

## **ABSTRACT**

Gregory Edward Robison. THE UTILIZATION OF THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES LEADERSHIP COMPETENCIES IN PUBLIC COMMUNITY COLLEGE LEADERSHIP DEVELOPMENT PROGRAMS IN THE SOUTHERN UNITED STATES (Under the direction of Dr. Cheryl McFadden), Department of Educational Leadership, April 2014.

Community college leadership development has traditionally been offered at the national and the state-wide level. A recent trend is the in-house leadership program offered by an individual community college to employees. There is evidence in the literature that that expansion of community college leadership programs is a response to the ongoing leadership succession crisis.

The American Association of Community Colleges (AACC) published a leadership competency framework in 2005 to strengthen community college leadership development programs. Recent research indicates the AACC leadership competencies are relevant to both the internal and external challenges facing community colleges. A limited body of research has explored how the AACC leadership competencies are used by in-house community college leadership development programs.

This study explored the emphasis and utilization of the AACC leadership competencies and the presence of transformational leadership in the curriculums of in-house community college leadership development programs. The study also determined if college size and geographic location were factors in the presence of the AACC leadership competencies in leadership development program curriculums. The population for this study were the 273 Level 1 institutions located in the Southern Association of Colleges and Schools, Commission on Colleges (SACS) accrediting region of the United States.

A repeated measures ANOVA determined that all six of the AACCC leadership competencies were present to some extent in participating in-house leadership programs. The AACCC leadership competencies most emphasized were community college advocacy and professionalism. The least emphasized leadership competency category was resource management. The study found no statistically significant relationship between college size and presence of the AACCC leadership competencies or between college geographic location and presence of the AACCC leadership competencies. The components of transformational leadership expressed in the open-ended responses were shared vision, empowering others, understanding organization culture, rewarding innovation and change, and ethics. The study included secondary findings that described in-house leadership program characteristics. Suggestions for leadership program curriculums were made based on the study findings and the study concluded with recommendations for future research.

THE UTILIZATION OF THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES  
LEADERSHIP COMPETENCIES IN PUBLIC COMMUNITY COLLEGE LEADERSHIP  
DEVELOPMENT PROGRAMS IN THE SOUTHERN UNITED STATES

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by

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## **DEDICATION**

To my wife, for her love, support, and patience.

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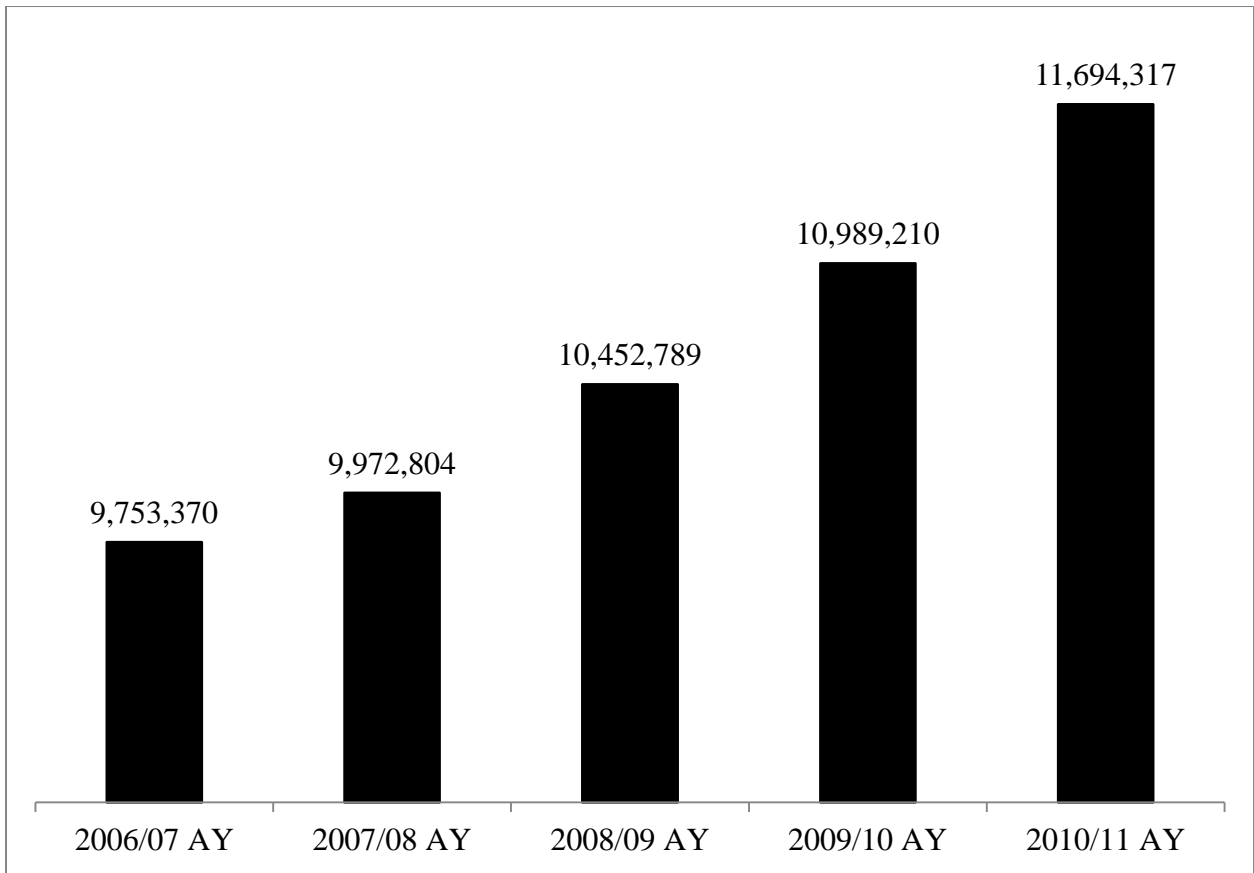
## **CHAPTER 1: INTRODUCTION**

### **Background of the Problem**

Community colleges are facing a new reality due to the simultaneous impact of external and internal forces that are reshaping community college leadership. The external forces impacting community colleges are declining public funding, exploding student enrollment, and pressure to improve student success (Boggs, 2012). These recent impacts stem from the economic recession that began in 2007 and recent government initiatives. The internal forces impacting community colleges are generational turnover and a decline in the number of individuals obtaining advanced degrees in community college leadership. The internal forces have been occurring for the last decade and are forecasted to continue (D'Amico, Katsinas, & Friedel, 2012; Tschechtelin, 2011).

The explosion of student enrollment has been dramatic at community colleges across the United States. Enrollment has steadily increased since the 2007/2008 academic year. The increase in enrollment has been driven by the economic recession that started in 2007 (Bradley, 2011). Enrollment increases are common in higher education when economic conditions worsen (State Higher Education Executive Officers, 2012). The consequences of the explosion in student enrollment are the need for additional faculty and staff, additional facilities, and additional support services (Tschechtelin, 2011). These needs must be accommodated at the same time as public funding for community colleges has been dramatically decreasing across the United States. Figure 1 shows enrollment growth at public two-year colleges in the United States from the 2006/2007 academic year through the 2010/2011 academic year (National Center for Education Statistics, 2012).

The largest revenue sources for higher education are public funding and tuition (State Higher Education Executive Officers, 2012). The American economic recession that began in



***Figure 1.*** Enrollment growth.

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2007 caused the largest decrease in state revenues on record (Oliff, Mai, & Palacios, 2012). The national average of higher education state funding per full-time equivalent (FTE) student decreased nine percent in the 2008/2009 academic year. There was an additional six percent decrease in the 2009/2010 academic year, and another four percent decrease in the 2010/2011 academic year (Baum & Ma, 2011). In 2010, public funding for higher education declined to a 25 year low (State Higher Education Executive Officers, 2013a). The reduction in state funding continued in the 2011/2012 academic year. For example, Arizona cut 73 million dollars in community college operating expenses for the 2012 fiscal year and New Hampshire cut 37% of state funding for community colleges for the 2012 fiscal year (Kirshstein & Hurlburt, 2012). The consequence of the decline in public funding has been significant increases in tuition and fees to make up for the decreases in state funding. Higher education operating expenses covered by student tuition increased from 32% in 2008 to 39% in 2011 (State Higher Education Executive Officers, 2012).

The explosion in student enrollment and the dramatic decline in public funding for community colleges have occurred concomitant with pressure from government initiatives to improve community college student success and increase the number of community college graduates. Two initiatives have been launched since 2009 that seek to increase degree completion of community college students. First, the American Graduation Initiative announced by President Obama in 2009 focused on adding an additional 5 million community college graduates by 2020. Second, the Complete to Compete Initiative announced by the National Governors association in 2010 focuses on increasing graduation rates (Tschechtelin, 2011). Both of these government initiatives require additional resources to meet their goals' and both are being implemented at a time when additional resources are not being provided to meet these goals.

There are also two internal factors shaping the new reality. Community colleges are faced with a growing need for qualified individuals to fill the leadership vacuum occurring due to the large scale retirements of community college leaders and there is decline in the number of individuals seeking advanced degrees in community college leadership. According to Haynes (2009), 100 community colleges had presidency turnovers in the past two years. The average age of the senior administrators that are in-line to replace these retiring presidents is 50 years. The average age of chief academic officers was reported to be 56 and the average age of senior leaders in students affairs was reported to be 52 (Hull & Keim, 2007). Patton (2004) reported that the number of advanced degrees conferred in the area of community college leadership dropped 78% from 1983 to 1997. Researchers have reported that tuition, course scheduling, residency requirements, and outdated curriculums are perceived as barriers to community college workers seeking advanced degrees in leadership (Hull & Keim, 2007; Watts & Hammons, 2002).

As leadership development through formal education has declined, there has been growth in the number of leadership professional development programs being implemented to train community college workers for leadership roles. A review of the literature found studies of local, state-wide, region-wide, and nation-wide leadership professional development programs being delivered by community colleges, community college systems, and professional organizations. At the same time researchers cite a shortage of candidates qualified for leadership vacancies, expanding job expectations, the need to preserve desirable organizational values and characteristics, and a flattening of organizational structures requiring leadership skills at a wider variety of positions as the primary reasons behind the growing interest in leadership professional development at community colleges (Aasen & Stensaker, 2007; Kaplan & Taylor, 2000; Leskiw & Singh, 2007).

A recent trend in community college leadership professional development is the in-house or campus-based leadership development program. In-house leadership development programs are planned and delivered by individual community colleges. These programs represent a move away from leadership programs offered by community college systems and professional organizations. Researchers have reported that in-house leadership programs are often conceived from a perceived need, implemented without first conducting a detailed needs assessment, and lack measurable outcomes established for the leadership program. The literature also differs on the appropriate curriculum for in-house community college leadership professional development programs (Hassan, Dellow, & Jackson, 2010; Jeandron, 2006; Ottenritter, 2012).

To strengthen community college leadership development, the American Association of Community Colleges (AACC) developed and published a community college leadership competency framework in 2005. These competencies were the end result of a nation-wide project called *Leading Forward*. The competencies are a practitioner-based national consensus on curriculum elements that should be components of a community college leadership development program (Reille & Kezar, 2010). The competency framework is composed of six general leadership competencies: (1) organizational strategy; (2) resource management; (3) communication; (4) collaboration; (5) community college advocacy; and (6) professionalism. Each competency includes a statement describing successful leadership in that particular domain. Each competency domain also includes multiple illustrations of the meaning of each competency (Ottenritter, 2012).

Subsequent to the development of these competencies, studies have explored how the AACC leadership competencies are perceived by community college presidents, board of trustee chairs, and leaders in other high-level community college positions. These studies have confirmed widespread support for the importance of the AACC leadership competencies and



found no significant difference in CEO perceptions of the importance of the leadership competency framework based on college size, or geographic location (Duree, 2007; Hassan, 2008; Hassan, Dellow, & Jackson, 2010; Kools, 2010; McNair, 2010).

### **Statement of the Problem**

The new reality facing current and emerging community college leaders will put more pressure than ever on community college leadership development programs to offer appropriate curriculums. There is wide-spread support for using the AACC leadership competencies in the literature, but there is little evidence that these leadership competencies have been incorporated into community college leadership development programs. An extensive review of the literature indicates there is a limited body of research that explores how the AACC leadership competencies are used in community college leadership development program curriculums. Bechtel (2010) found some elements of the competencies for community college leadership present in the curriculum of an in-house leadership development program at a large metropolitan community college. Reille and Kezar (2010) found the AACC competencies for community college leadership present in the curriculums of 15 campus-based community college leadership development programs. Haynes (2009) describes how a year-long campus-based leadership development program was developed around the AACC leadership competency framework.

Studies were not found that explored how widely the AACC leadership competencies are used in community college leadership development programs, or which competencies may be more essential for leadership development programs to offer based on college size, or geographic location. This study will expand the literature on the use of the AACC competencies for community college leaders by determining which competencies are emphasized in leadership programs based on college size and geographic location.

## **Purpose of the Study**

Most community college leadership development programs focus on developing leaders to fill impending leadership vacancies. Community college leadership programs must also focus on the new leadership challenges that are facing current and emerging community college leaders. Recent research indicates that the AACC leadership competencies are relevant to the new challenges facing community college leaders (Boggs, 2012; Wiesnner & Sullivan, 2007). The purpose of this study is to explore the utilization of the AACC leadership competencies and the presence of transformational leadership in community college leadership program curriculums. This study will also determine if college size and geographic location are factors in the presence of the AACC leadership competencies in leadership program curriculums

## **Conceptual Framework**

The AACC leadership competencies are closely aligned with the tenets of transformational leadership theory (Bechtel, 2010). Transformational leadership is “the ability to influence, shape, and embed values, attitudes, beliefs and behaviors” (Roueche et al., 1989, p. 168). Transformational leadership theory was originally introduced by Bass (1978) as transforming leadership, and studies have since developed models of transformational leadership for government, business, and education (Bass, 1998; Kouzes & Pozner, 2002; Roueche et al., 1989). Community college leadership programs that utilize and emphasize the AACC leadership competencies should contain direct and indirect components of transformational leadership in their curriculums.

## **Research Questions**

1. Which AACC competencies for community college leaders are present in community college leadership development programs?

2. How are the AACC competencies for community college leaders manifested in the curriculums of community college leadership development programs?
3. Is FTE student enrollment a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?
4. Is degree of urbanization a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?
5. To what extent is transformational leadership present in community college leadership development programs that utilize the AACC leadership competencies?

### **Significance of the Study**

This study is significant in that it will contribute to understanding leadership programs at community colleges and the role of the AACC leadership competencies in leadership programs offered by community colleges. The results of this study will provide insight into how the AACC leadership competencies are incorporated into leadership programs and the emphasis placed on each competency area by colleges of varying sizes and geographic locations. The findings of this study will assist in crafting community college leadership programs to fill leadership vacancies and train emerging leaders. Practitioners will be able to compare the results of this study with their own and use the results as a resource to develop a leadership program or revise an existing leadership program.

