Old Dominion University
ODU Digital Commons

Educational Foundations & Leadership Theses & Dissertations

Educational Foundations & Leadership

Spring 2017

Leadership Competency Perceptions of Rural Community College Presidents in the Coastal Southeast Region

Keith A. Harkins
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/efl_etds

Part of the Community College Leadership Commons, Educational Leadership Commons, and the Higher Education Commons

Recommended Citation

This Dissertation is brought to you for free and open access by the Educational Foundations & Leadership at ODU Digital Commons. It has been accepted for inclusion in Educational Foundations & Leadership Theses & Dissertations by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

Leadership Competency Perceptions of Rural Community College Presidents

in the Coastal Southeast Region

by

Keith A. Harkins
B.A. May 1990, Lynchburg College
M.Ed. May 1993, Lynchburg College

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

Community College Leadership

OLD DOMINION UNIVERSITY
May 2017

Approved by:

_____
Jay Scribner (Director)

_____
Mitchell Williams (Member)

_____
Alan Schwitzer (Member)

Dedication

This dissertation is dedicated to my wife and daughters. This has been quite an adventure. Thank you for hanging in there with me. My hope for you is that you always value education and never stop learning new things.

Acknowledgements

My decision to pursue a career in the community college was cemented by my very first class. That group of students exposed me to a world I had not experienced. A world where students had to overcome obstacles I had never considered; a world where the final grade was the least of their worries. Their life stories and ultimately the commitment to a better life for their children have served as inspiration for me during this process. I am forever grateful for that group.

To former Professors Dr. Pete Warren and Dr. Ken West, your commitment to students and to enjoying the journey of life had a profound influence on me. I thank you.

To my doctoral committee, Dr. Jay Scribner, Dr. Mitchell Williams, and Dr. Alan Schwitzer, I thank you for enduring this process. A special thank you to Dr. Williams for your encouragement, honesty, and patience.

TABLE OF CONTENTS

LIST OF TABLES

Abstract

In a 2012 study, the American Association of Community Colleges noted over three quarters of community college presidents surveyed planned to retire in the next ten years. The rural community colleges in the Coastal Southeast Region face additional and unique challenges beyond the growing leadership shortage. Rural community colleges in the Coastal Southeast Region are often the focus of both educational and cultural development within the community. The rural community college president must lead the effort to advance the mission of the college and ensure the college leads the community in a positive direction. This study explored the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the most important professional skills, characteristics, and competencies identified by the American Association of Community Colleges (AACC) for effective community college leadership. In addition, through qualitative data gathered in interviews with presidents, this study identified the experiences reported as helpful to their development within the six AACC leadership competencies.

Chapter 1

Introduction

Four-year universities often receive an inordinate amount of media attention due in part to their massive athletics budgets, research activities, and fund-raising campaigns (Cohen & Brawer, 2008). These activities often eclipse the fact these institutions enroll and educate a relatively small percentage of undergraduate students pursing higher education. The community college system educates nearly half of all students in higher education (Cohen & Brawer, 2008), has a large number of low income and minority students, and it has the reputation of being both community-centered and the country's "second chance" institution (Grubb & Lazerson, 2004). The community college has experienced rapid growth throughout the last century, and this growth is considered one of the largest developments in higher education during that time (Varner, 2006).

Cohen and Brawer (2003) described the four core functions of the community college mission that directly and indirectly address students differing educational needs. These include (a) occupational education, (b) collegiate and transfer education, (c) remedial education, and (d) adult and community education.

Similar to other industries, the community college has not adequately planned for the large number of retirements it will face in the coming years (Duree, 2008). This lack of preparation will place strain on potential new leaders not prepared for their new position. In addition, this lack of planning will likely contribute to a lack of diversity in the candidates for president, especially in rural communities. Rural communities are much more diverse than in years past and this calls for a more diverse leadership pool (Eddy, 2009).

Community colleges face a myriad of challenges as they move into their 113th year of existence and beyond. Rural community colleges and their presidents face additional challenges not found at urban and suburban institutions which are often better financed and have students who have had stronger academic experiences prior to entering the community college (Pennington, Williams, & Karvonen, 2006).

Background of the Study

One of the largest challenges facing the community college in the coming years is the task of developing future leaders who possess not only the skills and traits to be a successful president, but who also are committed to upholding the core mission and values of the community college (Duree, 2009). As more high-level executives from the community college hit retirement age, those who would take their place are increasingly reluctant to do so. Duree (2009) found that over 50% of respondents occupying the position most associated with moving to the presidency, the vice-president of academic affairs, indicated they have no plans to pursue the presidency.

According to a 2012 AACC (American Association of Community Colleges) survey of 390 community college presidents, about 75 percent plan to retire in the next ten years with another 15 percent planning to retire in 11-15 years. In addition, the median age of respondents was 60 years old. Another 2012 AACC report, "Reclaiming the American Dream: Community College and the Nation's Future," indicated the pool of potential presidents is dwindling. In a study by Claremont University's Community College Leadership Development Initiative Board of Directors (2000), researchers found key administrator positions are attracting smaller number of applicants who are considered to be well-qualified. Researchers from the Claremont study also found the numbers of experienced faculty who might be interested in these positions were

dwindling (Charan, Drotter, & Noel, 2001). In fact, faculty members who participated in the survey stated these positions required too much work and those who take them were likely to be abused by quarreling factions from within the college. These negative perceptions may be a determining factor in the decision to prepare for a leadership position via academic or professional development opportunities.

In April of 2005, the AACC Board of Directors approved and published, *Competencies for Community College Leaders,* a document which identified six areas were identified as crucial to the continued success of both community colleges and their students. These competencies included:

- Collaboration

- Resource Management

- Communication

- Organizational Strategy

- Professionalism

- Community College Advocacy

In addition, the AACC (2005) identified five essential characteristics for today's community college leaders:

- Understanding and implementing the community college mission

- Effective advocacy

- Administrative skills

- Community and economic development

- Personal, interpersonal, and transformational skills

The competency framework is intended to help promising leaders chart their professional development, to provide leadership development programs with curricula guidelines, and to guide college human resource departments and boards of trustees in recruitment, hiring, and professional development. It is also intended to be a document that evolves over time to meet the changing needs of community colleges (AACC, 2005).

Rural community colleges often must find leaders from other areas, frequently from more urban institutions. These candidates while well qualified are often not ready for the unique challenges which accompany rural living. As rural institutions and potential candidates become aware of these challenges, the selection process develops into one, which considers not only qualifications but also the candidate's ability to embrace the rural culture.

Rural community colleges make up 45% of all two-year colleges, 60% of all community colleges, and enroll one third of all community college students (Katsinas & Hardy, 2004). When compared to their urban counterparts, rural areas have smaller populations, lower per capita income, fewer employment opportunities, higher poverty rates, and lower educational achievement (Eddy, 2009). Additionally, in many rural areas people do not choose from among several institutions of higher learning; the choice is the community college. Therefore, in many rural areas the community college plays a uniquely educational and economic development role

that is unheard of in urban areas. Boggs (2010) suggested the mission and core values existing in the community college differ greatly from other institutions of higher learning. Boggs also believed future changes in societal trends would lead to the community college taking on a much greater role in higher education, providing these institutions the opportunity for a much greater impact on the lives of students and the communities they serve.

Predictions of a leadership crisis in community colleges are plentiful. Surveys by Weisman and Vaughan (2002, 2007) estimated as many as 84% of current college presidents could retire in the next decade. Finding future leaders with the necessary professional abilities and personal traits to be successful, and who are committed to the values and mission of the community college may be one of the greatest challenges community colleges will face in the next 20 years (Duree, 2007). Duree also stated, most vacant president positions are filled by other presidents or those holding Chief Instructional Officer (CIO) positions and those holding these CIO positions are about the average age of presidents and are therefore likely to retire at the same rate as their bosses. Riggs (2009) pointed out that as this traditional pipeline disappears, community colleges will have an "increasingly difficult time finding well qualified candidates to fill their executive leadership positions" (p. 1). Amey (2002) suggested community colleges have failed to provide potential senior leadership with programs designed to cultivate competencies necessary for success in filling the void of retiring community college leaders.

