Always have a succinct pocket speech that is consistent with the mission, vision, and priorities of the institution.	Have several pocket speeches and know how to determine which speech is appropriate for the audience you are addressing.	Understand communications with print versus on-camera or web-based media, and refine skills to be effective in all venues.
Know the chain of command for communications. Be extremely familiar with the institution's emergency and crisis communications plans. Always refer individuals to the appropriate person in the communications chain, if it is not you.	Never respond with "no comment." Understand the protocol for communicating in crisis and emergency situations. Project confidence that the college is taking all necessary precautions to ensure that students and employees are safe.	Project confidence and respond responsibly and tactfully. Have a communications chain of command and be prepared to address your institution's emergencies and crises promptly, and consistent with institutional policy.
Be willing to offer a realistic solution to any institutional problem. Be willing to participate in an environment that allows shared responsibility in problem solving.	Create an environment where employees feel comfortable in sharing their observations and ideas to improve strategies for solving problems.	Facilitate an environment of shared problem solving and decision making.
Learn the nuances of communications with various internal and external stakeholders. Know the appropriate jargon for the group you are addressing.	Continue to refine your communication skills through professional development opportunities. Research the appropriateness of how to greet various stakeholders, and what topics may be off limits to discuss with them.	Build and leverage internal and external networks and partnerships to advance the mission, vision, and goals of the community college. Learn to communicate across sectors, shying away from "education-ese" when working to forge effective partnerships with potential and current partners.
Become familiar with what it means to be globally competent. While this does not necessarily reflect engaging in international education, it does focus on students understanding the societal complexities that encompass other points of view, and new ways of thinking and acting.	Understand global competence, and strive to provide students with opportunities to become exposed to different points of view and their role within the global society. Ensure that your board of trustees supports global programming before aggressively pursuing this as an offering for the college.	Understand that people live and interact in an increasingly globalized world. Give learners the opportunity and competencies to reflect and share their own points of view and roles within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political, and economic issues to derive new ways of thinking and acting.

Be familiar with grassroots efforts to organize stakeholders to advocate for the community college mission.	As CEO, work to develop ongoing relationships with print, broadcast, and electronic media outlets, as well as with students, faculty, and staff, to further the goals of the college.	Understand how to engage media at the local, state, and national levels to advocate for the community college mission.
<p>Collaboration</p> <p>An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promotes the success of all students, and sustains the community college mission.</p>		
Competencies for Emerging Leaders	Competencies for New CEOs within the First 3 Years on the Job	Competencies for New CEOs That Have Been in Their Positions for 3 or More Years
Understand that there are no lone rangers. All employees must collaborate to ensure that there is a focus on student access and success.	Develop a culture of collaboration on the institution's campus.	Break down silos and mitigate internal politics within the institution.
Know the key stakeholders that are advocates for the institution, and the roles that they play in the community.	Establish relationships with key external stakeholders in the community, other educational institutions, legislators, and so on. Do not only call on partners when there is a crisis, but also contact them and allow them to celebrate when there is good news.	Build and leverage internal and external networks and partnerships to advance the mission, vision, and goals of the community college.
<p>Community College Advocacy</p> <p>An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college on the local, state, and national level.</p>		
Competencies for Emerging Leaders	Competencies for New CEOs within the First 3 Years on the Job	Competencies for New CEOs That Have Been in Their Positions for 3 or More Years
Recognize there are multiple government programs at the state and federal levels that contribute to the funding of a college's students and programs.	Understand the role that multiple government programs play in the operation of a college.	Heavily engage in shaping multiple government programs to best meet college objectives.
Recognize there is an interplay of public perception and policymaking that can impact college operations.	Understand the role of the CEO in crafting an advocacy position that aligns public interest with college operations.	Engage with public outlets in a proactive manner that most effectively advocates for the operations of the college.