### **Definition of Terms**

*Leadership Development.* Leadership development that targets individuals who might fill leadership positions, or individuals already in leadership positions, focuses on expanding the pool of candidates qualified for leadership positions, or enhancing the leadership abilities of

those currently in leadership positions (Aasen & Stensaker, 2007). Leadership development that targets the entire organization focuses on developing the knowledge and skills of everyone in the organization. This approach views each individual employee as a leader and is based on the assumption that each employee should have the opportunity to grow as a leader (Day, 2001).

*Community College.* A community college is, “any institution regionally accredited to award the associate in arts or the associate in science as its highest degree” (Cohen & Brawer, 2003, p. 5).

*Economic Recession.* An economic recession is a, “significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real Gross Domestic Product (GDP), real income, employment, industrial production, and whole-sale retail, sales.” (National Bureau of Economic Research, 2008, para. 2).

*American Association of Community Colleges.* The AACC is the principal national organization for community colleges. AACC was founded in 1920 and presently has 1,200 member institutions (American Association of Community Colleges, 2013d).

*Level 1 Institution.* The highest degree awarded at a Level 1 institution is the associate degree (Membership Directory, 2012).

*Full-time equivalent (FTE) enrollment.* A measure used to calculate total enrollment. The enrollment of full-time students plus the full-time equivalent enrollment of part-time students (The Integrated Postsecondary Education Data System - Glossary, n.d.).

*AACC leadership competencies.* The leadership competency framework published by the AACC in 2005 (American Association of Community Colleges, 2005).

### **Assumptions**

I served on the planning committee for an in-house community college leadership development program. The planning committee planned and delivered a leadership program

open to employees at all levels of the institution, included external experts, and included follow-up learning activities. This experience has left the researcher with the belief that leadership occurs at all levels of the organization and the perception that leadership can be learned. The community college that employs this researcher has numerous documents related to the leadership program located on the college website. This work environment has left the researcher with the perception that other colleges also utilize their college website as a place to house documents related to their leadership program.

### **Scope and Delimitations**

This study is limited to leadership programs at Level 1 public two-year institutions in the SACS accrediting region of the United States. Participants in this study are limited to directors of community college leadership programs. The study does not cover public two-year institutions within the SACS accrediting region of the United States that award degrees above the associate degree level or private two-year institutions within the SACS accrediting region of the United States. Leadership program steering committee or planning committee members will not be participants in this study. The results of this study will not be used to measure the effectiveness of leadership programs

### **Limitations**

This study assumes that the participants in the research will provide accurate information based on their experiences overseeing community college leadership development programs and that the survey instrument used is reliable and valid for the purpose of this study. Since this study will focus on Level 1 associate degree granting institutions within the SACS accrediting region, the results of this study may not be generalizable to other accrediting regions.

## **Organization of the Study**

This study will be conducted using a quantitative research design. The population for this study will be the 275 Level 1 public two-year institutions within the SACS accrediting region (Membership Directory, 2012). The first phase of the study will determine the presence of leadership programs and identify leadership program directors. An online survey instrument will then be administered to leadership program directors and annual reports will be collected to determine college size and geographic location. The data from phase one will be analyzed using descriptive and inferential statistics. In phase two of the study, semi-structured telephone interviews will be conducted with leadership program directors and tables will be created to categorize the data. The findings of phase one and phase two will then be integrated and interpreted to reach conclusions.

## **CHAPTER 2: REVIEW OF LITERATURE**

This study explores the emphasis and utilization of the AACC competencies for community college leaders in community college leadership development programs. This literature review will begin with an overview of community college history and governance and an overview of the external and internal leadership challenges faced by community colleges to place this study in context. The wide-spread presence of community college leadership programs at the national, state, and local level will be gleaned from the current literature. To conceptualize community college leadership development, the literature that focuses on the development and delivery of community college leadership programs, community college leadership development curriculums, community college leadership development curriculum outcomes, and the role of geographic location and size on community college leadership development curriculums and leadership development offerings will be examined. The development of the AACC competencies for community college leaders will be traced and the studies that have been carried out on the perception of the AACC competencies by community college leaders and the use of the AACC competencies in community college leadership development programs will also be reviewed.

### **Community Colleges**

Community colleges can be differentiated from other forms of higher education by their mission. The mission of community colleges is to, “provide access to postsecondary educational programs and services that lead to stronger, more vital communities” (Vaughan, 2006, p. 3). The mission of community colleges is accomplished through open admissions policies, equal access for underserved populations, low tuition, and comprehensive program offerings that meet the needs of the local community (Vaughan, 2006).

The first community college was established in 1901. Initially, the early two-year colleges focused on general education. During the great depression of the 1930s, the mission of two-year colleges expanded to include job training. After World War II, the mission of two-year colleges expanded again under the post-World War II economic recovery and the President's Commission on Higher Education, also known as the Truman Commission (American Association of Community Colleges, 2013a; Cohen & Brawer, 2003; Quigley & Bailey, 2003).

The Truman Commission concluded that the current higher education system in the United States was not sufficient to meet the needs of returning service men and women, or post-war economic expansion. At the time the report was released, approximately 600 two-year colleges existed in the United States. The Commission called for a dramatic expansion of the number of community colleges and recommended that the first two years of post-secondary education should be available free of charge. Since the Truman Commission report was released in 1948, community colleges have evolved into comprehensive two-year colleges whose mission encompasses university transfer programs, vocational education, developmental education, continuing adult education, and community service (Cohen & Brawer, 2003; Quigley & Bailey, 2003).

At present, there are 1,167 community colleges in the United States (American Association of Community Colleges, 2013b). These community colleges serve approximately 50% of undergraduate students enrolled in higher education (American Association of Community Colleges, 2013a). Most two-year colleges exist as publicly funded independent community colleges, publicly funded multi-college districts, or are part of a publicly funded state-wide community college system. There also exist private, not-for-profit and private, for-profit two-year colleges (Membership Directory, 2012).



The majority of public two-year colleges are located in their own individual geographic service area. For example, most community colleges in North Carolina serve geographic areas based on county boundaries. Independent community colleges are overseen by a board of trustees who may be elected, or appointed. Each independent community college is led by a president who is hired by the board of trustees and each division within the college is managed by a vice-president or a dean (Cohen & Brawer, 2003).

Community colleges may also be members of a multi-college district. A multi-college district contains branch campus locations that have their own administrations and are governed by a district-wide administration consisting of a governing board, chancellor, and vice-chancellors who oversee district-wide divisions. Each community college within the district is led by a president and vice-presidents, or deans who oversee the divisions within each separate community college (Cohen & Brawer, 2003). An example of a multi-college district is the San Diego Community College District, which is composed of three two-year colleges, led by a chancellor and overseen by an eight member board of trustees (San Diego Community College District, 2013). Each college within the San Diego Community College District is led by a president (San Diego City College, 2013).

Most community colleges are overseen by a state-wide governing board, or state-wide commission. The state-wide governing board may oversee either a single state-wide community college system, or a joint state-wide university and community college system (Cohen & Brawer, 2003). The Louisiana Community and Technical College System is an example of a state-wide community college system overseen by a state-wide governing board. The system is governed by a 17 member board of supervisors. Two members from each of the seven congressional districts are appointed by the governor and two student members are elected by student body presidents (Louisiana Community and Technical College System, 2013). State-wide boards or commissions

have extensive authority and responsibilities in some states and little authority and few responsibilities in other states (Cohen & Brawer, 2003).

### **Challenges Faced by Community Colleges**

Community colleges across the United States are facing unprecedented leadership challenges from both external and internal forces. The leadership challenges faced by community colleges are decreasing public funding, historically high student enrollment, new accountability for student success in accomplishing their educational goals, and an ongoing leadership succession crisis. These leadership challenges are causing community colleges to struggle with the comprehensive mission of university transfer programs, vocational education, developmental education, continuing adult education, and community service. Struggling with these leadership challenges may alter the mission of community colleges (Tschechtelin, 2011).

Decreasing public funding represents the first external leadership challenge faced by community colleges. Public funding for higher education is 8.3% lower in fiscal year 2013, than in fiscal year 2011, and 10.8% lower than fiscal year 2008 (State Higher Education Executive Officers, 2013b). To offset decreasing public funding, public postsecondary institutions have increased tuition and fees without a corresponding effort to reduce their overall costs or improve their efficiency (National Association of State Budget Officers, 2013). Tuition and fees at public postsecondary institutions across the United States rose 31% between 2002 and 2008 and rose an additional 27% between 2008 and 2013 (National Association of State Budget Officers, 2013).

Community colleges have offset the decrease in public funding by raising tuition and fees and scaling back course offerings (Boggs, 2012). For example, in New Hampshire, state funding for community colleges for fiscal year 2011 declined 37% and tuition was increased 6.5% (Williams, Leachman, & Johnson, 2011). Tuition and fee increases have not offset the reduction in public funding, but have reduced student access (D'Amico, Katsinas, & Friedel, 2012). Other

offsets that have been implemented include hiring freezes, personnel cuts, reduced professional development funding, and limits on enrollment (Tschechtelin, 2011). To mitigate the decrease in public funding, community colleges are seeking alternative sources of funding, which may result in equity issues between colleges (D'Amico et al., 2012).

Historically high student enrollment represents a second external leadership challenge faced by community colleges. Historically high student enrollment is occurring at a time when resources cannot meet the demand. The economic downturn that has occurred since 2007 has led to historic enrollment growth. Enrollment at publicly funded postsecondary institutions in the United States grew six times faster from 2000 to 2010 than enrollment at the K-12 level during the same time period (National Association of State Budget Officers, 2013). The historic growth in enrollment has come from dislocated and/or underemployed workers seeking re-training and from students that may have opted to attend a community college rather than a four-year institution due to economic conditions (Boggs, 2012). The high rate of enrollment began to taper off in 2010, but that may be more related to the lack of capacity and resources at community colleges than a decline in student demand (Alfred, 2012).

The degree completion agenda, or the student success agenda represents the third external leadership challenge facing community colleges. At the federal level, the student success agenda is being pursued through policies such as the American Graduation Initiative (AGI). This initiative was announced in 2009 and called for graduating 500,000 community college students per year by 2020 and established a 12 billion dollar fund to pay for facility construction and renovation, the development of new programs and courses, the expansion of programs that are successful, and funding innovations that facilitate student success. The AGI was not passed into law by Congress. It has instead been converted into a 2 billion dollar United States Labor Department program called the Community College and Career Training Initiative. This

initiative awards multi-year grants to community colleges to improve and expand training programs for dislocated workers (Lederman, 2011). At the state level, the student success agenda is being pursued through performance based funding. Performance based funding for higher education is currently being used in six states and being implemented in five other states (National Association of State Budget Officers, 2013). This approach to state funding represents a move away from funding based on enrollment to funding based on student retention and student degree completion.

The ongoing community college leadership succession crisis represents the internal leadership challenge faced by community colleges. Community college presidents and senior administrators whose careers began in the 1960s, 1970s, and 1980s are retiring (Duree & Ebbers, 2012). A recent survey of 545 community college presidents found that 84% of current president's plan to retire by 2016 and 38% of senior administrators serving in their colleges also plan to retire by 2016 (Weisman & Vaughan, 2007). The AACC maintains a list of community college CEOs planning to retire each year. The list indicates 18 community college CEOs retired in 2011 and 25 community college CEOs are retiring in 2012 (Dembicki, 2012). The vacancies created by retiring presidents and senior administrators are attracting fewer highly qualified applicants to fill these important positions (Duree & Ebbers, 2012).

### **Transformational Leadership**

The theory of transformational leadership originates in the concept of transforming leadership that was introduced by James MacGregor Burns (1978) in *Leadership*. Burns distinguished between two types of leadership, describing the relationship between leaders and followers as either transactional leadership, or transforming leadership. Transactional leadership is described as an exchange between the leader and the follower, which has no larger purpose. Bass (1998) describes transactional leadership as a reward, or a disciplinary action for job

performance. Transforming leadership is described as a two-way relationship between the leader and the follower, leadership with a larger purpose. Transforming leadership, “raises the level of human conduct and ethical aspiration of both leader and led, thus it has a transforming effect on both” (Burns, 1978, p. 20). The moral component of transforming leadership is central to Burns, as transformative leadership focuses on, “the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions” (Yukl, 2006, p. 249).

Since the concept of transforming leadership was first introduced, researchers have expanded on the original concept and transforming leadership has evolved into transformational leadership. Bass (1999) describes transformational leadership as motivating and empowering followers through challenging work and job satisfaction. Early expansions of transforming leadership are found in Bennis and Nanus (1985) and Bass (1985). Bennis and Nanus (1985) identified and described four themes associated with transformational leaders. Transformational leaders have a vision for the future state of the organization, share the vision and focus follower attention by clearly communicating their vision to followers, have confidence that followers will support the vision, and have a positive image of self and followers. Bass (1985) identified and described three characteristics of transformational leaders. Transformational leaders are charismatic leaders who communicate a vision to followers, demonstrate individual consideration by supporting follower growth and facilitating shared decision making, and facilitate intellectual stimulation by arousing creativity and innovation to solve problems.

Bass (1998) further expands transformational leadership theory and adds to his previous research by describing four components of transformational leadership in a synthesis of the published and unpublished literature on transactional/transformational leadership. The four components are idealized influence, inspirational motivation, intellectual stimulation, and

individualized consideration. Idealized influence has been substituted for charismatic leadership and encompasses perceiving the leader as role model of ethical and moral behavior that followers admire and seek to emulate. Inspirational motivation is described as communicating a shared vision that motivates and inspires followers. Intellectual stimulation is the process of encouraging creativity, re-framing problems and soliciting follower solutions to problems. Individualized consideration encompasses developing follower potential by recognizing individual needs and providing a supportive environment to develop follower potential.

Kouzes and Posner (2002) expand on transformational leadership and describe a framework of five themes and 10 practices associated with transformational leadership. These themes and practices were developed from surveys of business executives, government executives, and from individuals not in formal leadership positions. The researchers developed this framework as a guide for effective leadership. The first theme in the framework describes effective leaders as role models who set an example for others to follow. Theme two describes effective leadership as developing a vision for the future and then effectively communicating the vision to gain collective support and develop a shared vision. The third theme in the framework describes effective leaders as supporting improvement, innovation, and experimentation. Theme four describes effective leadership as involving others by promoting teamwork and collaboration. The fifth theme in the framework describes effective leadership as demonstrating appreciation and celebrating successes.