Leaders of rural institutions face different types of challenges than their urban or suburban counterparts. They have fewer resources and are sometimes isolated from activities such as the arts, shopping, and large social opportunities (Eddy, 2009). Eddy warned, "isolated locations, lower pay, and a lack of cultural events all make it difficult to attract and retain rural

college leaders" (p. 2). Rural community college presidents must undertake the same organizational responsibilities as their urban and suburban colleagues while dealing with the additional challenges of having fewer resources, in areas with a declining economy and geographic isolation (Morelli, 2002). These challenges make fulfilling the historic mission of the community college particularly difficult: providing open access admission, offering a comprehensive curriculum, creating and maintaining a student-centered learning environment, establishing a community-orientation to programming, and supporting economic development and workforce preparedness in the local service region (Levin, 2000). In fact, the community college mission has become even more important to the existence and vitality of the rural community (Morelli, 2002).

Rural leaders must be prepared to deal with the loss of anonymity that comes with rural living. Rural living also means dealing with the often complex family relationships between staff, board members and community leaders (Eddy, 2009). As a new member of a rural community, it is difficult, if not impossible, to know how people are connected (Eddy, 2009). In addition to serving as economic catalysts and reaching out to underserved populations, rural community colleges must provide leadership in other areas. Killacky and Valadez (1995) challenged rural community colleges to empower their students to become "critical thinkers, conservers of natural resources, and participants in the democratic process" (p. 7). Rural community college presidents should develop a culture of risk-taking, team building, and valuing local resources (Eller, Martinez, Pace, Pavel, & Barnett, 1999). Hicswa (2003) believed rural community colleges and their presidents "serve as creators of hope for their constituents" (p. 4).

There has not been sufficient research examining the unique characteristics and leadership skills required to be a successful president in rural Coastal Southeast Region

community colleges. This study attempts to add to the literature on this issue. Future leaders of community colleges in the Coastal Southeast Region and boards of these institutions could use the information in this study to ensure the proper fit when looking to fill openings. Institutions could benefit from this information to properly inform candidates of the unique benefits and challenges of the rural Coastal Southeast Region presidency.

Purpose Statement

The purpose of this study is to examine the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the professional skills, characteristics, and competencies identified by AACC (2005) for effective community college leadership. In addition, this study will identify the experiences presidents report as helpful to their development of the six AACC leadership competencies. Examination of background information is important to this study because it seeks to identify characteristics of both a personal and professional nature that contribute to the success of a rural community college president.

Research Questions

The following research questions will guide this study:

1. How do rural community college presidents located within the Coastal Southeast Region rate the relative importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership?

2. Is there a significant difference in the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership when compared to the AACC data as presented by Kools (2010) and Hassan (2008)?

Hypothesis: The perceptions of rural community college presidents in the Coastal Southeast Region differ significantly from the perceptions of community college presidents generally regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership.

3. How do presidents of rural community colleges in the Coastal Southeast Region describe their leadership development experiences within the context of the essential experiences identified by the AACC and presented by Kools (2006) and Hassan (2008)?

Professional Significance

When describing the community college leadership needs for the twenty-first century, Boggs (2003) suggested that by the benefit of their mission and core values, community colleges have set themselves apart in the world of higher education. In addition, Boggs believed changes in demographics and societal trends will ensure the viability and importance of the community college. As a result, the future leaders of these institutions will have an increasing effect on the lives of their students and the communities they serve.

In a project funded by the W. K. Kellogg Foundation, the AACC solicited the views and opinions from practitioners and educators involved in community college leadership programs. Data were collected during four summits and were reported to the AACC in 2004. This initiative not only supported the planning stages of a leadership development model to address the growing leader gap, but also placed specific emphasis on helping community college boards and potential leaders identify those leadership competencies that are deemed as important for successful leadership in the community college setting (AACC, 2003). The qualitative analysis resulted in a set of competencies identified by summit participants to be critical for effective, successful leadership in the community college. In the fall of 2004, the AACC surveyed

community college leaders for their input regarding the critical competencies. Literature has detailed the importance of accurately describing a rural presidential position in advertisements (Leist, 2007), the challenges faced by rural community colleges (Honeyman & Sullivan, 2006; Pennington, Williams, & Karvonen, 2006), traits needed to be a rural community college president (Eddy, 2009), and even the culture and role of the rural community college (Eddy, 2007; Leist, 2007; Miller & Tuttle 2007; Vaughan, 2007).

Overview of the Methodology

Creswell (2003) described quantitative research theory as a "scientific prediction or explanation" (p. 120). Creswell also suggested that theories are interconnected ideas formed into propositions or hypotheses "intended to specify the relationships among variables, and the systematic view might become an argument, discussion or rationale that helps predict a phenomenon that occurs in the real world" (Creswell, 2003, p. 120).

The target population for this study will be Presidents of rural community colleges located in the Coastal Southeast Region. The electronic survey instrument used for data collection will be designed based upon the AACC Competencies for Community College Leaders (2005). The survey will use the same wording found in the AACC document with a Likert scale for respondents to indicate the relative importance of each of the specific items. The Likert scale will also be the same scale used in the 2004 AACC pilot study. The responses of these presidents will be compared to those from the original AACC study from 2004.

Delimitations

1.   This study will be a comparison of previously collected data and data collected from a survey instrument. Survey participants were limited to presidents from public, two-year institutions.

2.   The study will be limited in context as only those institutions located in the rural areas of the Coastal Southeast Region will be surveyed.

3.   The survey will be designed to be distributed and administered electronically. There will be limited control of response rates.

4.   The responses to survey questions are subject to the individual biases of each president's view of critical competencies.

5.   The study will use existing data from past AACC research.

Definition of Terms

American Association of Community Colleges – The AACC is a professional organization representing nearly 1,200 two-year, associate degree-granting institutions.

Career Pathway – For the purpose of this study, career pathway will be defined as the position held immediately prior to becoming president.

Coastal Southeast Region - The Coastal Southeast Region encompasses the states of Virginia, North Carolina, South Carolina, Georgia, and Florida.

Critical Competency – Is the knowledge, expertise, or ability in specific areas deemed necessary for success.

Formal Education – Is defined as that provided by a recognized institution following a planned course of study.

Urban Community College – A publically supported institution located in a geographic with a population of over 100,000 (Vineyard, 1979).

Leadership Development Experience – Formal or non-formal training received which is designed to increase leadership skills.

Professional Skills – Those skills described by the AACC (2005) as essential to being a successful community college leader.

President – Will be considered any person who has assumed the role of leader or Chief Executive Officer of the college.

Rural Community College – The rural community college is defined as a publically supported, comprehensive institution, located in an area of under 100,000 population, and serving a broad geographic area (Vineyard, 1979).

Chapter 2

Review of Literature

In 1901 the community college was developed as an extension of the high school education. In that 112-year period, it has experienced a rapid growth in enrollment, number of colleges, and programs offered. Varner (2006) considered this growth as one of the largest developments in the 400-year history of higher education in America.

Community colleges were originally developed as open-admissions junior colleges offering the first two years of a baccalaureate degree. Since, they have evolved into comprehensive institutions serving the educational needs of every type of community. According to Boggs (2010), most community college historians point to the founding of Joliet Junior College in 1901as the beginning of the American community college movement. Through its growth, the community college has "widely broadened access to higher education and training opportunities to students who would not otherwise have had the opportunity to attend college due to economic, mobility, and social barriers" (p.1).

The Truman Commission Report of 1947 charged higher education in the United States to serve more than the privileged few. The commission charged higher education to expand nationally in order to serve all citizens and marked the first time the term "community college" was instituted.

> This expansion was aided by the educational and training needs of returning veterans, the
> baby boom generation and the growing need for skilled workers in a shifting economy,
> community colleges have changed the paradigm for higher education in the United States
> from where students had to "go away" to college to one that provides access to high-

quality and affordable higher education and training in local communities. (Boggs, 2010,

p. 2)

Illustrating the accessibility of community colleges, there is a community college within a brief commute of 90% of the United States population providing educational opportunities to many small, rural communities (National Commission on Community Colleges, 2008).

History of the Community College Presidency

The community college has experienced rapid growth throughout the last century. Varner (2006) considers this growth as one of the largest developments in higher education during that time. Having celebrated their 110th anniversary in 2011, the community college with its open door access operates in every state and provides educational opportunity to half of all students beginning their college careers (Cohen & Brawer, 2003). The community college has a large number of low income and minority students and has the reputation of being both community centered and the country's "second chance" institution (Grubb & Lazerson, 2004). During this period of growth and change, multiple missions have emerged for the community college. Future community college leaders must make these different missions compatible with one another and create an institution that provides open and equal educational opportunity while providing workforce training that is responsive to the changing needs of business and industry (Grubb & Lazerson, 2004).

As community colleges increased in popularity in the 1920s, Clark University President G. Stanley Hall recognized the need to establish programs to address the demand for administrators (Katsinas & Hardy, 2004). Despite Hall's awareness into the growing need for professional programs to develop higher education administrators, early community colleges were often led by secondary school principals and former superintendents (Vaughan, 1989).