A model of transformational leadership theory has also been developed that focuses specifically on community college leadership. Roueche et al. (1989) developed a transformational leadership model for community college leadership in a multi-phase study of community college presidents. The model consists of five themes. The first theme is vision and focuses on developing a shared vision for the institution. Leaders develop a future vision for the

institution and influence internal and external constituents to embrace and collaboratively support the vision. Theme two is empowerment and focuses on empowering others by delegating responsibilities, involving everyone in collaboratively working toward the vision and sharing information with everyone through clear communication. The third theme that emerged from the study is organizational culture and focuses on understanding the campus culture and creating a positive work environment that is student centered. Theme four of the model is motivation and described as, “caring, respecting, rewarding, celebrating, and promoting a creative, risk-taking environment where the emphasis is on the challenge of the unknown rather than on skepticism or failure” (Roueche et al., 1989, p. 194). This theme incorporates fostering the need for change and rewarding creativity and innovation. The final theme that emerged from the study is ethics and focuses on values, ethics, openness, and consistent handling of challenges. This theme incorporates morals, ethics, trust, consistency, and leading by example. The central component of this model is shared vision, which the researchers suggest underlies all of the themes that emerged from the study.

Four models of transformational leadership were described in the preceding paragraphs. The models of transformational leadership developed by Bass (1985, 1998), Bennis and Nanus (1985) and, Kouzes and Posner (2002) were developed from research that focused on business, government, and military populations. The model developed by Roueche et al. (1989) was developed from research that focused on community college leaders. This model of transformational leadership will be used to craft open-ended interview guide questions to explore direct and indirect components of transformational leadership in the curriculums of community college leadership programs.

## **Community College Leadership Development**

Leadership development can be broadly defined as, “a process in which time and money are invested in people to enhance and develop leadership skill” (Bechtel, 2010, p. 21). There are two orientations to leadership development found in the literature. The traditional approach to leadership development focuses on the individual, targets individuals who might fill leadership positions, or targets individuals already in leadership positions. The primary goal of this approach to leadership development is to expand the pool of candidates qualified for leadership positions, or to enhance the leadership abilities of those currently in leadership positions (Aasen & Stensaker, 2007). These types of leadership development programs are commonly developed by analyzing the attributes of a successful leader and then creating a program that focuses on teaching those attributes to participants (Hurt & Homan, 2005). This type of leadership development is primarily designed and delivered by trainers, academics, or consultants from external organizations.

The second approach to leadership development is a recent phenomenon. This approach to leadership development targets the entire organization and focuses on developing the knowledge and skills of everyone in the organization. This approach to leadership development views each individual employee as a leader and is based on the assumption that each employee should have the opportunity to grow as a leader (Popper, 2005). Leadership development that targets the entire organization is, “the expansion of the organization’s capacity to enact basic leadership tasks needed for collective work: setting direction, creating alignment, and maintaining commitment” (McCauley & Van Velsor, 2004, p. 18). These types of leadership professional development programs tend to be developed and delivered in-house.

Leadership development for community college personnel occurs primarily through formal education, or through leadership instruction that occurs as professional development.



There are approximately 62 universities in the United States that offer graduate degree programs that focus on community college leadership or offer courses related to community college leadership as part of a graduate degree program (The Council for the Study of Community Colleges, 2010). However, research has indicated that these degree programs are under-utilized as a leadership development pathway. Duree (2007) found in a study of 415 community college presidents that less than half reported earning a doctoral degree with a community college focus.

Community college leadership development programs were not widespread prior to 2000 (Van Dusen, 2005), when awareness of the community college leadership succession crisis first came to prominent attention. Most studies found in the literature on community college leadership development often cite the community college leadership succession crisis as the primary justification behind the development and delivery of leadership development programs. Since the succession crisis came to widespread attention, there has been broad interest in community college leadership development and a dramatic expansion in the quantity and variety of community college leadership development programs.

The interest in leadership development exists at all levels from individual community colleges to national community college professional organizations. A recent study of 286 serving community college presidents found that 86% reported leadership development activities were available to their employees (Hull & Keim, 2007). An AACC web-accessible database indicated there were 134 community college leadership development programs in the United States in 2010 (Bornheimer, 2010). This database is presently being updated and is not available on the AACC website (see Appendix H).

Community college leadership programs fall into three broad categories. National programs that focus on the community college presidency or senior community college leadership positions. Regional and state-wide leadership programs that vary in their focus from

minority groups to high potential employees nominated by their college to attend the program and leadership programs that are housed at the district, or college level. National, regional, and state-wide leadership programs are more aligned to the traditional approach to leadership development. Leadership programs at the district and college level are a more recent phenomenon and represent an emerging approach to leadership development.

Hull and Keim (2007) identified 11 national-level community college leadership development programs and Kim (2003) identified six national-level community college leadership programs. National-level leadership programs are primarily offered by national professional organizations or associations, sponsored by universities, or offered as a joint program between a university and a professional association or organization. These leadership programs tend to target individuals seeking senior leadership positions and/or a community college presidency and may be year-long programs that incorporate regular meetings and internships with senior community college leaders or may be delivered as one-time, multi-day programs (Hull & Keim, 2007; Kim, 2003).

The AACC offers two national-level leadership development programs. The Future Leaders Institute (FLI) focuses on individuals seeking dean and vice-president level positions and the Future Leaders Institute/Advanced (FLI/A) focuses on individuals seeking community college presidencies. Both programs were created as a response to the leadership succession crisis. The FLI was initially offered in 2003 and the FLI/A was initially offered in 2005. Since 2003, 565 participants have completed the FLI and 172 participants have completed the FLI/A since 2005. The FLI and FLI/A are both composed of a series of presenter sessions and panel discussions. The FLI focuses more on leadership within the college in sessions focusing on conflict management and ethical challenges, but also has a session on collaboration with external groups. The FLI/A focus more on external issues such as funding and media relations, as well as

president/board relations, shared governance, crisis management, and community college advocacy. Both leadership programs also have a career counseling component. Participants send in their resume and career goals prior to attending. At the program, each participant is paired with a serving community college president who reviews the resume and career goals and offers career advice to the participant (Wallin, 2012).

State-wide community college leadership programs tend to be offered as a collaborative program that may include a state-wide community college professional association, a national community college association, or a university working with a state-wide community college system. These programs tend to focus on individual career enhancement, developing successful leaders for a community college system, or preparing personnel to fill upcoming leadership vacancies. Most state-wide programs are limited to participants who are already in leadership positions, but some are open to employees at all levels. Participants are usually nominated by their college president to participate, but some programs select participants on a first come basis. There is usually an application process the nominee must complete and programs that partner with a university may offer limited graduate credit to participants who successfully complete a program (Chiriboga, 2003; Crosson, Douglas, & O'Meara, 2005; Gorham, 2000; Hull & Keim, 2007; Jeandron, 2006; Marwick, 2004).

In Massachusetts, the Massachusetts Community College Leadership Academy (CCLA) is a year-long, state-wide leadership development program for community college administrators and faculty, at the department chair level, and above. Participants are nominated by their community college president. Prior to starting the program, participants are sent a reading list and a packet with background information on each seminar topic. The program consists of seven one day seminars held at different colleges around the state over the course of a year, and a one week residential college. During the program, participants complete self-assessments, case

studies and case study discussions, an independent leadership project at their home college, a reflective paper on a book chosen from the reading list, a group presentation on the book chosen from the reading list, and a presentation on their individual leadership project. Participants also identify a skill needed, or an area of weakness, and participate in a professional development activity that targets the skill, or area of weakness (Crosson et al., 2005).

A recent phenomenon in leadership development for community college employees are leadership programs that are planned and delivered in-house. These leadership programs are offered by individual community colleges or community college districts to prepare current employees for future leadership positions within the institution and tend to focus both on individual leadership and on increasing the leadership capacity of the organization (Jeandron, 2006; Reille & Kezar, 2010; Wallin, 2004). These types of leadership programs are variously described in the literature as grow-your-own leadership programs, in-house leadership programs, customized leadership programs, or campus-based leadership programs. For the purpose of this literature review, this type of community college leadership development program will be called in-house leadership development. The primary motivation found in the literature for the design, development, and delivery of this type of leadership program is the need to fill upcoming leadership vacancies (Jeandron, 2006; Knott, 2011; Reille, 2009).

In-house community college leadership programs are increasingly prevalent across the United States. Hull and Keim (2007) found 64% of the 286 community colleges in their study had implemented in-house leadership development. A 2006 nationwide study conducted by the AACC identified 23 in-house leadership programs (Jeandron, 2006). More recent studies in 2009 and in 2011 also identified in-house leadership programs at community colleges in California and North Carolina (Knott, 2011; Rielle, 2009). Studies have also explored in-house leadership

development at individual community colleges across the United States (Bechtel, 2010; Haynes, 2009; Neal, 2008; Rowan, 2012).

In-house leadership development programs differ from other leadership development programs in that their focus is local. Much of the literature on in-house community college leadership development programs focuses on identifying the characteristics of these programs and proposing or recommending key program elements. Most in-house programs examined in the literature share similar characteristics. Senior college leadership are involved in planning the program and most programs are sponsored or supported by the college president (Jeandron, 2006; Knott, 2011; Neal 2008; Rowan, 2012). A planning team or steering committee is usually in place to develop and deliver the program and most colleges appoint a program director to be in overall charge of the leadership program (Jeandron, 2006; Knott, 2011; Reille 2009). Program planners identify a target audience for the program and employees interested in participating in the program usually complete an application process (Bechtel, 2010; Jeandron, 2006; Knot, 2011; Neal 2008).

In-house programs tend to be offered on an annual basis and program length can vary from several months up to two years (Reille, 2009). Most programs are delivered as a combination of an off-campus retreat that is often residential and subsequent one-day meetings (Knott, 2011; Reille, 2009; Rowan, 2012). Program speakers tend to be senior leaders from within the college, presidents from other community colleges, state-wide leaders, local leaders, system office employees, university experts, and external leadership consultants (Knott, 2011; Reille, 2009; Rowan, 2012). There may also be two leadership development tracks, an entry-level track for employees not currently in a leadership position and an advanced-level for employees in leadership positions who are seeking advancement (Neal, 2008). Program participants evaluate their experiences for program improvement. Program completion is

celebrated with a graduation ceremony, the awarding of academic credit, or a college award (Jeandron, 2006).

Sharples and Carroll (2002) provide a description of an in-house leadership development program at a large community college. Employees are initially nominated by senior administrators to participate in a two and half day on-campus leadership seminar facilitated by an outside consultant. Alumni of the leadership seminar are then eligible to apply for admittance into a summer long program that meets on Friday evenings and Saturday mornings during a six week summer session. During the summer program, participants identify, examine, and recommend solutions to critical issues, explore the institutional culture and decision making process, and select a mentor from the senior administration who is shadowed by the participant. Both the leadership seminar and the summer program are oriented toward developing new leaders and changing the organizational culture.

### **Community College Leadership Development Curriculums**

The literature illustrates that the curriculums of community college leadership programs are designed and developed through processes that vary widely. Studies that explore in-house leadership programs indicate that curriculums are developed from needs assessments, planner perceptions of institutional needs, previous external leadership development experiences of college leaders, participant feedback, external consultants, and presenter availability (Bechtel, 2010; Jeandron, 2006; Knott, 2011; Reille, 2009). Curriculums offered by national and statewide programs are developed by national experts, current and previous participants, system presidents, college presidents, professional organizations, and university experts (Crosson et al., 2005; Gorham, 2000; Kim, 2003).

Curriculum topics also vary widely most studies found in the literature list curriculum topics as part of an overall description of the leadership program that is the focus of the study.

Two studies were found that document curriculum topics found in community college leadership programs across the United States. In a Delphi study, Prevatte (2006) concluded from a consensus between the Delphi panel and the literature that communication, conflict resolution, decision making, developing vision, financial planning, and cultural diversity were the most common curriculum topics. Hall and Keim (2007) identified sixteen curriculum topics: team building and collaboration; institutional mission and purpose; institutional budgeting process; institutional funding; institutional culture and values; emerging college issues; governance; ethics; presentation from/or about the state controlling body; institutional history; conflict resolution; leadership theories; national perspective on community colleges; leadership skill assessment; institutional board purpose and members; and crisis management. More recent studies that explore community college leadership programs also list similar curriculum topics (Knott, 2011; Reille, 2009).

### **Community College Leadership Development Program Outcomes**

The effect of participating in a community college leadership development program has been explored in studies that focus on individual outcomes and organizational outcomes. Gorham (2000) examined the impact of a community college leadership program on women's career achievement subsequent to participating in a statewide leadership program. The study found that participants could not directly link their involvement in the program to career achievement. Castillo-Garrison (2012) also explored the impact of leadership development on the careers of women who participated in a leadership program which was a collaboration between a professional organization and a community college district over a six year period of time. Participants in the study reported participation in the leadership program had a positive impact on their careers and the most relevant components of the program were perceived to be examples of executive leadership and the networking opportunities that existed during the

program. Salvano (2005) explored the effect of participating in a community college leadership development program in an ex post-facto study and found no significant difference in perceived leadership style of participants on the pre, or post-test. Knott (2010) examined three in-house community college leadership development programs and determined that the key individual outcome was an expanded social network and the key organization outcomes was greater cohesion among employees and better informed employees.

### **Community College Leadership Programs – Based on Location and Size**

Research indicates that there may be a difference in the leadership skills required at colleges in different geographic locations and that college size may play a role in leadership development offerings. The literature describes rural community colleges as smaller colleges with limited financial resources and smaller less diverse student populations (Reille, 2009). Urban community colleges tend to have greater financial resources and larger more diverse student populations (Reille, 2009). Rural community colleges tend to be located in more geographically isolated areas with lighter populations and urban community colleges tend to be located in concentrated areas with higher populations (Cejda, 2012; Reille, 2009). Rural community colleges may struggle with the challenge of offering comprehensive degree programs, whereas urban community college has the resources to offer a wide variety of degree programs (Reille, 2009). Rural community colleges may play a larger role in their community, whereas urban community colleges may have a smaller role in their community (Reille, 2009).

Studies indicate that both rural and urban community college presidents view all six of the AACC leadership competencies as either very important or extremely important for effective community college leadership (Kools, 2010). Recent studies found few rural community colleges offering leadership development to employees. These studies also indicate that the limited



resources of rural community colleges tends to be a barrier to sponsoring leadership development for employees (Hull & Keim, 2007; Sherbini, 2012). Research exploring leadership development at community colleges of differing geographic locations found urban community colleges are more likely to focus on diversity, outreach, organizational issues, management, and political issues in their leadership programs (Reille, 2009). The leadership programs at rural community colleges are more likely to focus on community service and engagement (Kools, 2010; Reille, 2009).

### **Competencies for Community College Leaders**

The American Association of Community Colleges (AACC) launched a project in 2004 called Leading Forward was funded by a planning grant from the W. K. Kellogg Foundation. The Leading Forward project established a national advisory panel on leadership and held four summits that focused on the current state of leadership development for community college leaders. Four different constituent groups were identified with expertise in community college leadership development and each group was invited to a separate summit meeting. The constituent groups were experts from AACC affiliate councils, experts from in-house leadership programs, experts from community college administration graduate degree programs, and experts from community colleges in underserved areas (American Association of Community Colleges, 2005; Hassan, Dellow, & Jackson, 2010; Jeandron, 2006; Ottenritter, 2012).

The data collected from each summit were analyzed. The result is a national consensus framework of leadership competencies needed by community college leaders. The AACC leadership competencies are based on five assumptions: (1) leadership can be learned; (2) leadership occurs at levels of the organization; (3) management and leadership cannot be separated; (4) learning is a lifelong; and (5) a wide variety of leadership development strategies should be utilized (Ottenritter, 2012). The leadership competency framework consists of six

broad leadership competency categories. Each competency category is accompanied by a description of effective leadership in that competency area and multiple illustrations of how that competency can be put into practice (American Association of Community Colleges, 2005; Ottenritter, 2012).

The six competencies categories are as follows: (1) organizational strategy; (2) resource management; (3) communication; (4) collaboration; (5) community college advocacy; and (6) professionalism. The organizational strategy category encompasses quality improvement, promoting student success, and continuing the community college mission. The six accompanying illustrations further define effective leadership in this competency category as data-driven decision making, using a systems approach, developing a positive work environment, and strategic planning. The resource management category focuses on maintaining the human, physical, and financial resources of the organization in a fair and ethical manner. The eight accompanying illustrations further define effective leadership in this competency category as accountability and integrity of reporting, seeking alternative funding in an entrepreneurial manner, and managing conflict. The communication category focuses on clear and effective dialog at all levels the organization and with the external community. The six accompanying illustrations further define effective leadership in this competency category as communicating a shared mission, shared vision, and shared values throughout the organization and the external community. The collaboration category focuses on sustaining positive internal and external relationships. The eight accompanying illustrations further define effective leadership in this competency category as building networks and partnerships, conflict management, and working with diverse groups. The community college advocacy category focuses on promoting the mission of the community college both within the organization and externally. The six accompanying illustrations further define effective leadership in this competency category as

promoting equity, open access, student success, life-long learning, and the community college as a higher education model. The professionalism category focuses on the standards one sets and how one is perceived by others. The 11 accompanying illustrations further define effective leadership in this competency category as transformational leadership, self-assessment, life-long learning, work-life balance, and making professional contributions (American Association of Community Colleges, 2005).

Recently, a second edition of the AACC leadership competencies was published by AACC. The revised competency framework is composed of three leadership levels. Level one targets aspiring leaders. The second level is oriented to new community college CEOs that have been in their position less than three years. Level three is oriented to established community college CEOs that have been in their position more than three years. The number of leadership competencies in the framework decreased from six to five. The professionalism competency was removed from the framework. Additionally, the resource management competency was changed to institutional finance, research, fundraising, and resource management. Illustrations of each competency are provided for each of the three leadership levels (American Association of Community Colleges, 2013e).

To confirm the 2005 leadership competency framework created through the Leading Forward summits, a follow-up study was carried out with Leading Forward summit participants and the national advisory panel. Respondents affiliated with leadership development programs were asked to report how their leadership program incorporated the six key competencies. Respondents indicated that the key competencies identified were essential for community college leaders. Those affiliated with a leadership development program indicated little incorporation of the six key competencies into their leadership program. The competency framework was

approved by the AACC Board of Directors in 2005 (American Association of Community Colleges, 2005; Ottenritter, 2012).

Researchers have conducted subsequent studies to examine and explore the AACC community college leadership competency framework. These studies fall into three areas of study. The first area of study focuses on community college leader perceptions of the AACC community college leadership competencies. A second area focuses on the incorporation of the of the AACC leadership competencies into community college leadership development programs. The third area explores the variance in incorporating the AACC community college leadership competencies into community college leadership development programs at colleges of different sizes and different geographic locations.

McNair (2010) explored California community college leader perceptions of the AACC leadership competencies. Participants were asked to rate their level of agreement or disagreement that each competency is essential for effective community college leadership. The study found that leaders in the California Community College System agreed that all of the AACC leadership competencies are essential for effective community college leadership. Hassan (2008) found that community college presidents and board chairs of community colleges in New York and Florida agreed on the importance of all of the AACC competencies for community college leadership. Kools (2010) also explored community college Chief Executive Officer (CEO) perceptions of the relative importance of the AACC leadership competencies. The researcher explored urban multi-campus colleges serving urban populations and small rural single campus colleges serving rural populations. The researcher found that small rural single campus CEOs and CEOs from urban multi-campus colleges perceived that all six of the AACC competencies for community college leaders as either extremely important, or very important. These studies have validated

that the leadership competencies identified and published by the AACC are perceived by community college leaders to be essential for effective community college leadership.

Recent research has begun to explore the incorporation of the AACC competencies into community college leadership development programs. Two recent studies focus on the occurrence of the AACC competencies in leadership programs. Reille and Kezar (2010) found the AACC competencies for community college leaders present in the curriculums of 15 community college leadership development programs. The organizational strategy competency was the most prevalent. Eleven topics were identified under the organizational strategy competency area. The topics found by the study are: managing vision and purpose; dealing with ambiguity and strategic ability; vision, creativity, and organizational analysis; systematic planning; deliberate decision making; crisis and conflict management; visionary college leadership; the administrator as change agent; changing colleges for changing students; envisioning the college of the future; and fostering a culture of continuous college institutional improvement. Bechtel (2010) also found the AACC competencies for community college leadership in the curriculum of an in-house community college leadership development program offered by a large community college. The competencies found to have a strong presence in the leadership program were collaboration, professionalism, organizational strategy, and communication. Resource management was perceived to have a weak presence.

Several recent studies describe the use of the AACC competencies in community college leadership development programs, and connect curriculum topics in existing leadership programs to the AACC leadership competencies. Haynes (2009) describes a year-long in-house leadership development program that was developed using the community college leadership competency framework. The program consists of eight half-day sessions, a formal presentation to college leadership, and a graduation ceremony. Employees must apply to the program and are selected to

participate by the college leadership. The program is open to faculty, staff, and administrators and consists of three components. The first component is a sequence of seven meetings. Six of the meetings focus on one of the AACC leadership competencies and the seventh is a question and answer session with college leadership. The study does not provide any curriculum details for the sessions. The second component is a group project. Participants are broken into teams and each team is given a college strategic initiative project. The third component is the presentation of the group project results to college leadership and a graduation ceremony for participants.

Wiessner and Sullivan (2007) describe the use of the AACC community college leadership competency framework to develop the curriculum for the National Community College Hispanic Council (NCCHC) Leadership Fellows Program. The NCCHC Leadership Fellows Program focuses on preparing participants for a presidency. This is a year-long program that involves learning seminars, developing a long range career plan, attending the NCCCHC Leadership Symposium, and online communications with NCCHC leaders and other program participants. The researchers reported participant's perceived the professionalism category and the resource management category as the most often addressed competencies in the program

Wallin (2012) describes the integration of the AACC leadership competency framework into the Future Leaders Institute and the Future Leaders Institute/Advanced offered by the AACC. The Future Leaders Institute focuses on preparing participants whose are seeking dean, director, or vice president positions. The Future Leaders Institute/Advanced focuses on participants seeking presidencies. The Future Leaders Institute combines the organizational strategy and community college advocacy categories in the opening session focusing on organizational mission, maintaining a positive college environment, and community college advocacy by leaders at all levels of the organization. The session on collaboration explores collaboration with business and industry, K-12 education, universities, and external agencies.

The communication and professionalism categories are combined in a session featuring a current president who discusses ethical challenges that s/he has encountered and case studies are used to provide participants with ethical dilemmas to solve.

The Future Leaders Institute/Advanced also combines the organizational strategy and community college advocacy categories in one session. The community college mission is emphasized as well as transformational and ethical leadership. The communication category is integrated into sessions that focus on media relations and crisis management. The collaboration category is integrated into sessions on shared governance and maintaining positive relationships with faculty, governing boards, external agencies, and donors. The community college advocacy category is addressed in a panel discussion that includes current presidents and AACC staff. Community college advocacy is discussed from the local perspective, state perspective, and national perspective (Wallin, 2012).

Research demonstrates widespread support for the AACC leadership competencies and indicates that community college presidents perceive the AACC leadership competencies to be essential for effective community college leadership. Several recent studies describe how the AACC leadership competencies are used in leadership programs at individual community colleges and how the AACC leadership competencies are used in leadership programs sponsored by two different national community college professional associations. Unfortunately, only one study was found that explores the AACC leadership competencies at more than one community college. No attention has been given to how widely the AACC leadership competencies are used in community college leadership development programs. Research has also not addressed which AACC leadership competencies are emphasized in the leadership programs of colleges of differing sizes and differing geographic locations. There is also little evidence present in the

literature that indicates how the AACC leadership competencies manifest in community college leadership programs.

### **Summary**

Community colleges are offering leadership development programs to employees as a response to the leadership succession crisis. These leadership programs have become widespread and are offered at the national, state, and local college levels. Since the economic recession that began in 2007, new challenges have emerged that may change the comprehensive mission of community colleges. The literature on community college leadership development has not presented evidence that leadership programs are addressing these challenges.

Researchers have begun to explore how the national consensus model of community college leadership developed by the AACC is being used in community college leadership development programs. The AACC leadership competencies have been found to be present in community college leadership programs developed and delivered by national professional organizations and by leadership programs at individual community colleges. Studies have also demonstrated widespread support for the AACC competencies among college leaders. Research does not explore the widespread use of the AACC competencies in community college leadership programs. Research also does not explore which AACC competencies are emphasized in leadership programs at colleges of differing sizes and geographic locations.



## **CHAPTER 3: METHODOLOGY**

### **Research Design**

This study used a quantitative research design that was conducted in two sequential phases. Phase one collected and analyzed quantitative data. Phase two collected responses to open-ended questions to probe the quantitative results. This approach was chosen because the directors of leadership programs that emphasize the AACC leadership competencies could only be determined after obtaining quantitative results and because analysis of the responses to the open-ended questions allowed an exploration of how the AACC leadership competencies were manifested in leadership programs.

Phase one of the study identified associate degree granting institutions within the SACS accrediting region that sponsored a leadership program for employees. A survey instrument developed by a researcher in a previous study was administered to leadership program directors to identify leadership programs that utilized and emphasized the AACC leadership competencies. Chi-square and a repeated measures analysis of variance (ANOVA) were used to analyze the quantitative data.

In phase two of the study, semi-structured telephone interviews were conducted to explore how the AACC leadership competencies were manifested in leadership programs that emphasized the AACC leadership competencies. The interview transcripts were reviewed and tables were developed to categorize the open-ended responses. The findings were then integrated and interpreted to develop conclusions.

### **Research Questions**

1. Which AACC competencies for community college leaders are present in community college leadership development programs? (Phase 1)

2. How are the AACC competencies for community college leaders manifested in the curriculums of community college leadership development programs? (Phase 2)
3. Is FTE student enrollment a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum? (Phase 1)
4. Is degree of urbanization a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum? (Phase 1)
5. To what extent is transformational leadership present in community college leadership development programs that utilize the AACC leadership competencies? (Phase 2)

### **Hypotheses**

1. Community colleges will emphasize some AACC leadership competency clusters in their leadership programs.
2. Community colleges with large FTE student enrollment are more likely to sponsor a leadership program for employees.
3. Urban community college will emphasize more of the AACC leadership competency clusters than rural community colleges.
4. Rural community colleges will emphasize fewer of the AACC competency clusters than urban community colleges.
5. Community colleges with large FTE student enrollment will emphasize more of the AACC competency clusters than community colleges with small FTE student enrollment.

6. Community colleges with small FTE student enrollment will emphasize fewer of the AACC competency clusters than community colleges with large FTE student enrollment.

### **Threats to Validity**

Threats to internal validity are possible alternative explanations for the conclusions of the study (Fraenkel & Wallen, 2003). The key threat to the internal validity of this study was selection bias. Participants in this study self-selected and agreed to participate. Data collector bias was also a threat to the validity of this study. Data collector bias occurs when data are unintentionally distorted so that certain outcomes are more likely to occur than others (Fraenkel & Wallen, 2003). This threat was reduced by standardizing procedures carried out in the study (Fraenkel & Wallen, 2003).

### **Participants**

The population chosen for this study were Level 1 public two-year institutions within the SACS accrediting region of the United States. SACS is the regional accrediting authority for institutions of higher education in eleven states. The states are Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia (Membership Directory, 2012). There were 275 Level 1 associate degree granting institutions located within the SACS accrediting region (Membership Directory, 2012). The population was limited to the SACS accrediting region so that the results would not be confounded by the effects of different accrediting authorities

### **Data Collection**

Data was collected in two sequential phases. The quantitative data were collected and analyzed prior to collecting the open-ended response data. Table 1 lists each variable, the

**Table 1***Data Collection Matrix*

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Variable Name	Research Question	Data Collection
AACC leadership competencies (Dependent Variable)	Which AACC competencies for community college leaders are present in community college leadership development programs?	Survey instrument
College size (Independent Variable)	Is FTE student enrollment a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?	Annual reports
Degree of urbanization (Independent Variable)	Is degree of urbanization a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?	The 2013 Rural-Urban Continuum Codes

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research question associated with each variable, and the data collection procedures that were carried out.

### **Phase 1 (Quantitative)**

In phase one of this study, an initial survey was sent to college presidents to identify leadership programs at Level 1 institutions within the SACS accrediting region. The initial survey requested the contact information for the leadership program director, or the employee designated as the main contact for the leadership program. The initial survey also requested information on when the leadership program was initiated and if a leadership program had been discontinued in the last five years. One week later, a letter on letterhead was sent to each president that had not responded to the initial email survey. The letter contained a post card for a response. One week later, a phone call was made to each president that has not responded to the initial email, or the letter. Information from the presidents' assistant was also accepted since this information does not require presidential judgment. A list of colleges sponsoring leadership programs and the program director for each leadership program were created from the initial survey of college presidents.

Each leadership program director was sent an introductory letter via email that described the study and requested his/her participation. A hyperlink to the online consent form was included in the email. Leadership program directors that agreed to participate by completing the online consent form were then able to access an online survey instrument. The survey instrument was created using the Qualtrics Survey Tool. The Qualtrics Survey Tool is web-based survey software licensed to East Carolina University.

Annual reports were collected from college websites to obtain student enrollment data for each college. The primary address of the college listed on the SACS Membership Directory was

used to assign each college the appropriate 2013 Rural-Urban Continuum Code. College size was determined by fall 2012 FTE student enrollment.

### **Instrumentation**

The survey instrument used in this study was adapted from a previous dissertation study titled, *An examination of the leadership competencies within a community college leadership development program* (Bechtel, 2010). The Leadership Academy Competencies Survey (LACS) instrument is composed of two sections. Section one of the instrument collects participant background information. Section two of the instrument contains 47 close-ended questions which measure the level of perceived emphasis of the AACC leadership competencies. A five point Likert scale is used to rate each competency domain component. A rating of five indicates the competency domain component is perceived to be emphasized to a very large extent and a rating of one indicates the competency domain component is perceived to be emphasized to no extent (Bechtel, 2010). This instrument had not undergone any factor analysis. A factor analysis was conducted prior to calculating the mean.