These individuals were commonly selected because their experience in other educational settings provided them with transferable skills which could be adjusted to new leadership positions. According to Vaughan (1989), in 1960, more than 25% of community college presidents were former public secondary school superintendents. The growth of community colleges in the last century has forced its leadership to evolve.

In an analysis of how community college presidents have changed over four generations of leadership, Sullivan (2001) grouped and labeled four distinctive generations of leaders as: "founding fathers, good managers, collaborators, and the millennium generation" (p.561). The "founding fathers" and "good managers" were similar in nature and held traditional leadership styles with a hierarchical organizational structure. Most of these presidents were white males in their 50's, had served in the military, and were considered creative and daring leaders. Most of this group had retired by the early 1990s.

The third generation, the collaborators, continued to be predominantly white males who were beginning to be joined by an increasing number of women and people of color (Sullivan, 2001). This group is also the first to have prepared themselves for leadership roles specifically designed for the community college leader. The emerging fourth group of presidents, the millennium leaders, mirrors the third group demographically, with the exception of date of birth. Most of these leaders were born after WWII, and their lives have been impacted by the civil rights movement and emerging technology including the internet and exponential growth of the personal computer. Sullivan believed this group had intentionally trained for leadership positions more than other generations, and seems "to be more sophisticated and knowledgeable than their predecessors as they step into the CEO role" (p. 570).

Over the years, the specialized training required to adequately administer community colleges was most often gained through on-the-job training. This unceremonious approach to professional development primarily consisted of leaders moving through the academic ranks and various administrative positions. In certain cases, specific leadership development training was provided by prominent universities or professional associations (Piland &Wolf, 2003).

Community college leadership development programs were expanded and new programs were created to meet the growing demand caused by the rapid expansion of the community college system (Hassan, 2008). According to Duvall (2003), since 2000, professional terminal degrees in higher education administration and educational leadership have become the recognized standard of educational attainment required for the position of chief executive of a community college. Of the 415 community college presidents responding to a survey distributed by Duvall, 87% held doctoral degrees. The split between Ph.D. and Ed.D. degrees was virtually identical (43% and 44%, respectively). Only 38% of the community college presidents responding to Duvall indicated their doctoral degree was in higher education with an emphasis on community college leadership.

Significance of Community Colleges

Since their founding in 1901, America's community colleges have grown into irreplaceable educational institutions that have proven vital to not only the communities they serve, but to the social, economic, and academic development of the United States (Sullivan, 2001). Community colleges have uniquely delivered educational opportunities to older as well as younger adults, and have done so within the setting of their host communities (Cohen & Brawer, 2003). The appeal of community colleges lies in their willingness to depart from traditional academic patterns, resulting in what has become the most democratic element in the system of

higher education (Brint & Karabel, 1989). Another significant role of community colleges has been in forming and sustaining strong partnerships with regional corporations so the colleges are able to provide critical on-going workforce education and life-long learning (Roueche, Baker & Rose, 1989).

Community colleges are an important connection between education and the nation's economic success; they provide a competitive advantage and well-trained workforce (Watts & Hammons, 2002). As costs of traditional colleges continue to increase, community colleges are often considered to be an affordable educational alternative. From 1976 to 2001, tuition costs for public four-year baccalaureate-producing colleges and universities increased by 468%, with annual tuition cost rising from $617 to $3,506. During the same period, community colleges' annual tuition rose 380% from $283 to $1,359, making them a practical choice for those attracted to their open enrollment, local presence, and affordability (Kasper, 2002).

During the first 8 years of the new millennium, costs of traditional four-year colleges climbed to extraordinary levels. According to Manzo (2003), recent high school graduates, their parents, and displaced workers with moderate to low annual salaries seek more inexpensive paths to earn a degree. Many who fall within in this social economic standing have not accumulated sufficient savings for a college education; they may discover the high tuition costs charged by 4-year public universities are beyond their means. Their salaries are too low to afford tuition costs out of pocket, but their salaries are too high to qualify for financial aid.

According to the AACC (2003), growth in community college attendance doubled from 2000 to 2003. The demand for the resources offered by community colleges continues to grow while the development of leaders and succession planning to meet these demands seem to have reached a plateau.

Community colleges experienced a double-digit growth enrollment from 2000 to 2003 and currently enroll over 10 million students annually--almost half of all U.S. undergraduates (American Association of Community Colleges [AACC], 2003). Cohen and Brawer (2003) describe the four core functions of the community college mission that both directly and indirectly address the diverse needs of students. These include (a) occupational education, (b) collegiate and transfer education, (c) remedial education, and (d) adult and community education. Cohen and Brawer (2003) also note that the community college is a dynamic institution whose mission and purpose vary in keeping with the changing face of modern society.

The current context of the community college is being shaped by diminishing fiscal support, changing student demographics, growing emphasis on assessment and accountability, and the increasing impact of globalization on programs and priorities. The community colleges have had to adjust to these changing processes and phases in order to stay in tune with variations in their communities' characteristics, needs and changes in society, the economy, and other aspects of public life (Sullivan, 2001). More recently, many community colleges have added baccalaureate degrees to their programs (Floyd, 2005). With these new developments, community colleges have seen an associated increase in the demand for more flexible, creative, collaborative, entrepreneurial, and imaginative leaders (Kezar, Carducci, & Contreras-McGavin, 2006).

The Aging Leadership Picture

"The current state of community college leadership is not good . . . we would join with those who have labeled the current situation a 'crisis'. (Piland & Wolf, 2003, p. 1) According to Shults (2001), community college presidents are retiring at an alarming rate, as are those who hold the jobs that traditionally lead to the presidency. In addition, faculty retirement

rates are projected to dramatically increase until the year 2015. In 2001 Shultz cited the following alarming statistics:

- Nearly half of current presidents indicate they will be retiring in the next six years.

- Thirty-three percent of college presidents believe that one fourth or more of their chief administrators will retire in the next five years: 36 percent feel that at least one-fourth of their faculty will retire in the next five years.

- Presidents believe that the skills they need in the future will remain constant but that there will be more emphasis on the ability to be flexible, to understand technology, and to seek business-and-industry partnerships.

- Three areas cited by new presidents as those for which they feel unprepared include: the overwhelming nature of the job; the level of politics involved; and the amount of relationship building they are expected to accomplish.

Compounding the issue, many institutions are "without a clear sense of emergent replacements". (Amey, VanDerLinden, & Brown, 2002, p. 573)

To this point the predicted retirement numbers from Shultz have not materialized. The economic recession has likely caused many community college leaders to postpone retirement. According to more recent studies, the U.S. Bureau of Labor Statistics projects there are an estimated 6,000 jobs in higher education administration that will need to be filled annually through 2014 (Leubsdorf, 2006).

Many community colleges were established in the mid-1960s and early 1970s. The people who helped establish and make the community college system successful as its leaders are now ready to retire (Shultz, 2003). Additionally, many other long-term senior administrators

and faculty who began their careers at that time and have provided their expertise and leadership for nearly 30 years are at the end of their careers as well (Shultz).

Duree (2009) found that over seventy-five percent of community college presidents surveyed planned to retire by 2012 and a separate study found eighty-four percent planned to retire by 2016 (Betts, Urias, Chavez, Betts, 2009). Vacant president positions are most often filled by other presidents or those holding chief instructional officers (CIO) positions. Duree found those holding CIO positions are about the same average age of the presidents and are therefore likely to retire at the same rate as their bosses. Riggs (2009) pointed out:

> With the two pools of applicants that have historically filled most of the vacant president positions shrinking, and the number of president vacancies on the rise, community colleges will have an increasingly difficult time finding well qualified candidates to fill their executive leadership positions. (p. 1)

Traditionally, the path to the presidency in the community college has been nearly set in stone. With few exceptions, one is expected to have been a community college faculty member, a faculty leader, dean, and CIO before he/she will be considered for a president position (Riggs, 2009). In the course of this development, they develop valuable skills, networks, and contacts. This career path can take several years and requires a doctorate degree from an accredited institution usually earned while working full time and raising a family (Riggs, 2009). In other words, the career path leading to community college leadership takes time, money, personal sacrifice, and extensive education.

The American Council on Education (2008) reported colleges are hiring fewer full-time faculty, and those that are hired are older than those in the past. The study raises the concern that these new faculty members will not have the time during their shorter careers to move through

the traditional ranks. Riggs (2009) suggested community colleges therefore, have a problem at both ends of the continuum, with not enough qualified individuals entering onto the administrative community college career ladder, and large numbers at or near the top of the ladder leaving.