Several modifications were made to the original instrument. The initial demographic questions were deleted. The original instrument had an informed consent agreement at the beginning that was not included in the instrument used for this study. The name of the college in the previous study was also incorporated into the original instrument and the college name was replaced with the generic term “college”. The name of the leadership program from the previous study also appeared in the original instrument and was replaced with the generic term “leadership program”. The final item on the original instrument asked participants if they are willing to participate in a focus group. This item was also deleted. Permission to use the LACS instrument appears in Appendix B.

## **Instrument Validity**

The previous study confirmed the reliability of the instrument using the test and re-test method (Bechtel, 2010). This method of reliability testing ensures that scores for the same individual are consistent over a period of time (Fraenkel & Wallen, 2003).

## **Data Analysis**

Quantitative data analysis occurred first in this study. The colleges that did and did not complete the initial leadership program survey were reported in table format. Colleges that did and did not complete the LACS instrument were also reported in table format. The results of the initial survey and the LACS instrument were analyzed using descriptive statistics, Chi-square, and a repeated measures ANOVA. Chi-square was used to determine the impact of college size and degree of urbanization on the presence of the AACC leadership competencies in leadership program curriculums. A repeated measures ANOVA compared the means of the competencies to determine which competencies were emphasized by each leadership development program.

## **Phase 2 (Open-Ended Questions)**

In phase two of the study, data was collected from open-ended interview questions. Public documents such as program brochures, curriculum descriptions, invitation letters, program agendas, and application forms were solicited from leadership program directors who agreed to participate in the study and were gathered from the websites of colleges identified as sponsoring a leadership development program. Semi-structured telephone interviews were conducted with leadership program directors at colleges that emphasized the AACC leadership competencies in their leadership program. Program brochures, curriculum descriptions, invitation letters, program agendas, and application forms were reviewed prior to each interview to ensure familiarity with the leadership program explored in the interview.

## **Interview Guide**

The interview guide had three components. The first component was a series of questions about each leadership program. These questions were gleaned from the literature describing community college leadership development programs. A question was also included to ascertain awareness of the recently published second edition of the AACC leadership competencies. The second component of the interview guide was crafted from the transformational leadership model developed by Roueche et al. (1989). This model of transformational leadership was chosen as a framework for the interview guide because it was developed from a national study that focused on presidents serving at public community colleges. The researchers developed a model that consists of five themes and attributes or descriptors associated with each theme that conceptualize community college transformational leadership. The five themes are vision, empowerment, organizational culture, motivation, and ethics. The attributes that describe each theme were used to develop interview questions that focus on transformational leadership. The third component of the interview guide was an open-ended question that allowed respondents the opportunity to offer additional comments. The interview guide was pilot tested for clarity on a state-wide community college leadership program planning team. Interviews were conducted via telephone. The sample interview guide can be found in Appendix G.

## **Data Analysis**

The telephone interview transcripts were reviewed and tables were generated that listed the characteristics of the leadership program, the components of transformational leadership present in the leadership program, and how the AACC leadership competencies were manifested in the leadership program. Subsequent tables will be generated that list and compare similarities and differences between programs.



## **Summary**

This chapter described the data collection and analysis procedures that were used in this study. The design of this study was quantitative. One dependent variable and two independent variables were used to explore the emphasis and utilization of the AACCC leadership competencies in leadership programs. The dependent variable was presence of the AACCC leadership competencies in community college leadership programs. The degree of urbanization where the college is geographically located and college size in terms of FTE student enrollment were the independent variables. Data were collected and analyzed in two sequential phases. Descriptive and inferential statistics were used to analyze the quantitative data and determine the presence of the AACCC leadership competencies and the emphasis of the AACCC leadership competencies in leadership programs. Responses to the open-ended questions expanded on the quantitative results and described how the AACCC leadership competencies are manifested in the curriculums of leadership programs.

## **CHAPTER 4: RESULTS**

This chapter presents a summary of data collected and the results of data analysis in two sequential sections. Section one presents a summary of in-house leadership development in the SACS accrediting region of the United States and then addresses the quantitative research questions. In the second section, data collected from the open-ended questions describes in-house leadership programs in the SACS accrediting region of the United States. The responses to the open-ended questions are then used to address the research questions that focus on how the AACCC leadership competencies are manifested in leadership programs and the presence of transformational leadership in leadership programs.

### **Phase 1 (Quantitative)**

Three data collection procedures occurred in the quantitative phase. The first data collection procedure was an initial survey distributed to college presidents at 273 Level 1 institutions within the SACS accrediting region (Initial Survey appears in Appendix C). The initial survey was first distributed through email. Those not responding to the email were then sent a letter with a stamped postcard for their reply. Those not responding to the email, or not returning the postcard received a telephone call. Due to a low response rate, the initial survey procedure was amended to include a second email to college presidents using the same wording as the first email.

Seventy percent (191) of Level 1 institutions responded to the initial survey, and 30% (82) Level 1 institutions did not respond to the initial survey. Table 2 presents the frequency of responses to the initial survey. Forty-six percent (89) of initial survey respondents indicated in-house leadership development was offered at their college. Forty-two percent (80) of the leadership programs are currently offered to employees and five percent (9) were reported as

**Table 2***Response to the Initial Survey*

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Overall College Responses	N	%
Response	191	70%
No Response	82	30%
Total	273	100%

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In-House Leadership Development

Existing Leadership Program	80	42%
Discontinued Past 5 Years	9	4%
No Leadership Program	102	54%
Total	191	100%

---

being discontinued in the past five years. Table 2 presents the overall responses to the initial survey and frequency of existing and discontinued leadership programs reported by respondents.

Initial survey respondents provided a main contact for each of the existing leadership programs. A leadership program start date was reported by 85% (68) of colleges sponsoring an existing leadership program and by three colleges reporting a discontinued leadership program. Table 3 presents the reported start dates of existing leadership programs and discontinued leadership programs. Three colleges declined to participate beyond responding to the initial survey.

The second procedure in the quantitative phase of the study was determining FTE student enrollment and degree of urbanization. Fall 2012 full-time and part-time student enrollment were collected for each college responding to the initial survey. Fall 2012 part-time student enrollment was multiplied by 0.335737. The result was then added to fall 2012 full-time student enrollment to calculate FTE student enrollment for each college. Table 4 displays the size of colleges responding to the initial survey.

The degree of urbanization was determined for each college using the primary address of the main campus listed on the SACS Membership Directory. The county where the main campus is located was then used to place each college on the Rural-Urban Continuum Code 2013. Table 5 displays the location of initial survey respondents on the Rural-Urban Continuum Code 2013.

The third data collection procedure carried out in the quantitative phase was completed using the Qualtrics Survey Tool to distribute the modified LACS survey instrument. The survey population was 80 leadership program main contacts identified in the initial survey. Due to the low response rate from the first email request, the procedure for collecting data was amended to include the following: sending a second email request for participation, making a follow-up

**Table 3***Start Date of Existing & Discontinued In-House Leadership Programs*

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Year Started	N	%
2005 to Present	52	76%
Prior to 2005	16	24%
Total	68	100%

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**Table 4***Size of Institutions Responding to the Initial Survey*

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<i>Fall 2012 FTE Student Enrollment</i>	N	%
< 500	4	2%
500 – 1999	55	29%
2000 - 4999	86	45%
5000 - 9999	31	16%
10000 +	15	8%
Total	191	100%

---

**Table 5***Location of Institutions Responding to the Initial Survey*

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Rural-Urban Continuum Code 2013	N	%
1 Metro – Pop >1 mil	38	20%
2 Metro – Pop 250,000 – 1 mil	43	23%
3 Metro – Pop < 250,000	31	16%
4 Urban – Pop > 20,000 adjacent to Metro area	23	12%
5 Urban – Pop > 20,000 not adjacent to Metro area	8	4%
6 Urban – Pop 2,500 – 19,999 adjacent to Metro area	31	16%
7 Urban - Pop 2,500 – 19,999 not adjacent Metro area	12	6%
8 Completely Rural – Pop < 2,500 adjacent to Metro area	2	1%
9 Completely Rural – Pop < 2,500 not adjacent Metro area	3	2%
Total	191	100%

---

telephone call requesting participation to individuals not responding to the second email, and sending a third email request to individuals who were unreachable by telephone. Forty-two of the possible 80 surveys were returned for a total response rate of 53%. One respondent declined to participate.

### **Data Analysis**

Eighty existing in-house leadership development programs were identified from the initial survey. Sixty-eight percent of the colleges sponsoring in-house leadership development programs are located in urban areas. Sixty-five percent of the colleges sponsoring in-house leadership development had a fall 2012 FTE student enrollment of 2,000-9,999. Table 6 presents the degree of urbanization for the 80 colleges sponsoring in-house leadership programs. Table 7 displays the fall 2012 FTE student enrollment for the 80 colleges sponsoring in-house leadership development. An alpha level of .05 was used for all statistical tests.

The first hypothesis stated community colleges will emphasize some AACCC leadership competency clusters in their leadership programs. Table 8 presents the mean and standard deviation for each competency cluster. A one-way within subjects ANOVA was conducted to compare means of the competencies to determine which competencies are emphasized by in-house leadership development programs. Mauchly's test indicated that the assumption of sphericity had been violated,  $\chi^2(14, N=33) = 28.94, p < .05$ , therefore degrees of freedom were corrected using Huynh-Feldt estimates of sphericity ( $\epsilon = .86$ ). The results show that there was a statistically significant difference in competency cluster emphasis,  $F(4.29, 137.41) = 7.88, p = .00$ . Bonferroni post-hoc comparisons of the six competency clusters indicate the difference between the resource management competency cluster and the five other competency clusters was statistically significant. There was no statistically significant difference between the five other competency clusters. The null hypothesis was rejected and the research hypothesis was



**Table 6***Location of Institutions Sponsoring In-House Leadership Programs*

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Rural-Urban Continuum Code 2013	N	%
1 Metro – Pop >1 mil	23	29%
2 Metro – Pop 250,000 – 1 mil	22	28%
3 Metro – Pop < 250,000	9	11%
4 Urban – Pop > 20,000 adjacent to Metro area	8	10%
5 Urban – Pop > 20,000 not adjacent to Metro area	3	4%
6 Urban – Pop 2,500 – 19,999 adjacent to Metro area	9	11%
7 Urban - Pop 2,500 – 19,999 not adjacent Metro area	4	5%
8 Completely Rural – Pop < 2,500	0	0%
9 Completely Rural – Pop < 2,500 not adjacent Metro area	1	1%
Total	80	100%

---

**Table 7***Size of Institutions Sponsoring In-House Leadership Programs*

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Fall 2012 FTE Student Enrollment	N	%
< 500	1	1%
500 – 1,999	15	19%
2,000 – 4,999	33	41%
5,000 – 9,999	19	24%
10,000 +	12	15%
Total	80	100%

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**Table 8***Leadership Competency Cluster Mean and Standard Deviation*

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Competency Cluster	N	M	SD
Organizational Strategy	36	2.037	.6450
Resource Management	34	2.485	.7964
Communication	34	2.034	.7943
Collaboration	33	2.000	.5838
Community College Advocacy	33	1.919	.7420
Professionalism	33	1.945	.6871

---

accepted that community colleges will emphasize some AACC leadership competency clusters in their leadership programs.

The second hypothesis stated community colleges with large FTE student enrollment are more likely to sponsor a leadership program for employees. There was a statistically significant relationship,  $\chi^2 (4, N = 191) = 9.49, p > .05$ . Therefore, the null hypothesis was rejected and the research hypothesis was accepted that a relationship exists between college size and sponsoring an in-house leadership program for employees. Community colleges with large FTE student enrollment are more likely to sponsor a leadership program for employees.

Two hypotheses focused on FTE student enrollment and emphasis of leadership competency clusters. Table 9 presents the fall 2012 FTE student enrollment value for the 36 respondents to the modified LACS survey instrument. The less than 500 and the 500-1999 were combined to eliminate the zeros. Hypothesis three stated community colleges with large FTE student enrollment will emphasize more of the AACC competency clusters than community colleges with small FTE student enrollment. Hypothesis four stated community colleges with small FTE student enrollment will emphasize fewer of the AACC competency clusters than community colleges with large FTE student enrollment. There was no statistically significant relationship between FTE student enrollment and emphasizing the organizational strategy competency cluster,  $\chi^2 (9, N = 36) = 8.73, p > .05$ . There was no statistically significant relationship between FTE student enrollment and emphasizing the resource management competency cluster,  $\chi^2 (12, N = 34) = 10.29, p > .05$ . There was no statistically significant relationship between FTE student enrollment and emphasizing the communication competency cluster,  $\chi^2 (9, N = 34) = 7.73, p > .05$ . There was no statistically significant relationship between FTE student enrollment and emphasizing the collaboration competency cluster,  $\chi^2 (9, N = 33) = 7.40, p > .05$ . There was no statistically significant relationship between FTE student enrollment

**Table 9***Size of Institutions Responding to the Modified LACS Survey Instrument*

---

Fall 2012 FTE Student Enrollment	N	%
< 1,999	3	8.3%
2,000 – 4,999	16	44.4%
5,000 – 9,999	9	25%
10,000 +	8	22.2%
Total	36	100%

---

and emphasizing the community college advocacy competency cluster,  $\chi^2(12, N = 33) = 10.44, p > .05$ . There was no statistically significant relationship between FTE student enrollment and emphasizing the professionalism competency cluster,  $\chi^2(6, N = 33) = 6.38, p > .05$ . Therefore, the null hypothesis was accepted and the research hypothesis was rejected that a relationship exists between large FTE student enrollment and emphasizing more of the AACC competency clusters. The null hypothesis was also accepted and the research hypothesis was rejected that a relationship exists between small FTE student enrollment and emphasizing fewer of the AACC competency clusters.

Two hypotheses focused on degree of urbanization and emphasis of leadership competency clusters. Table 10 presents the placement on the Rural-Urban Continuum Code 2013 for the 36 respondents to the modified LACS survey instrument. Categories eight and nine were deleted and categories four and five were combined to eliminate the zeros. Hypothesis five stated urban community colleges will emphasize more of the AACC leadership competency clusters than rural community colleges. There was no statistically significant relationship between degree of urbanization and emphasizing the organizational strategy competency cluster,  $\chi^2(15, N = 36) = 25.20, p > .05$ . There was no statistically significant relationship between degree of urbanization and emphasizing the resource management competency cluster,  $\chi^2(20, N = 34) = 27.06, p > .05$ . There was no statistically significant relationship between degree of urbanization and emphasizing the communication competency cluster,  $\chi^2(15, N = 34) = 11.84, p > .05$ . There was no statistically significant relationship between degree of urbanization and emphasizing the collaboration competency cluster,  $\chi^2(15, N = 33) = 21.30, p > .05$ . There was no statistically significant relationship between degree of urbanization and emphasizing the community college advocacy competency cluster,  $\chi^2(20, N = 33) = 30.53, p > .05$ . There was no statistically significant relationship between degree of urbanization and emphasizing the professionalism

**Table 10***Location of Institutions Responding to the Modified LACS Survey Instrument*

---

Rural-Urban Continuum Code 2013	N	%
1 Metro – Pop >1 mil	11	31%
2 Metro – Pop 250,000 – 1 mil	11	31%
3 Metro – Pop < 250,000	6	17%
4 Urban – Pop > 20,000	2	5%
6 Urban – Pop 2,500 – 19,999 adjacent to Metro area	4	11%
7 Urban - Pop 2,500 – 19,999 not adjacent Metro area	2	5%
Total	36	100%

---

competency cluster,  $\chi^2 (10, N = 33) = 11.44, p > .05$ . Therefore, the null hypothesis was accepted and the research hypothesis was rejected that a relationship exists between urban community colleges and emphasizing more of the AACC competency clusters.

Hypotheses six stated rural community colleges will emphasize fewer of the AACC competency clusters than urban community colleges. There were no respondents to the modified LACS survey instrument that represented colleges that could be placed in the rural category on the Rural-Urban Continuum Code 2013. This hypothesis could not be tested with available data.

### **Phase 2 (Open-Ended Questions)**

Forty-eight percent (20) questionnaire respondents agreed to a telephone interview (Interview Guide appears in Appendix G). The interview guide was amended before interviews were conducted. One question was added to explore participant awareness of the recently released second edition of the AACC leadership competencies. The fall 2012 FTE student enrollment sizes of the 20 Level 1 institutions represented by interview respondents are as follows: five represent very large colleges (Fall 2012 FTE over 10,000 students); seven represent large colleges (Fall 2012 FTE 5,000 – 9,999 students); seven represent medium colleges (Fall 2012 FTE 2,000 – 4,999 students); one represents small colleges (Fall 2012 FTE 500 – 1,999 students); and none represent very small colleges (Fall 2012 FTE less than 500 students). The location of the 20 level 1 institutions represented by interview respondents are as follows: seven represent colleges located in metro areas (Population greater than 1 million); seven represent colleges located in metro areas (Population 250,000 – 1 million); one represents colleges located in metro areas (Population less than 250,000); two represent colleges located in urban areas (Population less than 20,000 adjacent to metro area); none represent colleges located in urban areas (Population less than 20,000 not adjacent to metro area); two represent colleges located in urban areas (Population 2,500 – 19,999 adjacent to metro area); one represents colleges located



in urban areas (Population 2,500 – 19,999 not adjacent to metro area); and none represent colleges located in completely rural areas. Each respondent was the employee identified on the initial survey in phase one as the main contact for leadership development at each college. Confidentiality was preserved by assigning a number to each college respondent (e.g. CC1, CC2).

The structure of in-house leadership development at the colleges represented by interview respondents takes two forms. In-house leadership development was offered as a single program or offered as multiple program tracks. The multiple track leadership programs can be described as have a first level open to all employees and subsequent levels that target specific groups such as directors, associate deans, deans, division directors, or assistant vice presidents. Fourteen of the colleges [70%] offer in-house leadership development as a single program and six colleges [30%] offer in-house leadership development in multiple leadership program tracks. The single leadership program and the multiple leadership program tracks can be further differentiated by target audience. Twelve of the single in-house leadership programs are open to all employees and two of the single internal leadership programs are restricted to a specific target audience. Four of the colleges offering multiple program tracks include a first level open to all employees, and three restrict employee participation in all of their program tracks to a specific target audience.

The structure of in-house leadership programs represented in the telephone interviews tends to be formal. Ten leadership development programs meet monthly during the academic year and three meet twice monthly during the academic year. Four in-house leadership programs are offered as a multi-day event with recurring follow-up activities during the academic year. Two colleges hold the multi-day event on-campus and two colleges hold an off-campus residential retreat. Two in-house leadership programs are one semester in length and meet

monthly. One in-house leadership program is a single multi-day event and one leadership program is offered as recurring classes. Employee participation ranges from a cohort of seven participants to a cohort of 35 participants. In-house leadership programs offered as recurring classes enroll up to 240 employees each year.

The majority of colleges have a designated employee who oversees and facilitates in-house leadership development. The majority of in-house leadership programs are planned by a committee or team composed of faculty and staff, or composed of the college CEO and other senior college leaders. Interview responses indicate choice of assigned readings, self-assessment tools, speakers, and session topics are derived from attending external leadership programs, books focusing on leadership, observations from the previous leadership programs, and participant feedback. Planning committee choices may also be influenced by recommendations from the college CEO and by upcoming college initiatives.

Colleges sponsoring in-house leadership development frequently have a formal application and selection process in place. The application process tends to either encourage employees to self-nominate, or requires supervisory nomination to participate. The applications tend to be reviewed by a committee, or by a group of college leaders. Participant selection is based on the current job role of the participant, perceived potential of the employee, or supervisor recommendation. Participant selection may also be influenced by a preference for a diverse group of employees from across the institution.

All of the in-house leadership development programs are offered at no financial cost to employees. The cost to employees was perceived to be the time commitment required to participate in leadership development. The financial cost to colleges varies by program structure and how extensively external speakers and consultants are used in the program. Speaker fees were frequently cited as a significant expense. The budget for in-house leadership programs

ranges from a limited budget to cover printed materials and notebooks up to a \$25,000 annual budget that covers external speaker fees and the fees of consultants who interpret and discuss self-assessments with participants.

The majority of colleges utilized the AACC leadership competencies to develop their in-house leadership programs. Those that did not utilize the AACC leadership competencies were either completely unaware of their existence, or noted that succession planning was not the focus of their leadership program. There was limited awareness of the second edition of the AACC leadership competency framework. Four colleges are reviewing the revised leadership competency framework, or are in the process of using the revised framework for program updates. (CC89) indicated that the revised framework is less business like and more aligned with student success and (CC23) stated that the revised framework is more aligned with their leadership program than the first edition.

### **Data Analysis**

The first research question addressed by the open-ended questions focused on how the AACC leadership competency clusters are manifested in the curriculums of in-house leadership programs. Five AACC leadership competency clusters are present in the curriculums of in-house leadership development programs to varying degrees. The community college advocacy competency category was not emphasized by any of the in-house leadership programs explored in the responses to the open-ended questions. The organizational strategy competency cluster has strong emphasis through topics that focus on history, mission, vision, and change. History, mission, and vision tend to be addressed by the college CEO or by internal presenters. To illustrate, at (CC89) the college president speaks at the initial session about his vision for the college and his expectations for participants. At (CC93), the President speaks about the importance of leadership and his vision for the college at the recognition ceremony for

participants. Highly regarded internal speakers are utilized by (CC95) to share the history and mission of the college. (CC89) uses a reflective activity that challenges participants to determine how they can contribute to carrying out the strategic plan. (CC19) has an initial session where participants discuss their work area and their role at the college. (CC95) discusses the strategic plan and how the strategic plan affects all level of the college. AT (CC89), the college president introduces speakers and discusses how each topic connects to the college.

There was limited emphasis on the resource management competency cluster. One program (CC144) directly addressed this competency cluster in two different sessions. The college chief financial officer leads a session on budgeting and how the college is funded and a local attorney leads a session on legal issues encountered in higher education.

The communication competency was strongly emphasized by in-house leadership programs in readings, reading discussions, and group activities. The majority of leadership programs feature a selected reading and group discussion of the reading. (CC72), (CC135), and (CC93) read and discuss *Monday Morning Leadership*, by David Cottrell, for participants to read and discuss. (CC19) has participants read and discuss *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*, by John C. Maxwell. At (CC89), participants read *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, by Ron Heifetz, Marty Linsky, and Alexander Grashow and then complete a group activity where an adaptive challenge facing the college is identified and the group develops recommendations to address the challenge. At (CC116) participants write a personal mission and vision statement for their work unit and then participate in a mock interview with a former reporter about the mission and vision of their work unit.

There was a strong emphasis on the collaboration competency cluster through group projects and sessions focusing on change. Internal collaboration received strong emphasis and

external collaboration received little emphasis. Six programs include a group project. Group projects tend to focus on identifying and recommending a solution for a real college problem. For example, at (CC19) participants complete a group project that will generate a change at the college and present their project idea to the college leadership during the last program session. Change was also addressed by sessions focusing on change management or changes expected to occur at the college. (CC95) uses an external expert to assess participant change style. At (CC144) a speaker discusses external causes of change coming to the college from the state legislature, the state-wide community college system, state government, and the federal government. External collaboration was addressed by two colleges. (CC105) invites speakers from local business and from state government agencies to discuss the role of the college in the community. (CC19) arrange for participants to tour local industry and meet with city and county economic development officials.

The professionalism competency category was strongly emphasized by in-house leadership programs through sessions focusing on self-knowledge and sessions focusing on ethics. Common self-assessments utilized by leadership programs are the Myers-Briggs Type Indicator (MBTI), the Gallup StrengthQuest, the Gallup StrengthFinder, or a self-assessment based on Daniel Goleman's, *Emotional Intelligence*. One program (CC105) has participants complete the Bolman and Deal Leadership Orientations Survey and then later participants complete the Moral Judgment Test (MJT) and their results on both are used to discuss their strengths. Program sessions focusing on ethics tend to utilize case studies that deal with ethical dilemmas. For example, (CC144) has a group activity facilitated by an expert on legal issues and college policy that uses real ethical dilemmas that have occurred at the college.

The second research addressed by the open-ended questions focused on the presence of transformational leadership in the curriculums of in-house leadership programs.

Transformational leadership was present in the leadership programs represented by the responses to the open-ended questions. Six transformational leadership themes emerged from the interview responses: (1) developing a shared vision for the institution; (2) collaboratively working toward the vision for the college; (3) developing an understanding of the campus culture; (4) fostering the need for change; (5) rewarding creativity and innovation; and (6) developing an awareness of ethics.

Developing a shared vision for the institution most frequently occurs in a session led or facilitated by the college CEO, where the vision for the college is discussed with participants. The majority of the CEO-led sessions were found to occur at the beginning, or at the end of the leadership program. At (CC164) the college president speaks to participants about his vision for the college and the challenges facing higher education. The leadership program at (CC93) has a recognition ceremony for participants where the college president speaks about his vision for the college and the importance of leadership.

Collaboratively working toward the vision for the college encompasses participant selection and curriculum components. The majority of in-house leadership programs use the application and selection process to ensure a diverse group of employees are selected to participate. Interview respondents frequently noted that a diverse group of participants is perceived to be a networking opportunity for participants that can improve working relationships at the college. Group projects also allow participants the opportunity to work on real college issues. At (CC95) participants form project teams around a college initiative and develop recommendations for implementing the initiative.

Developing an understanding of the campus culture tends to focus on raising participant awareness of other college areas and the importance of their role at the college. The leadership program at (CC144) includes a mix of speakers from across the college to provide participants

with a broader perspective on how their role affects other areas of the college. At (CC19), participants tour every area and building at each of the college campuses. There was only one college that directly included students in the leadership program. At (CC89) a session on multiculturalism includes undocumented students who share their experiences and the challenges they face.

Rewarding creativity and innovation was present in three leadership programs. (CC144), (CC19), and (CC180) include a project that focuses on a real college issue and are presented to college leadership for possible implementation at the end of the leadership program. (CC19) makes current participants aware of past participant projects that have been implemented at the college.

Developing an awareness of ethics was present in the majority of leadership programs. The most frequent curriculum component focusing on ethics are case studies dealing with ethical dilemmas. Readings are also used to stimulate group discussion. The program at (CC72) uses *Monday Morning Leadership* by David Cottrell to discuss situations where integrity and honesty are compromised and how to respond.

### **Summary**

In-house leadership development programs were prevalent in the SACS accrediting region of the United States. Level 1 institutions that have a large FTE student enrollment were more likely to offer an in-house leadership program. The majority of in-house leadership programs have been implemented since 2005. In-house leadership programs were offered as a single program, or as multiple tracks. Single programs were more likely to be open to all employees at the college. Multiple track programs tend to be restricted to a specific group of employees. A designated employee was usually selected to oversee leadership development and there tends to be an application and selection process for potential participants.

The responses to the open-ended questions indicated that in-house leadership programs emphasize five of the AACC leadership competency clusters in their curriculums. The FTE student enrollment of the college nor the degree of urbanization of the college are factors in which competency clusters were emphasized by a leadership program. The AACC leadership competencies emphasized were organizational strategy, communication, collaboration, community college advocacy, and professionalism. Little emphasis was placed on the resource management competency cluster.

Responses to the open-ended questions indicated that the AACC leadership competencies were manifest in the majority of in-house leadership programs. Similar to the quantitative findings, the resource management competency cluster received little emphasis in leadership program curriculums. Converse to the quantitative findings, the community college advocacy competency cluster received no emphasis in leadership program curriculums.

There was a strong transformational leadership presence in the curriculums of in-house leadership programs. In-house leadership programs strongly emphasized developing a shared vision for the institution, collaboratively working toward the vision for the college, developing an understanding of the campus culture, and developing an awareness of ethics. Less emphasized were rewarding creativity and innovation, and fostering the need for change.



## **CHAPTER 5: DISCUSSION**

Community college leadership development has historically been offered at the state and national level, focusing on leaders and aspiring leaders. A more recent trend is in-house leadership development offered by individual community colleges. The AACC published a community college leadership competency framework in 2005 to enhance community college leadership development. There is widespread endorsement of the significance of the AACC leadership competencies in the literature. Five research questions addressed how the AACC leadership competencies and the components of transformational leadership are manifest in leadership development programs sponsored by Level 1 community colleges in the SACS accrediting region of the United States. This chapter will re-affirm data findings articulated in chapter 4 referencing these findings to exiting literature. Secondly, this chapter will highlight secondary findings derived from the literature, but outside the explicitly stated research questions. Lastly, unexpected findings will be discussed.

### **Findings of the Study**

#### **Research Questions #1 and #2**

Question #1: Which AACC competencies for community college leaders are present in community college leadership development programs?

Question #2: How are the AACC competencies for community college leaders manifested in the curriculums of community college leadership development programs?

There are six competency categories in the AACC leadership competency framework: (1) organizational strategy; (2) resource management; (3) communication; (4) collaboration; (5) community college advocacy; and (6) professionalism. The organizational strategy competency comprises quality improvement, promoting student success, and continuing the community college mission. Organizational strategy is further

illustrated as data-driven decision making, using a systems approach, developing a positive work environment, and strategic planning. The resource management competency comprises maintaining the human, physical, and financial resources of the organization in a fair and ethical manner. Resource management is further illustrated as accountability and integrity of reporting, seeking alternative funding in an entrepreneurial manner, and managing conflict. The communication competency comprises clear and effective dialog at all levels of the organization and with the external community. Communication is further illustrated as communicating a shared mission, shared vision, and shared values throughout the organization and the external community. The collaboration competency comprises sustaining positive internal and external relationships. Collaboration is further illustrated as building networks and partnerships, conflict management, and working with diverse groups. The community college advocacy competency comprises promoting the mission of the community college both within the organization and externally. Community college advocacy is further illustrated as promoting equity, open access, student success, life-long learning, and the community college as a higher education model. The professionalism competency comprises personal standards and how one is perceived by others. Professionalism is further illustrated as transformational leadership, self-assessment, life-long learning, work-life balance, and making professional contributions (American Association of Community Colleges, 2005).