Since most studies about community college leadership focus on the presidency, it is difficult to pin down just why so few enter the path to administration, or exit that path early. Hiring fewer full-time faculty is only one part of the explanation.

According to Riggs:

There are several important areas that need to be explored regarding how community colleges can improve both the quantity and quality of available leaders at all levels. These include developing a better understanding of ways to support up and coming administrators, as they move through the leadership pipeline; developing alternatives to the traditionally rigid career paths for those who want to become community college administrators or advance as administrators; and improving organizational practices for selecting administrators. We also need to do a better job of inventorying and incorporating best practices that already exist in professional development for new administrators. (2009, p. 3)

Community colleges, with their diverse missions and broad reach, cannot afford to maintain their current assumptions about the prospective leadership pool and must consider nontraditional sources of candidates for executive positions. (Amey et al., 2002).

Better support for often under-appreciated deans and mid-level administrators is a critical component to the answer. These positions are at the forefront of the college and how it meets the goals set forth in the mission statement. These mid-level administrators are the first line in

dealing with students and most importantly, faculty. Strong presidential leadership is essential, but the academic deans and other mid-level administrators are the ones who have the greatest impact on the day-to-day operations of the college. "The quality of the academic environment, meaningfulness of services for students, and support for the faculty are all driven by dedicated individuals in mid-level leadership positions and not out of the president's office" (Riggs, 2009, p. 1).

Alfred (2003) believed community colleges have become too resistant to change. That they choose to exist from one crisis to the next thinking there will be relief only to find another crisis waiting. Alfred suggested community colleges have developed a "complacency that rewards status quo thinking, where stability, organizational homeostasis and self-limiting bureaucracy are clearly valued over risk taking and transformational change" (p. 1).

Assuming this issue becomes even a fraction of the size the literature predicts, how will community colleges fill these positions? Currently, the poor economy and persuasive boards have combined to limit the scope of the problem. Many administrators have been lured out of retirement, or simply have chosen to stay on, thereby delaying the problem for some colleges. This is not a long-term solution. When luring someone out of retirement or convincing him or her to stay does not work, what do we find? Are there competent and willing candidates to fill these positions? Riggs (2009) says there are. The problem however, is often these leaders are not ready to deal with the difficult tasks asked of them during a time of organizational transformation.

Betts et al. (2009) warned colleges against the practice of moving people up through the ranks with little or no leadership training. These promotions with little or no training lead to ineffective leaders and more work for support staff. Instead, they suggested colleges consider the

strategy of corporate America and identify possible leaders early and provide them with the education and training they need to be successful community college leaders. Recruitment, professional development, and succession planning in higher education will be crucial to proactively preparing for the projected turnover in higher education (Leubsdorf, 2006). Leubsdorf recognized the idea of growing leaders within the organization. He stated that some forward-thinking colleges and universities are beginning to increase their efforts to put a mentoring program in place.

William Bowen (2008), president emeritus of the Andrew W. Mellon Foundation and a former president of Princeton University stated: "an astonishing number of institutions have no succession-planning process in place" (p. 40). There is quite a difference in how corporations and higher education view succession planning. Miller and Tuttle (2007) sees the lack of preparation for succession planning as a symptom of the higher education culture that does not encourage leaders to develop their own successors. According to Welsh and Welsh (2007), well over 50% of companies promote their CEOs from within. These companies understand that disruption is minimized when a well-crafted succession plan exists.

Career Pathways

Miller and Pope (2003) argue the leadership pathways to the community college presidency have a tendency to run through three labor markets. The traditional route is where the candidate works his or her way through the internal market starting as faculty, followed by dean, vice president and finally, president. The second market consists of candidates from business and industry. Usually these candidates are hired for their financial expertise and are thought to bring

a new way of looking at things free of academic traditions and loyalties (Miller & Pope, 2003). The third market is the public, non-profit sector, usually the K-12 public school arena. Miller and Pope suggest candidates from the second and third markets fail to engender a sense of academic governance and integrity. According to Amey et al. (2002), presidential search committees were more likely to favor candidates with extensive previous higher education experience, including other presidencies, implying the skills needed to be president of a community college should be gained from various experiences within the community college itself.

Weisman and Vaughan (2007) pointed out the most likely path to the presidency is via the academic pipeline. The authors cite 54.5% of surveyed community college presidents described their last job as academic administration. Specifically, chief academic officer was the previous position most often held by community college presidents (Amey et al., 2002; Kubala & Bailey 2001; Kubala, 1999). In a study intended to identify the qualities of outstanding community college presidents as reported by their colleagues, 84.1% of presidents surveyed noted that they had progressed to their presidency via the community college system and nearly half had served as a dean of instruction or academic vice president (McFarlin, Crittenden, & Ebbers, 1999).

Academic History

Traditionally the community college president has completed a terminal degree from an accredited institution. In a report issued by the AACC, 88% of the 936 presidents surveyed reported having earned a Ph.D. or Ed.D. (Weisman & Vaughan, 2007). Amey et al. (2002) indicated that less than 2% of the presidents who responded had completed a doctorate directly related to community college leadership. McFarlin et al. (1999) found the completion of a

terminal degree in higher education and community college leadership was among the top five factors contributing to recognition as an outstanding leader.

Diversity

Many community college presidents, who began their careers over 30 years ago during the inception of the community college concept, are nearing the end of their careers. Weisman and Vaughan (2002) found that 79% of the presidents surveyed planned to retire by 2012 and the reported average age of presidents was 58, with females reporting only a slightly lower average age of 57. In addition, they reported 49% of college presidents are age 61 or older. In 2012 the AACC reported similar numbers illustrating the long-term nature of the issue.

Pathways to the presidency are not significantly different between male and female leaders (Amey et al., 2002). The percentage of females in the role of president seems to have leveled off at 29% after steadily increasing over the last 15 years (Wiseman & Vaughan, 2007). The American Council on Education (ACE) (2007) reported the number of women occupying the presidency in higher education rose from 9.5% to 23% between 1986 and 2006.

The majority of community college presidents continue to be white (88%) according to a study sponsored by the AACC and conducted by Weisman and Vaughan (2007). The remaining presidents responded to the survey as: 6% African American, 4% Hispanic or Latino, 1% Asian American or Pacific Islander, and less than 1% each American Indian or Alaska Native and Other.

Leadership Skills Model

Research on the leadership skills for community college presidents is extensive and often employs many differing theories. Based on analysis of the questionnaire, the theory which can most closely be associated with the instrument is that of the skills approach to leadership. This

approach has a focus on the leader and his or her particular skills and abilities which can be learned or developed (Northouse, 2007). Skills theory recognizes the fact that personality has a role in leadership, but holds that effective leadership is dependent upon knowledge and abilities.

According to Northouse, the skills model was developed in the 1990s to explain the knowledge, skills, and abilities which make effective leadership possible. This model listed five parts of effective leader performance: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences.

>These competencies are directly affected by the leader's individual attributes, which
>include the leader's general cognitive ability, crystallized cognitive ability, motivation,
>and personality. The leader's competencies are also affected by his or her career
>experiences and the environment. The model postulates that effective problem solving
>and performance can be explained by the leader's basic competencies and that these
>competencies are in turn affected by the leader's attributes, experience, and the
>environment. (Northouse, p.67)

Competencies are the most important element of this model. An individual's competencies lead to outcomes, but are affected by individual attributes. The skills approach implies that many people have leadership potential, and if they can learn from experience, they can become better leaders. This means involvement with activities and/or exposure to people and events leading to an increase in knowledge, skills, and abilities. This model differs from a description of what leaders do and focuses on those capabilities which make leaders effective (Northouse, 2010).

Leadership Competencies for Community College Leaders

The AACC formed a Leadership Task Force in 2001 with the intention of responding to the perceived leadership crisis. The Task Force drafted a report, which contained a description of the characteristics and skills needed to be an effective community college leader. These included: an understanding of the mission of community colleges, effective advocacy and administrative skills, knowledge of community and economic development, and solid interpersonal skills.

Community College leaders are often faced with difficult circumstances created by areas outside of their control (March & Weiner, 2003). Leaders must have a broad mix of leadership traits and behaviors as there is not an identified universal set of traits and skills which guarantee success (Bolman & Deal, 1984).