The majority of in-house leadership programs represented in the telephone interviews used the first edition of the AACC leadership competencies to initially design and develop their leadership program. In-house leadership programs that did not use the first edition of the AACC leadership competencies tended to have been implemented prior to 2005, or in-house leadership development was aligned with internally developed leadership competencies.

A one-way within subjects ANOVA determined that there was a statistically significant difference in AACCC leadership competency emphasis. The most emphasized leadership competencies found in this study were community college advocacy and professionalism. The least emphasized leadership competency found was resource management. These findings are similar to those of Bechtel (2010) who found the community college advocacy competency to have the strongest perceived presence and the resource management competency to have the weakest perceived presence by in-house leadership development program participants. These findings were not consistent with those of Reille (2009) who found that the organizational strategy and resource management competencies had the strongest emphasis and the community advocacy competency had the least emphasis in a study of 15 in-house leadership development programs.

Limited literature describes how the AACCC leadership competencies are manifested in leadership development programs. The follow-up telephone interviews conducted during this study suggested that the organizational strategy competency was manifest in curriculum topics that focused on college history, college mission, college vision, and participant role at the college. These sessions tended to be led by the college CEO or by highly regarded internal speakers. The communication competency was indirectly addressed through a common group reading assignment and group reading discussions. Reille (2009) found similar indirect evidence for the communication competency in a study of 15 in-house leadership development programs.

In-house leadership programs represented in this study directly addressed the collaboration competency primarily through group projects. External collaboration was evident to a limited extent in the interview responses. The professionalism competency was directly addressed in sessions focusing on self-assessment and ethics. Little evidence was found for the resource management competency. The curriculum of one program held a session on college

budget and funding. There was no direct or indirect evidence of the community college advocacy competency in the open-ended response data.

### **Research Question #3**

Question #3: Is FTE student enrollment a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?

The findings suggest that FTE student enrollment is not a factor in the structure or the curriculum of in-house leadership programs. There was a limited response from small FTE enrollment colleges. The responses to the initial survey were used to test the hypothesis that community colleges with a large FTE student enrollment are more likely to offer in-house leadership development to employees. A chi square test found a statistically significant relationship that suggests in-house leadership development is more likely to occur at colleges with large FTE student enrollment.

Two hypotheses focusing on college size as a factor in the presence of the AACC leadership competencies were tested with responses from the modified LACS survey instrument. The size of the colleges were as follows: three small colleges (Fall 2012 FTE 500-1,999); 19 medium-size colleges (Fall 2012 FTE 2,000-4,999); nine large colleges (Fall 2012 FTE 5,000-9,999); and eight very large colleges (Fall 2012 FTE over 10,000) A chi-square test determined there was no statistically significant relationship between FTE student enrollment and the presence of the AACC competencies for community college leaders in leadership development curriculums. These findings are not consistent with Hull and Keim (2007) who found a statistically significant difference in leadership development opportunities based on college size.

#### **Research Question #4**

Question #4: Is degree of urbanization a factor in the presence of the AACC competencies for community college leaders in a community college leadership development program curriculum?

The findings suggest that degree of urbanization is not a factor in the structure or the curriculum of in-house leadership programs. Seventy-nine of the leadership programs identified by the initial survey are offered at colleges located in urban and metro areas. There was a limited response from rural colleges. Five colleges located in rural areas responded to initial survey. Three of the rural colleges reported no in-house leadership development program. One rural college reported discontinuing an in-house leadership development program in the last five years and one rural college currently offers an in-house leadership development program to employees.

There were two hypotheses tested with responses from the modified LACS survey instrument that focused on degree of urbanization as a factor in the presence of the AACC leadership competencies. Eight colleges located in urban areas and 28 colleges located in metro areas completed the modified LACS survey instrument. No colleges located in rural areas completed the survey instrument. A chi square test determined there was no statistically significant relationship between degree of urbanization and presence of the AACC competencies for community college leaders in a leadership development curriculums. These findings are consistent with the literature. Hull and Keim (2007) found there was no statistically significant difference in leadership development opportunities at colleges in urban, suburban, and rural areas.

#### **Research Question #5**

Question #5: To what extent is transformational leadership present in community college leadership development programs that utilize the AACC leadership competencies?

Transformational leadership was prevalent in all of the in-house leadership programs represented in the responses to the open-ended questions. The community college transformational leadership model developed by Roueche et al. (1989) was used to craft interview guide questions that explored transformational leadership in the curriculums of community college leadership programs. There are five components of the community college transformational leadership model: (1) developing a shared vision for the institution; (2) empowering others by delegating responsibilities; (3) involving everyone in collaboratively working toward the vision and sharing information with everyone through clear communication; (4) understanding the campus culture and creating a positive work environment that is student centered; and (5) values, ethics, openness, and consistent handling of challenges.

Developing a shared vision for the institution was found in the majority of in-house leadership programs represented in the telephone interviews. The college CEO led or facilitated a session focusing on the college vision. This finding is consistent with that of Bechtel (2010) who similarly described participant exposure to the vision the CEO has for the college as evidence of the shared vision component of transformational leadership. Empowering others through delegation, involving everyone in the shared vision and clear communication were manifest through cohort diversity and group projects that enabled participants to develop recommendations to solve a real college problems. Participant understanding of the campus culture and creating a positive work environment that is student centered was found in sessions that provide an overview of the role of each college area and the importance of the role of each program participant at the college. Fostering the need for change and rewarding creativity and innovation are manifest to a limited extent in program curriculums where groups present their completed projects to the college leadership for possible implementation. The values, ethics, openness, and consistent handling of challenges component is present in developing an

awareness of ethics in participants. Ethical dilemmas presented in case studies are the most commonly used method to explore ethics with participants. Bechtel (2010) found similar sessions that utilized ethical dilemmas as evidence for the presence of this component of the transformational leadership model.

### **Secondary Findings**

The traditional orientation to leadership development focuses on filling leadership vacancies or improving leadership skills. A second, more recent orientation to leadership development focuses on enhancing the leadership capacity of the entire organization. This orientation sees each employee as a leader. In the literature, the more recent orientation is more likely to be offered in-house to employees. This study found both orientations to leadership development being offered in-house at Level 1 community colleges. Colleges represented in this study offer a single in-house leadership development programs open to all employees, or targeted at a specific group of employees. The majority of the single in-house leadership programs were found to be open to all employees at the college. Colleges represented in this study were also found to offer multiple levels of in-house leadership development level. The majority of colleges offering multiple in-house leadership development levels had a first level open to all employees. The subsequent levels were found to target specific groups and focus on supervisors and managers.

This study found 80 Level 1 colleges in the SACS accrediting region of the United States that sponsored an existing in-house leadership development program. Nine Level 1 colleges reported discontinuing an in-house leadership development program in the last five years. The majority of in-house leadership programs found by this study were sponsored by Level 1 colleges with a fall 2012 FTE student enrollment between 2,000 and 4,999, located in metro areas, with a population greater than 250,000.

Seventy-six percent (52) of the in-house leadership programs reported were implemented since 2005. This finding is not consistent with the literature. The literature indicates community college leadership programs were not widespread until the community college leadership succession crisis became apparent in 2000 (Van Dusen, 2005). This finding suggests that in-house leadership development programs did not become widespread at Level 1 institutions in the SACS accrediting region of the United States until after the AACC leadership competencies were published in 2005.

In-house leadership development tends to be overseen by a designated employee. All of the responses to the initial survey reporting a leadership program included the contact information for the employee designated to oversee in-house leadership development. The majority of employees who oversee in-house leadership development were found to work with a planning committee, or a planning team. The planning committee or team tend to be composed of faculty and staff who were past program participants, or who have participated in external leadership development. The college CEO was found to be frequently directly involved in the planning of in-house leadership development. This finding is consistent with the literature describing the characteristics of in-house leadership development programs (Knott, 2011; Neal, 2008; Rowan, 2012).

The majority of in-house leadership programs represented in this study had an application and selection process. In-house leadership programs open to all employees were more likely to encourage employees to self-nominate for the program. The targeted in-house leadership programs more frequently required supervisor nomination, or recommendation. Participant selection for in-house programs open to all employees tends to be conducted by the planning committee. Targeted in-house leadership programs tend to involve the college leadership in final approval of participant selection. Prior research indicates that the planning team or steering



committee selects participants for in-house leadership programs that have an application process (Bechtel, 2010; Knott, 2011). One recent study found that senior administrators selected participants for in-house leadership programs with no application process (Reille, 2009).

The structure of in-house leadership programs explored in this study tended to be formal. In-house leadership development programs were most frequently offered as a monthly group meeting. A small number of programs were held as multiday events. Two in-house programs were offered as off-campus residential retreats. Programs held as a multiday event tended to include regular follow-up activities for the remainder of the academic year. This finding differs from the recent literature which describes most in-house leadership programs as an off-campus residential retreat with subsequent follow-up meetings (Knott 2011; Reille, 2009; Rowan 2012).

The in-house leadership programs represented in this study are offered at no financial cost to participants. The financial cost to institution varied by program structure. Program budgets varied from no budget, to a \$25,000 annual budget. The largest expenses cited were external speaker and consultant fees.

The majority of in-house leadership programs explored in this study had no formal procedure to track the career advancement of participants. Interview respondents frequently stated that the purpose of their leadership program was not succession planning. This finding is not consistent with the recent literature which describes the purpose of in-house leadership programs as preparing current employees to fill upcoming leadership vacancies (Jeandron, 2006; Knott, 2011; Reille, 2011).

### **Unexpected Findings**

There were two unexpected findings in this study. The literature did not indicate that individual colleges are offering multiple levels of in-house leadership development to employees. The multi-level leadership programs are more associated in the literature with

external leadership develop programs offered by national professional associations. Six colleges in this study were found to offer multi-level in-house leadership programs. A second unexpected finding was that colleges were utilizing internally developed leadership competencies to design and deliver in-house leadership development. Two colleges developed their own leadership competencies.

### **Implications**

A new reality exists for community colleges due to simultaneously occurring internal and external challenges. The external challenges are declining public funding, exploding student enrollment, and pressure to improve student success. The internal challenges are large-scale generational turnover and a declining number of individuals pursuing advanced degrees in community college leadership. These forces are re-shaping community college leadership. Community college leadership development programs must offer appropriate curriculums to meet the challenges of the new reality.

The results of this study suggest in-house leadership development program curriculums need to place more emphasis on the resource management competency and continue to emphasize the community college advocacy competency to be relevant to the external challenges facing community colleges. The resource management competency directly addresses prioritizing college human, physical and financial resources, as well as seeking alternative sources of funding to meet the challenge of declining public resources (Boggs, 2012). Reille (2009) found resource management addressed by in-house leadership development programs in topics that covered personnel issues, teambuilding, and financial management. Resource management is manifest in a national community college leadership development program aligned with the AACC competencies in sessions focusing on alternative sources of funding and entrepreneurial partnerships (Wallin, 2012).

Community college advocacy directly addresses externally representing the community college. Boggs (2012) suggests the community college advocacy competency addresses promoting support for additional college funding and explaining college priorities to the external community. The in-house leadership development tendency seems to be an internal focus. Jeandron (2006) lists curriculum topics under the community college advocacy competency that are all internally focused. Reille (2009) also found in-house leadership programs were focused on internal topics.

The responses to the open-ended questions suggest that succession planning is not the purpose of in-house leadership development. The results suggest more emphasis should be placed on succession planning and career development to enable in-house leadership programs to fill upcoming leadership vacancies. The literature cites filling leadership vacancies as the impetus for the proliferation of community college leadership programs. However, the lack of emphasis placed on the resource management competency is an indicator that the focus is not on employee advancement. A second indicator is that few of the programs represented in the telephone interviews track the career advancement of participants. The leadership development approach followed by the majority of the leadership programs in this study is based on transformational leadership and the focus is on enhancing the organization as a whole and not building individual leadership skills. Many of the programs in this study indicated that they wanted to make employees aware of how each can make a difference at the college, but in their current position, not by moving employees into a higher position.

### **Recommendations for Future Research**

This study explored the emphasis and utilization of the AACCC leadership competencies in the curriculums of in-house leadership development programs. Four areas for additional research emerged from the findings. Each area for future research is described below.

Employees designated to oversee leadership programs had a range of job titles such as Executive Vice President, Chair Person, Director of Human Resources, President, Special Projects Coordinator, Director of Student Support Services, Vice President of Academic Affairs, and Director of Strategic Planning and Assessment. College employees overseeing in-house leadership development could potentially have a range of job responsibilities which could be explored in a future study.

The findings of this study call into question the purpose of leadership development. What is the purpose of leadership development if succession planning is not the focus? A future study could be conducted to capture the true role of in-house leadership development.

Future research should be conducted on the impact of the second edition of the AACC leadership competency framework on existing in-house leadership development programs. There was limited awareness of the second edition of the AACC leadership competency framework among colleges represented in the telephone interviews. Four interview respondents had reviewed the second edition of leadership competency framework and eight of the interview respondents were unaware that a second edition of the leadership competency framework had been published. Two in-house leadership programs in this study responded that the second edition of the leadership competency framework was more aligned with their leadership program than the first edition. These two colleges offered one in-house leadership program that is open to any employee.

A similar study could be conducted focusing on in-house leadership development at rural community colleges to explore the leadership competencies emphasized at rural colleges and the challenges rural colleges face in sponsoring in-house leadership development. There were few rural Level 1 community colleges represented in this study. Rural community colleges may be challenged to offer in-house leadership development due to limited resources (Sherbini, 2012).

This study defined a rural community college as a community college located in a county with a population of less than 2,500. Five rural Level 1 community colleges responded to the initial survey. The fall 2012 FTE student enrollment of the rural community colleges responding to the initial survey ranged from 500-4,999. Rural community colleges with smaller FTE student enrollment did not sponsor an in-house leadership program. However, the two rural Level 1 community colleges with the largest FTE student enrollment did sponsor in-house leadership development. One started a leadership development program in 2010, and the other discontinued an in-house leadership program in the past five years. None of the rural Level 1 community colleges participated in the study beyond the initial survey.

### **Conclusion**

The results of this study suggest that in-house leadership development programs have aligned their curriculums with the AACC leadership competencies published in 2005 and share a common set of characteristics. In-house leadership development programs were found to be closely aligned with the principles of transformation leadership theory and focused on enhancing the leadership capacity of the organization versus enhancing the leadership skills of individual employees for career advancement

This study found that community college advocacy and professionalism were the most emphasized AACC leadership competencies. Resource management was found to be the least emphasized AACC leadership competency. FTE student enrollment, nor degree of urbanization were found to be factors in AACC leadership competency emphasis.

Three implications emerged from the findings. In-house leadership programs should place more emphasis on succession planning to fill the leadership vacancies caused by retirements and the lack of qualified applicants seeking positions cited in the literature. To address the external challenges facing community colleges, in-house leadership development

programs need to emphasize the resource management competency and continue to emphasize the community college advocacy competency. The focus of in-house leadership development should be both internal and external to meet the challenges of the new reality.

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## APPENDIX A: IRB APPROVAL



**EAST CAROLINA UNIVERSITY**  
**University & Medical Center Institutional Review Board Office**  
4N-70 Brody Medical Sciences Building · Mail Stop 682  
600 Moye Boulevard · Greenville, NC 27834  
Office **252-744-2914** · Fax **252-744-2284** · [www.ecu.edu/irb](http://www.ecu.edu/irb)

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB

To: [Gregory Robison](#)

CC: [Cheryl McFadden](#)

Date: 9/10/2013

[UMCIRB 13-001680](#)

Re: The Utilization of the American Association of Community Colleges Leadership Competencies in Public Community College Leadership Development Programs in the Southern United States

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 9/10/2013 to 9/9/2014. The research study is eligible for review under expedited category #7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
Consent Letter	Consent Forms
Dissertation Proposal	Study Protocol or Grant Application
Initial Survey	Surveys and Questionnaires
Interview Guide	Interview/Focus Group Scripts/Questions
Questionnaire	Surveys and Questionnaires

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418

IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

## APPENDIX B: SURVEY INSTRUMENT PERMISSION

**From:** Brian.Bechtel [Brian.Bechtel@MCCCKC.EDU]

**Sent:** Thursday, August 30, 2012 10:42 AM

**To:** Robison, Gregory E

**Subject:** RE: Request to use dissertation survey

Greg,

You are more than welcome to use the survey. All I ask is that you email me a copy of you dissertation at some point. I would be curious to see your results.

Let me know if I can be of further assistance and feel free to call me if you have questions.

Good luck!

-Brian

Brian Bechtel, Ed.D.

Associate Dean

Metropolitan Community College-Maple Woods

2601 NE Barry Road

Kansas City, MO 64156

(816) 604-3036

(816) 437-3300 (fax)

---

**From:** Robison, Gregory E [mailto:ROBISONG96@students.ecu.edu]

**Sent:** Wednesday, August 29, 2012 10:17 AM

**To:** Brian.Bechtel

**Subject:** Request to use dissertation survey

Dr. Bechtel,

My name is Greg Robison. I'm a doctoral student in the educational leadership - higher education administration program at East Carolina University, in North Carolina. My dissertation study is an investigation of the utilization of the six competencies for community college leaders developed by the American Association of Community Colleges in community college leadership development programs in the SACS accreditation region

I am in the process of completing my dissertation proposal and with your permission I would like to use the leadership academy competencies survey you developed to collect my dissertation data. I will cite the survey as your work in my dissertation. Any advice you could pass on would also be greatly appreciated.

Thanks in advance,

Greg Robison

## APPENDIX C: INITIAL SURVEY

Greg Robison  
4106 River Chase Drive  
Greenville, NC 27858  
Phone: (252) 917-0412  
Email: [robisong96@students.ecu.edu](mailto:robisong96@students.ecu.edu)

Dear Community College President:

Please allow me to introduce myself. My name is Greg Robison. I am currently a doctoral candidate in the Higher Education Administration program at East Carolina University in Greenville, North Carolina. At present, I am also a faculty member at Pitt Community College in Winterville, North Carolina.

The purpose of this communication is to ask for your assistance with my dissertation study. I plan to collect data from individuals who oversee leadership development programs at colleges in the Southern Association of Colleges and Schools, Commission on Colleges (SACS) region of the United States. A summary of the results of this study will be available upon request.

Please assist me by answering the questions below.

1. Does your college offer leadership development to employees?

YES NO

2. If yes, when did you start offering your leadership program? \_\_\_\_\_

3. If no, has your college offered a leadership program in the last five years?

YES NO

4. If offered, who is the main contact for leadership development at your college and how is the best way to contact that person?

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Thank you for your valuable time and consideration.

Sincerely,

Greg Robison  
Doctoral Candidate  
East Carolina University

## APPENDIX D: INITIAL SURVEY FOLLOW-UP



**Department Chair**  
Dr. Vivian W. Mott  
252-328-6856  
[mottv@ecu.edu](mailto:mottv@ecu.edu)

**Higher Education Faculty**  
Dr. Crystal Chambers  
252-328-4649  
[chambersc@ecu.edu](mailto:chambersc@ecu.edu)

Dr. Cheryl McFadden  
252-328-6179  
[mcfaddench@ecu.edu](mailto:mcfaddench@ecu.edu)

Dr. Michael Pooch  
252-328-5582  
[poochm@ecu.edu](mailto:poochm@ecu.edu)

Dr. Sandra Seay  
252-328-5313  
[seays@ecu.edu](mailto:seays@ecu.edu)

Dr. David Siegel  
252-328-2828  
[siegeld@ecu.edu](mailto:siegeld@ecu.edu)

**Adult Education Faculty**  
Dr. Elizabeth Knott  
252-328-6825  
[knotte@ecu.edu](mailto:knotte@ecu.edu)

Dr. Vivian W. Mott  
[mottv@ecu.edu](mailto:mottv@ecu.edu)

Dr. Steven W. Schmidt  
252-328-1118  
[schmidtst@ecu.edu](mailto:schmidtst@ecu.edu)

**Counselor Education Faculty**  
Dr. Allison Crowe  
252-328-4218  
[crowea@ecu.edu](mailto:crowea@ecu.edu)

Dr. Kylie Dotson-Blake  
252-328-5277  
[blakek@ecu.edu](mailto:blakek@ecu.edu)

Dr. Scott Glass  
252-328-5670  
[glassi@ecu.edu](mailto:glassi@ecu.edu)

Dr. Mark B. Scholl  
252-328-1103  
[schollm@ecu.edu](mailto:schollm@ecu.edu)

Mrs. Michelle Smith  
Administrative Support  
252-328-6856

### College of Education

#### Department of Higher, Adult and Counselor Education

East Carolina University 213 Ragsdale Greenville, NC 27858

252-328-6856 office 252-328-5114 fax

<http://www.coe.ecu.edu/hace>

Greg Robison  
4106 River Chase Drive  
Greenville, NC 27858

Phone: (252) 917-0412

Dear Community College President:

Please allow me to introduce myself. My name is Greg Robison. I am currently a doctoral candidate in the Higher Education Administration program at East Carolina University in Greenville, North Carolina. At present, I am also a faculty member at Pitt Community College in Winterville, North Carolina.

The purpose of this communication is to ask for your assistance with my dissertation study. I plan to collect data from individuals who oversee leadership development programs at colleges in the Southern Association of Colleges and Schools, Commission on Colleges (SACS) region of the United States. A summary of the results of this study will be available upon request. Please assist me by answering the questions on the attached stamped and addressed postcard. Thank you for your valuable time and consideration.

Sincerely,

Greg Robison  
Doctoral Candidate  
East Carolina  
University

1. Does your college offer leadership development to employees?  
YES      NO
2. If yes, when did you start offering your leadership program?  
\_\_\_\_\_
3. If no, has your college offered a leadership program in the last five years?  
YES      NO
4. If offered, who is the main contact for leadership development at your college and how is the best way to contact that person?  
Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

## APPENDIX E: INTRODUCTORY LETTER

Greg Robison  
4106 River Chase Drive  
Greenville, NC 27858  
Phone: (252) 917-0412  
Email: [robisong96@students.ecu.edu](mailto:robisong96@students.ecu.edu)

Dear Participant,

I am a doctoral student at East Carolina University in the Higher Education program in the Department of Higher, Adult, and Counselor Education. I am asking you to take part in my research study entitled, “The Utilization of the American Association of Community Colleges Leadership Competencies in Public Community College Leadership Development Programs in the Southern United States”.

The purpose of this research is to explore the role of the American Association of Community Colleges (AACC) leadership competencies for community college leaders in leadership development programs. By doing this research, I hope to learn which AACC competencies are present in leadership programs and which AACC competencies are emphasized in leadership programs. I also hope to learn how the AACC competencies are used in the curriculums of leadership programs. Your participation is voluntary.

You are being invited to take part in this research because your college president has identified you as the leadership program director, or the employee designated as the main contact for the leadership program. The amount of time it will take to complete this study is approximately 25 minutes for each part.

You are being asked to complete a questionnaire and participate in a telephone interview. The telephone interview will take place after the questionnaire. The questionnaire will ask you to rate the presence of each AACC leadership competency in your leadership program on a scale from very large extent to no extent. The telephone interview will consist of 20-25 questions about your leadership program curriculum.

**Follow this link to the Survey:**

[\\${1://SurveyLink?d=Take the Survey}](#)

**Or copy and paste the URL below into your internet browser:**

[\\${1://SurveyURL}](#)

Thank you for taking the time to participate in my research.

Sincerely,

Greg Robison, Principal Investigator

Doctoral Candidate

East Carolina University

## APPENDIX F: SURVEY INSTRUMENT

Study ID:UMCIRB 13-001680 Date Approved: 10/7/2013 Expiration Date: 9/9/2014  
Dear Participant,

I am a doctoral student at East Carolina University in the Higher Education program in the Department of Higher, Adult, and Counselor Education. I am asking you to take part in my research study entitled, "The Utilization of the American Association of Community Colleges Leadership Competencies in Public Community College Leadership Development Programs in the Southern United States".

The purpose of this research is to explore the role of the American Association of Community Colleges (AACC) leadership competencies for community college leaders in leadership development programs. By doing this research, I hope to learn which AACC competencies are present in leadership programs and which AACC competencies are emphasized in leadership programs. I also hope to learn how the AACC competencies are used in the curriculums of leadership programs. Your participation is voluntary.

You are being invited to take part in this research because your college president has identified you as the leadership program director, or the employee designated as the main contact for the leadership program. The amount of time it will take to complete this study is approximately 25 minutes for each part.

You are being asked to complete a questionnaire and participate in a telephone interview. The telephone interview will take place after the questionnaire. The questionnaire will ask you to rate the presence of each AACC leadership competency in your leadership program on a scale from very large extent to no extent. The telephone interview will consist of 20-25 questions about your leadership program curriculum.

Because this research is overseen by the ECU Institutional Review Board, some of its members or staff may need to review my research data. Your identity will be evident to those individuals who see this information. However, I will take precautions to ensure that anyone not authorized to see your identity will not be given access.

If you have questions about your rights as someone taking part in research, you may call the UMCIRB Office at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director of UMCIRB Office, at 252-744-1971.

You do not have to take part in this research, and you can stop at any time. If you decide you are willing to take part in this study, check the AGREE box below and the research questions will appear.

Thank you for taking the time to participate in my research.

Sincerely,  
Greg Robison, Principal Investigator

Please take time to answer the following questions regarding the content of your leadership program:

- 1. Organizational Strategy - An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends. Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a positive environment that supports innovation, teamwork, and successful outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain and grow college personnel and fiscal resources and assets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align organizational mission, structures, and resources with the college master plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 2. 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. Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**3. Communication - An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.**

**Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disseminate and support policies and strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and maintain open communications regarding resources, priorities, and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



expectations.					
Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen actively to understand, comprehend, analyze, engage, and act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project confidence and respond responsibly and tactfully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Collaboration - An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.**

**Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate cultural competence relative to a global society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage conflict and change by building and maintaining productive relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, enhance, and sustain teamwork and cooperation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate shared problem-solving and decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5. Community College Advocacy - An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college. Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Value and promote diversity, inclusion, equity, and academic excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate the community college mission to all constituents and empower them to do the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advance life-long learning and support a learner-centered and learning-centered environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent the community college in the local community, in the broader educational community, at various levels of government, and as a model of higher education that can be replicated in international settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6. Professionalism - An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community. Based on the above community college leadership competency, to what extent does your leadership program stress the importance of or instruct how to:**

	Very Large Extent	Large Extent	Moderate Extent	Small Extent	No Extent
Demonstrate transformational leadership through authenticity, creativity, and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and endorse the history,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

## **APPENDIX G: INTERVIEW GUIDE**

### **PART 1**

1. How often is your leadership program offered to employees?
2. How many employees participate in your leadership program each time it is offered? How are participants chosen?
3. Can you describe how your leadership program is planned?
4. How is your leadership program delivered to employees?
5. Is your college CEO involved in planning and delivering the leadership program? If so, how?
6. What is the cost of your leadership program to the institution? Is there any cost to employees who participate?
7. How many employees at your college can attribute achieving a higher position to completing your leadership program?
8. The AACC has recently published a second edition of the Competencies for Community College Leaders. How has the second edition of the leadership competencies affected your leadership program?

### **PART 2**

#### **VISION**

1. Do leadership program participants learn about the role and mission of community colleges? If so, how?
2. Are leadership program participants exposed to the vision the college president has for the future direction of the college? If so, how?

#### **EMPOWERMENT**

1. How are college employees empowered by participating in the leadership program?
2. Is leadership at all levels of the institution incorporated into the leadership program? If so, how?

#### **ORGANIZATIONAL CULTURE**

1. Does your leadership program promote the importance of students? If so, how?
2. Do leadership program participants learn about innovation and change? If so, how?

#### **MOTIVATION**

1. Does participation in your leadership program provide participants with an understanding of how they fit into the organization? If so, how?
2. Does participation in your leadership program prepare participants for their role in the designing and planning the future direction of the college? If so, how?

#### **ETHICS**

1. Do leadership program participants have the opportunity to develop an awareness of ethics? If so, how?

### **PART 3**

Is there anything else that you would like to add?

## APPENDIX H: AACCL LEADERSHIP PROGRAM DATABASE UNAVAILABLE

**From:** AACCLEADERSHIP [aaccleadership@aacc.nche.edu]

**Sent:** Wednesday, February 27, 2013 08:41 AM

**To:** Robison, Gregory E

**Subject:** RE: Request for assistance with doctoral study

Dar Greg,

Thanks for your message. We are working on updating the list, and it will not be available for about two weeks or so. Please feel free to check back in with me, or visit our website for updates.

Thanks.

Jennifer

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**From:** Robison, Gregory E [mailto:ROBISONG96@students.ecu.edu]

**Sent:** Thursday, February 21, 2013 1:55 PM

**To:** AACCLEADERSHIP

**Subject:** Request for assistance with doctoral study

Dear Administrator of Leadership Programs:

Please allow me to introduce myself. My name is Greg Robison. I am currently a doctoral candidate in the Higher Education Administration program at East Carolina University in Greenville, North Carolina. At present, I am a faculty member and Chair of the Information Systems Technology Department at Pitt Community College in Winterville, North Carolina. My dissertation study will focus on community college leadership. The purpose of this communication is to ask for your assistance in identifying existing community college leadership development programs. Several years ago, AACCC maintained a list of community college leadership programs on their website. I was wondering if there is a current list or database of community college leadership programs that I could utilize as a starting point for my study

Thanks in advance,

Greg Robison