Hockaday and Puyear (2000) identified nine traits of effective community college leaders: vision, integrity, confidence, courage, technical knowledge, ability to collaborate, persistence, good judgment, and desire to lead. Boggs (2010) placed particular emphasis on community college leaders conducting themselves with integrity, honesty, and high ethical standards all while servings as the institution's primary catalyst for change. Shultz (2001) listed the following essential skills for community college leadership: the ability to bring the college together through the governance process, mediation skills, knowledge of technology, and the ability to build coalitions. According to Miller and Pope (2003), current presidents identified eight skills as essential to success: stress tolerance, problem analysis, personal motivation, organizational ability, written communication, educational values, oral communication skills, and judgment. Brown, Martinez, and Daniel (2002) identified the importance of developing expertise in leadership theory and practice.

It is important to identify what a competency is as it relates to AACC leadership guidance. According to Lucia and Lepsinger (1999), a competency is more than the knowledge and ability to perform a job to fulfill established standards. Rather, a competency is a combination of knowledge, skills, and attitudes that combine and have a cumulative effect on what a person is responsible for in his or her job. Competencies can be measured against established standards and can be learned. They are different than job descriptions because job descriptions list tasks, functions, and responsibilities for a specific role; competencies identify the knowledge, skills, and abilities required to successfully accomplish those functions (McNamara, 2008).

A competency is more than being capable at a task; it includes the skill to accomplish the job, the cognition of how to do so effectively, and the drive to accomplish the task (McNamara, 2008). Competencies can also be improved and are often interrelated. For example, it may be of little consequence if a leader possesses the competency of strategic planning if he or she cannot communicate effectively to stakeholders the outcome of the efforts (McNamara, 2008). As such, competencies must be incorporated with other competencies or skill sets to be effective (Lombardo & Eichinger, 2004).

As the leading advocate for U.S. community colleges, the American Association of Community College organization believes that the development and availability of well-prepared community college leaders is critical for the continued success of community colleges and their students (AACC, 2005). For this reason, and in response to the impending leadership gap that is anticipated within the community college leadership ranks, the AACC and the Leading Forward initiative developed a competency framework for current and future community college leaders.

The Leading Forward initiative consisted of four, one-day summits created to collect opinions related to community college leadership from experts representing various community college constituent groups. The goal of these four, one-day summits was to aggregate the views of experts and eventually develop a set of community college leadership competencies. The panel of experts consisted primarily of community college presidents and higher education academics who prepare community college leaders. The selection of these experts was based upon the premise that information should be provided by those who are most qualified to provide data concerning competencies, the activities performed, and the importance of those activities within community colleges (Vincent, 2004).

The data provided by the experts addressed four topic areas related to leadership within the community college setting. These four topic areas were grouped onto worksheets and prepared ahead of time by a panel of AACC employees and consultants to guide the discussion of participating experts during the four summits. Vincent (2004, p. 4) presents the four topic areas as:

- What are the key knowledge, skills and values of an effective community college leader?

- What is leadership development and what are the most effective ways for developing leaders?

- Upon review of existing leadership program offerings, how well are the current programs meeting the needs?

- How can a national framework be built that is comprehensive; provides real choice and distinctions between leadership development programs/curricula; and is useful to individuals, institution, and employers?

The AACC then contracted with ACT Inc. to conduct a qualitative analysis of the community college leadership data gleaned from the Leading Forward summits. AACC provided ACT with all of the existing information and data from each summit including: pre-summit inventories and surveys, flip charts from both facilitators and groups, and written summaries from a consultant. ACT analyzed the data and issued a competency model for community college leaders based on the data from the four summits. The ACT offered a preliminary model based on five competencies:

- Organizational Strategy

- Management

- Interpersonal

- Communication

- Professionalism

According to Vincent (2004), the main achievement of this study was the collection of diverse opinions which were categorized and used to guide the Leading Forward initiative.

In accordance with the recommendations of ACT, the AACC designed a survey to ensure that the leadership competencies of community college leaders had been addressed at the Leading Forward summits. The survey was disseminated electronically in December 2004 to all leadership summit participants and to members of the Leading Forward National Advisory Panel. The response rate for the survey was 76 percent, with 95 of the 125 surveys returned and completed. The significant response rate was accompanied by a 100 percent endorsement of the competencies as either "very" or "extremely" essential for the community college leader. Additionally respondents offered recommendations and suggested minor modifications which

were reviewed by AACC staff and later integrated into the competencies where appropriate

(AACC, 2005).

The survey respondents were also questioned about how well they were formally trained

in the development of each competency. Additionally, the respondents who worked for

leadership development programs were asked how well their leadership program prepares

participants to practice each competency. More respondents replied "minimal" or "moderate" to

these two questions than when asked how essential the competencies are for effective

performance as a community college leader. In other words, the data indicated that a significant

percentage of community college leaders and leadership development program educators felt the

incorporation and development of these competencies into training programs has room for

improvement.

This survey resulted in the creation of Competencies for Community College Leaders; a

document that currently includes six, instead of five, competencies to fit more closely with the

community college environment. On April 9, 2005, the AACC Board of Directors unanimously

approved the Competencies for Community College Leaders agenda (Table 1). "The created

framework has wide utility for both individuals and institutions. It helps emerging leaders chart

their personal leadership development progress. It provides program developers with curricula

guidelines. Institutionally, it informs human resources departments with direction for staff

recruitment, hiring, rewards, and professional development" (AACC, 2005, p.2).

Table 1

Competencies for Community College Leaders

Organizational Strategy

An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.

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

Resource Management

An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

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

Communication

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

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

Collaboration

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

Illustrations:
- Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.
- Demonstrate cultural competence relative to a global society. Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.
- Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.
- Work effectively and diplomatically with unique constituent groups such as legislators, board members, business leaders, accreditation organizations, and others.
- Manage conflict and change by building and maintaining productive relationships.
- Develop, enhance, and sustain teamwork and cooperation.
- Facilitate shared problem-solving and decision-making.

Community College Advocacy

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

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

Professionalism

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

Illustrations:
- Demonstrate transformational leadership through authenticity, creativity, and vision.
- Understand and endorse the history, philosophy, and culture of the community college.
- Self-assess performance regularly using feedback, reflection, goal-setting, and evaluation.

- Support lifelong learning for self and others.
- Manage stress through self-care, balance, adaptability, flexibility, and humor.
- Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.
- Understand the impact of perceptions, worldviews, and emotions on self and others.
- Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.
- Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.
- Weigh short-term and long-term goals in decision-making.
- Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.

AACC Competencies for Community College Leaders (AACC, 2005)

The AACC's *Competencies for Community College Leaders* framework highlights the dynamic process of leadership and carries with it two principles: leadership can be learned and leadership is a life-long developmental process (AACC, 2005). Excellent leadership is the result of many factors: opportunity, preparation, and motivation are but a few of the factors involved in successful leadership (Piland & Wolf, 2003).

Educational Background

An earned doctorate has repeatedly surfaced as a prerequisite for community college presidents, irrespective of institutional location. Vaughan (1989) indicated it is almost impossible for an individual to become a president without this particular credential. Binder (2000) echoed this statement by referring to the doctoral degree, specifically the Ph.D., as a union card to gain access to the presidency. Beyond the terminal degree, however, there is limited consensus regarding the leadership skills and qualities needed by a community college president—despite the large amount of research focused on this position (Hockaday & Puyear, 2000). Nason and Axelrod (1980) offered six categories of qualities from which to evaluate presidents: academic management and leadership, administrative management and leadership, fundraising, budget and

finance, personal traits, and external relations. In identifying this last quality, the authors

emphasized that community college presidents must have a concern for local needs. Vineyard

(1993) referred to the ideal community college president as having:

> …credentials with a terminal degree and experience as a faculty person, preferably in a
>
> junior college . . . experience as an academic administrator, a student personnel
>
> administrator and counselor, journalistic and/or public relations training, and a
>
> background in accounting and business management. (p. 23)

 Hood (1997) reported community college presidents cited communication, innovation,

and vision as the most important qualities that led to their selection for the job. These presidents

also associated several other vital traits to the position: possessing decisiveness, leadership,

judgment, keeping pace with technology, increasing partnerships with business and industry,

developing a positive public image, continuing involvement with civic and community activities,

and articulating the institutional mission.

In studying the qualities and skills of peer-nominated exemplary community college

presidents, McFarlin et al. (1999) found nine common qualities. These included a terminal

degree, community college leadership as an academic major, preparation as a change agent, a

personal research and publication agenda, status as a community college insider, prior

participation in a mentor-protégé relationship, knowledge of technology, and involvement in

both a peer network and leadership development activities. Bumpas (1998) concluded that four

qualities were significant in the selection of a community college president: experience, a

terminal degree, personal traits, and the notion of a "good fit"; that is, "matching the needs and

desires of the hiring institution with the qualifications and skills of the candidate" (p. 14).

When quoting one rural community college leader's contention that presidents must consistently perform amid dwindling resources, Pierce and Pedersen (1997) challenged literature reviews that do not introduce "future community college presidents . . . to the most basic, but not necessarily obvious, qualities upon which all effective presidencies will be based in the next century" (p. 15). They believe the literature has all too often adopted "the language of industrial management" (p. 15) and focused on long lists of specific skills deemed as necessary for success. These authors stated, more than any others, three specific qualities—personal adaptability, role flexibility, and sound judgment—should serve as prerequisites to a successful presidency. Pierce and Pedersen (1997) promoted the three qualities as critical to meeting stakeholder needs, building alliances, understanding the sense of community, and balancing all of these particular factors with the institutional mission. Jensen, Giles, and Kirklin (2000) echoed this concern for balancing a set of factors with the institutional mission. They remarked how each decision made by an institutional leader has three elements—educational, fiscal, and political. Calling the community college presidency "a job for jugglers" (p. 6), these authors offered a set of qualities for would-be presidents: "business manager, fund-raiser, chief policy-maker, keeper of the academic flame, hand holder, backslapper, art and athletic devotee, childcare and technology advocate, a pretty good public speaker, and an even better vote counter" (p. 6).

This extensive list of knowledge, skills, and abilities are simply the parts which must come together, in seemingly infinite ways, to form an effective leader; "the primary administrative talent is not one of knowing how to make good decisions but of how to manage impressions" (March & Weiner, 2003, p. 11). The varying and complex structure and culture of each community college necessitates the ability of a president to call on a vast array of past experiences, leadership philosophy, and relationship building ability to successfully inspire

confidence and an atmosphere of collegiality. Boggs and Kent (2009) interviewed a trustee of 39 years who believed the process is not as complicated as some studies suggest. The trustee believed individuals who understand what motivates people, can maintain a sense of humor, and who display a genuine sense of caring make the best presidents.

Sharples (2002) explored the relationships between certain institutional characteristics and the perceptions of North Carolina community college presidents regarding the importance of leadership roles, values and emotions, and skills. Using size, growth rate, and geographic setting as characteristics, he studied these leaders in three groups: presidents from large and small institutions; presidents from high and low enrollment growth institutions, and presidents from rural and urban community colleges. Despite finding no significant differences in any of these three groups, Sharples detected significant differences in some individual competencies. He stated the institution's "size may impact a President's perception of the amount of energy he/she must exert in establishing trust, encouraging creativity and innovation, increasing job satisfaction, rewarding appropriately, and managing stress" (p. 143). Leadership perceptions in the group of rural and urban community college presidents significantly differed in the advocate competency. Sharples (2002) attributed this to how well presidents perceive their success in communicating with the community, working with the media, and operating in the various local, state, and federal policy arenas. He concluded: "size and geography may indeed influence leadership perceptions" (p. 152).

According to the American Council on Education (2007) 26% of current presidents came to their current position via a previous presidency. The study also stated 34% came to the presidency from the role of chief academic officer. In rural areas, these promotions are more likely to come from within the same institution (Eddy, 2010).

Rural Community Colleges

Several themes are common to rural areas: "poverty, illiteracy, a graying population, dying small towns, a shortage of trained workers, substandard housing, high unemployment, above-average school dropout rates, substance abuse, and the lack of adequate health care and child care" (Reichard, 1995, p. 17). Gillet-Karam (1995) offered an equally dismal portrayal by describing these areas as: "low population density, low total populations, low per-capita income, low levels of educational attainment, slow job growth, high poverty, high unemployment, and high rates of illiteracy" (p. 43).

Hill and Moore (2000) listed "globalism, job scarcity, and changing technologies as three factors that have challenged, and will continue to challenge, rural America" (p.350). Hill and Moore also cited larger political and economic issues over which rural residents have limited control. These larger issues have negatively influenced the rural economy often resulting in the loss of locally owned businesses including stores, farms, and other business ventures in fishing, logging and mining.

As the unique challenges and expectations of rural institutions came to the forefront, a Task Force on Rural Community Colleges was developed to explore these issues (Pennington et al., 2006). The rural community college as defined by the task force is located in a population center of under 100,000 people, serves a large geographic area, and strives to provide a comprehensive curriculum despite limited resources (Pennington et al., 2006). According to Griffin (1995), there are more than 700 self-identified rural community colleges in the United States. More recent efforts to identify this group by Katsinas and Hardy (2004) have resulted in the identification of 922 individual rural community college campuses in 533 community college districts. In the battle for resources, rural community colleges often find themselves at odds with

public schools and other public interests (Miller & Holt, 2005). Rural community colleges also

face the unique problem of recruitment, retention, and development of faculty and

administrators. Rural living coupled with differing social and political views from other area

residents often exacerbates this problem (Pennington et al., 2006). In addition, Miller and Tuttle

(2007) point out rural community colleges often lack:

> the resources to support advanced technological applications, including the
>
> telecommunications infrastructure necessary to support high-speed computing traffic; the
>
> availability of trained staff; and the challenges associated with economic development in
>
> areas that have historically underperformed or have suffered from prolonged economic
>
> depression. (p. 118)

Cohen and Brawer's (2008) contention that for millions of students "the choice is not

between a community college and a four-year institution, it is between the community college

and nothing" (p. 12) is particularly applicable in rural areas (Katsinas & Hardy, 2007). The

population of rural areas is becoming more diverse, and needs the services of the community

college in both education and workforce training. According to Katsinas and Hardy (2007): 65

million people live in rural America, but a small percentage make their living via farm related

occupations; 96% of total income in rural areas, and nearly all of the new job growth, is from

sources other than farming; enrollment in rural community colleges increased 42% between 2000

and 2006; the rural community college is a leader in the commitment to student access as they

serve 48% of all first-time, full-time students enrolled in all community colleges, and this

compares to 24% served by urban community colleges and 27% by suburban community

colleges.

Presidents of rural community colleges face a host of issues their colleagues at urban and suburban institutions may never encounter all while dealing with the numerous typical organizational responsibilities. Presidents of these institutions are charged with meeting the expectation of providing transfer students to four-year institutions, educating the workforce, and being a leader in economic development efforts, but with fewer resources and limited economic options (Eddy, 2009).

Leading in rural areas is taxing on presidents on both a personal and professional level. Rural leaders have fewer social opportunities, and are often located far away from the comforts of the urban lifestyle. Limited opportunities for shopping, entertainment and the arts often lead to a feeling of isolation. These leaders also tend to be a long way from the political power in their states giving them less of an opportunity to influence educational policy for their college. These rural locations often are dealing with declining or stagnate economies causing their population to look for employment in more urban areas. Each of these challenges faced by rural America, make rural community colleges less attractive to qualified candidates (Eddy, 2009).

According to Morelli (2002), the top three issues rural community college presidents must deal with that their urban counterparts do not: limited resources, geographic isolation, and a static economy. Richardson (2000) acknowledged leadership training as vital to the success of rural community college presidents. Calling it strategic rural leadership, she calls for a collaborative leadership approach involving:

> a diversity of people, opinions, and perspectives grounded in an understanding of the physical and cultural environments of the local communities. Such leadership can understand, at least to some extent, both the component parts and the whole system of the rural community in its context, local and global. (pp.87-88)

In addition to the established professional qualities that most successful leaders possess, Richardson identified several traits as vital to the success of a rural community college president. These included "trust-building; serving as a transparent, open, and accessible leader; and knowing the culture and history of the local area and its residents" (p.88).

Liston and Swanson (2001) pointed to certain traits needed by a rural community college president, arguing that these institutions serve a key role in area economic development:

College leadership and the personal strengths of key personnel play a large role in the success of any program. When a college president makes an institution-wide commitment to a practice and commits resources to help ensure results, there is a greater likelihood of success. (p. 23)

Rubin (2001) found that institutions which were successful in adding value to their communities "had presidents committed to improving economic opportunity in the region and a vision for community change . . . a level of financial and organizational stability that allowed the president and others to devote attention to nonacademic concerns". (p. 19) Cavan (1995) mentioned several leadership qualities crucial for a successful rural community college presidency: "the ability to understand and articulate the importance of institutional charisma and personality, the articulation of a vision, the pursuit of strategic planning, and the ability to collaborate with other agencies by building coalitions" (p. 14). He also indicated, as the political representative of the institution, the president must "bring together, in a nonthreatening way, all the power of the political community to support the mission of the community college for the betterment of the total community" (p. 13). Reichard (1995) argued presidents must expand their institutional community and economic development roles, increase their resources by politically

working at all levels of government, generate external funds, enhance articulation agreements with public schools and four-year institutions, and improve the strategic planning process.

A comprehensive list of professional qualities common among respected rural community college presidents is difficult to find. Two reasons may explain this: ambiguity and the notion that "one size fits all" (Kerr, 1984). Kerr also explained how uncertainty affects the American college or university president and what that person is supposed to be: "a sound manager with a balanced budget, a successful 'colonial administrator' who can keep the 'natives' quiet, moral leader attacking evil, or any one of a number of other things". (p. 11)

Bromert (1984) linked "culture and fit" to the selection process for presidential candidates (p. 6). She encouraged institutions to consider more than just the traditional criteria by looking at setting and argued failure to consider the setting in which the leader will be placed, may counteract the potential for a good fit.

Conclusion

The need for the community college system to concurrently attract, retain, and develop qualified leaders who possess the necessary knowledge, skills and abilities to assume leadership positions has never been greater. The AACC Leading Forward initiative has addressed this leadership challenge with the "*Competencies for Community College Leaders*" framework. This framework is intended to provide community colleges and potential candidates a vehicle to chart professional development progress and provide leadership programs a guide for curriculum development (Hassan, 2010). Colleges and community college leadership programs must create and implement curricula that facilitate and improve the competencies of administrators and senior personnel being prepared to assume greater roles of leadership.

There is a need for additional empirical investigation of the specific knowledge, skills and abilities required to be a successful president at a rural community college. This knowledge would prove valuable not only to possible candidates, but to hiring committees and college boards as well. This study intends to expand on the AACC Leading Forward initiative by soliciting the perceptions of rural community college presidents serving in the Coastal Southeast Region

Chapter 3

Methodology

This sequential explanatory study investigated four specific objectives. The first objective was to expand earlier AACC findings by analyzing how rural community college presidents in the Coastal Southeast Region rate the relative importance of the characteristics and skills identified by the AACC as being essential for effective community college leadership. The second objective was to determine whether there are differences between those presidents in rural areas of Coastal Southeast Region and the original AACC respondents. The third objective was to offer additional insights for hiring committees, leadership development programs, and potential candidates on the most important competencies required for rural community college leaders. The fourth objective of this study was to identify key experiences community college presidents in rural areas of the Coastal Southeast Region identified as helpful for their development of the skills listed in the AACC Competencies for Community College Leaders (2005).

The purpose of this study is to examine the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the professional skills, characteristics, and competencies identified by AACC (2005) for effective community college leadership. In addition, this study will identify the experiences presidents report as helpful to their development of the six AACC leadership competencies. Examination of background information is important to this study because it seeks to identify characteristics of both a personal and professional nature that contribute to the success of a rural community college president.

The following research questions will guide this study:

1. How do community college presidents located within the Coastal Southeast Region
    rate the relative importance of the characteristics and professional skills identified by
    the AACC as being essential for community college leadership?

2. Is there a significant difference in the perceptions of presidents of rural community
colleges in the Coastal Southeast Region regarding the importance of the characteristics and
professional skills identified by the AACC as being essential for community college leadership
when compared to the AACC data as presented by Kools (2010) and Hassan (2008)?
Hypothesis: The perceptions of rural community college presidents in the Coastal Southeast
Region differ significantly from the perceptions of community college presidents generally
regarding the importance of the characteristics and professional skills identified by the AACC as
being essential for community college leadership.

3. How do presidents of rural community colleges in the Coastal Southeast Region describe
their leadership development experiences within the context of the essential experiences
identified by the AACC and presented by Kools (2010) and Hassan (2008)?

Table 2 provides an overview of the methodology for the study. Column 1 lists the research
questions, column 2 the variables/measures, and column 3 the type of analyses used for each
question.

Table 2

Research Question, Variables/ Measures, and Analysis

Research Questions	Variables/Measures	Analysis
1. How do rural community college presidents located within the Coastal Southeast Region rate the relative importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership?	Characteristics and professional skills identified by the AACC as being essential for community college leadership.	Mean, median, mode, standard deviation, and range correlation.
2. Is there a significant difference in the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership when compared to the AACC data as presented by Kools (2010) and Hassan (2008)?	Perceptions of current presidents of rural community colleges in the Coastal Southeast Region regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership when compared to AACC data as presented by Kools (2010) and Hassan (2008).	Mean, median, mode, standard deviation, range correlation, ANOVA, and post-hoc testing.
3. How do presidents of rural community colleges in the Coastal Southeast Region describe their leadership development experiences within the context of the essential experiences identified by the AACC and presented by Kools (2006) and Hassan (2008)?	Perceptions of current presidents of rural community colleges in the Coastal Southeast Region regarding the leadership development experiences identified by the AACC as being essential for effective community college leaders when compared to the AACC data as presented by Kools (2010) and Hassan (2008)	Interviews.

Research Design

Survey research with questionnaires is by far the most common method used to study leadership (Yukl, 2006). In order to address this study's four objectives, a descriptive non-experimental survey design was used. According to Gall, Borg and Gall (1996), this type of design is intended to describe or determine the "what is" or "what exists" relative to the phenomena being investigated. Descriptive research consists of obtaining, tabulating, and describing collected data on the population studied (Hassan, 2010). Survey research collects information about respondent's interests, beliefs, attitudes, opinions and behaviors, through questionnaires, interviews, or tests (Glass & Hopkins, 1996). In non-experimental research, the researcher attempts to describe a population in terms of one or more variables without manipulation of those variables (Gall et al., 1996). This study used a descriptive non-experimental survey instrument to investigate "what is of exists" as it relates to leadership competences for rural community college leaders in the Coastal Southeast Region. The researcher will also use ex post facto data from the 2005 AACC study and compare the results to those collected via the electronic survey instrument.

Sequential explanatory design (Creswell, 2009) is determined by these questions:

1. What is the implementation sequence of data collection? In this study quantitative data was first, followed by a probing, in-depth qualitative phase.

2. What method takes priority during data collection and analysis? In this study, quantitative initially took priority. A Sequential Explanatory design is characterized by: Collection and analysis of quantitative data followed by a collection and analysis of qualitative data. The purpose of this design is to use qualitative results to assist in explaining and

interpreting the findings of a quantitative study. In this study, qualitative data from interviews with rural community college presidents were utilized to gain a deeper understanding of the quantitative survey data

Interviews will be conducted with at least three community college presidents. The interviews will then continue until the point of information saturation. The presidents will be selected through purposeful sampling methods. Purposeful sampling is utilized when the researcher selects individuals and locations for the study because they can "purposefully inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2009 p. 125). This method was utilized in order to ensure a representative population of the rural community college president in the coastal southeast region. Groups represented in the interview process were a relatively new (inexperienced president), an experienced president, a female president, and a minority president.

The interviews were conducted via the telephone and were limited to questions regarding the preliminary findings of the survey research. The questions used in the interviews were informed by the results generated from the survey instrument. The interview questions were formulated with extensive consultation of the dissertation committee and were deemed relevant to the research. In addition, an interview protocol (Appendix C) was designed and utilized by the researcher during the interview.

According to Patton (2002), one purpose of an interview is to find out information we cannot directly observe. In this case, observation was not possible, thus the interview was crucial to obtaining the needed information. Patton also mentions the interview is important because it allows us to view events from the participants' perspective. Creswell (2007) lists interviewing as a primary way to elicit stories from the participant. In this study, the researcher

utilized purposeful sampling strategies. The participants are representative of a specific group and their experiences should allow for logical generalization to others in similar situations. According to Creswell (2007), in this type of research, researchers select individuals because they can provide a specific understanding of the research problem and central issue in the study. The one-on-one interview process allowed the researcher to tell the story from the participant's perspective. Using a standardized open-ended interview, the researcher carefully worded each question and follow-up prompts to increase the repeatability of the study. The interview protocol was designed by the researcher and refined and approved by an independent expert. Each participant was informed of the intent of the study (Appendix B). The interview protocol (Appendix C) included scripted, open-ended questions. Prompts were used to guide the interviewer and ensure the desired topics were covered.

Participants

Presidents of rural community colleges located in the Coastal Southeast Region were the target population for this study. The sample size was a convenience sample of rural community colleges that are located in the Coastal Southeast Region. The sample size from this group was 163 presidents. Only presidents from rural, public, not-for-profit two-year institutions in the coastal southeast region of the United States were surveyed. In addition, four presidents participated in the interview portion of the research. The interview participants were a convenience sample chosen from the desired population.

Survey Instrument

The survey instrument used for data collection was designed based upon the AACC *Competencies for Community College Leaders* (2005). The survey used the same wording found in the AACC document with a Likert scale for respondents to indicate the relative importance of

each of the specific items. The Likert scale was the same scale used in the 2004 AACC pilot study. Duree (2007) conducted a factor analysis on this instrument and determined the specific items in the AACC's *Competencies for Community College Leaders* were valid. Factors were not extracted, were well-defined by the variables, and were consistent.

An electronic questionnaire served as the instrument used in the survey of the target population. A descriptive design was used to address the three research objectives and to provide the investigator the opportunity to determine what is or what exists as it pertains to the topic investigated (Gall et al., 1996). Church and Waclawski (1998) stated that descriptive survey research is used to systematically measure aspects in the data which are applicable to the research topic. The advantage of survey research is that it can be used to gain a large amount of descriptive information pertaining to the subject. According to Jackson and Furnham (2000), survey research allows the investigator to gather information and identify areas to improve and challenge the status quo.

Survey design and layout are important for encouraging respondent's participation to the greatest extent possible. A poorly designed survey may result in respondents skipping questions, stopping before completion, or opting out of participating altogether. Poor participation is especially problematic when soliciting voluntary response using the Internet because no personal contact is possible. To gather the maximum amount of participation, the researcher sent potential participants an introductory e-mail (Appendix B) with an accompanying link to the survey (Appendix A). The e-mail explained the purpose of the survey and the importance of those selected to participate to in the research to respond honestly and in as much detail as possible. Each recipient of the e-mail was invited to provide his or her perceptions on the

relative importance of the competencies identified by the AACC (2013) (Appendix A) as being essential for effective community college leadership.

The introductory message sent to potential participants explained why the research was being conducted, how the collected information would be used, approximately how long it would take participants to complete the survey, and a commitment from the researcher that all information will be kept strictly confidential and anonymous. In the survey itself, general instructions were provided for each section of the survey specifying how to progress through the survey. The researcher's personal contact information (both phone and e-mail) was provided in the event the participants had any questions during completion of the survey. At the end of the survey, the researcher sent each respondent completing the survey a note thanking the respondent for his or her participation.

Data Collection

The researcher submitted the appropriate forms in accordance with the policies set forth by the Old Dominion University Institutional Review Board (IRB) for approval to conduct the survey prior to the collection of data.

The data collection process consisted of:

a) Survey Instrument (Appendix A)

b) Conducting the initial mailing of the instrument

c) Collecting and organizing the survey responses

d) Sending a follow-up email

e) Reviewing the survey instruments for completeness

In order to ensure the integrity of both the results and of the survey itself, the following process was utilized.

1. Secured the listing and emails of the presidents from both groups

2. Reviewed the listing for accuracy

3. Assigned a code number of each of the presidents and kept all information on a secure server.

4. On November 1 2013 surveys were emailed to 163 presidents serving in rural community colleges located in the Coastal Southeast Region. The email included the survey instrument (Appendix A), and a letter of instruction detailing the study and how to participate (Appendix B).

5. The returned surveys were reviewed for completeness and all complete responses were entered into SPSS.

6. On November 15 2013, the researcher sent a follow-up email to non-respondents seeking to gain their commitment to take the survey. This process was repeated on November 25 and again on December 1 with data collection closing on December 6, 2013.

7. Based on the survey findings, the researcher developed questions for use in the qualitative portion of the study.

8. Potential interview subjects were contacted and telephone interviews were arranged.

Instrument Development

Leadership assessment has been a growing area of interest in higher education research. Various assessments and research studies of leadership have been conducted (Impara & Plake, 1998). The survey instrument used for this study was originally designed by Hassan (2008) and is based on data gathered from the AACN (2006). This survey instrument contained the precise wording used in the survey conducted by the AACC. The instrument contains a Likert-type scale

ranging from 1 to 5 so respondents could rate the degree to which they felt each of the specific competencies and dimensions were important to effective leadership. A Likert Scale is also referred to as an agree-disagree scale (Brace, 2004). The benefit of employing a Likert-type scale in the research is that most everyone who has taken a survey is familiar with this type of rating scale. The Likert scale also provides a series of attitude dimensions, which enables respondents to use a point rating to identify how strongly they agree or disagree to each dimension. Likert scales are assigned scores for the purpose of obtaining a sum score for each respondent called the response average (Brace, 2004). According to Jackson and Furnham (2000), Likert-type scales are typically used in surveys that measure attitudes and beliefs. By providing an assigned weight to each scale (in this case, a scale of 1-5), it is the intent that each statement will represent different aspects of the same attitude (Brace, 2004).

The Likert-type scale provides respondents the opportunity to rate each competency on a scale as follows: 1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Very important, and 5 = Extremely important. Employing a balanced rating scale such as this 5-point scale typically provides respondents a sufficient amount of judgment in their ratings and is easily understood by the participants (Meric & Wagner, 2006). Any number of categories can be used by researchers but it is possible that using too few choices on the rating scale could result in gaining information that is less reliable and not as specific as that which could be gathered by a more precise set of descriptive rating scale classifications (Meric & Wagner, 2006). A rating scale that is balanced contains the same number of positive and negative ratings with the opposite ends marking the most significant ratings (Meric & Wagner, 2006).

Providing a midpoint allows respondents to offer a neutral rating to the question and yields greater discrimination in the rating of each category (Kools, 2010). Likert-type scales are

an excellent vehicle for rating values sought in research and are widely used in descriptive research because of the ease of implementation for respondents; a single scale covers all items being measured (Hassan, 2008). The scales also benefit the researcher because Likert-type scales enable easy tabulation for data analysis (Hassan, 2008). This same Likert-type scale was used in the AACC (2004) pilot study. Internal validity of the instrument used in the AACC pilot study was conducted via a factor analysis of the instrument by Duree (2007), who concluded that subtasks of the competencies contained within each of the six major themes identified by the AACC (2006) were valid.

Demographic information concerning the respondents was also gathered during the research. To ensure anonymity, the data were not attributed to any specific person or institution. The information was gathered via a section added to the instrument originally used by Hassan (2008). Demographic information of interest to the researcher included questions regarding gender, age, number of years in current position, total number of years as a community college CEO, race/ethnicity, and the highest level of academic degree attained (by type).

Data Analysis

There were two types statistical tests used in the study, descriptive statistics and inferential statistics. The descriptive statistics included: mean, median, mode, standard deviation, range and correlation. The inferential statistics used in the study included: ANOVA and post-hoc testing. According to Glass and Hopkins (1996), descriptive statistics are the ideal tool for describing and summarizing large amounts of information. Inferential statistics attempts to infer the properties of a larger set of data by the examination of a small sample.

The following is an explanation of which research questions have been paired with each type of statistical test.

1. How do rural community college presidents located within the Coastal Southeast Region rate the relative importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership when compared to AACC data as presented by Kools and Hassan? This research question was analyzed using mean, median, mode, and standard deviation.

2. Is there a significant difference in the perceptions of current presidents of rural community colleges in the Coastal Southeast Region regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership when compared to AACC data as presented by Kools and Hassan? This research question was analyzed using mean, median, mode, standard deviation, range correlation, ANOVA, and post-hoc testing.

3. Is there a significant difference in the perceptions of current presidents of rural community colleges in the Coastal Southeast Region regarding the leadership development experiences identified by the AACC as being essential for effective community college leaders when compared to the AACC data as presented by Kools (2010) and Hassan (2008)? This research question was analyzed using mean, median, mode, standard deviation, and range correlation. Descriptive statistics were used to tabulate and describe the data obtained in the quantitative portion of this research (Gall et al., 1996). Descriptive statistics enable the researcher to present the quantitative data in an organized and manageable form (Stevens, 1999). The large amount of data gathered was summarized to provide a simplified structure for better understanding (Glass & Hopkins, 1996; Stevens, 1999).

Inferential statistics were used to apply the data gained from research participants to other groups of similar populations (Glass & Hopkins, 1996). Using this statistical method, inferences

were made to arrive at judgments about the probability of the findings and trends gained from the research being suitable for accurate generalization to similar groups (Stevens, 1999). When using inferential statistics and proper validation from other research studies, it is reasonable to assume the findings from this study may be applied to similar populations.

Limitations

1. The results of the study will express only the views of rural community college presidents in the Coastal Southeast Region currently in office.

2. The results of the study will be limited in regard to external validity due to the specific sample selected for the study. Survey participants were limited to presidents from public, two-year institutions located in the rural areas of the Coastal Southeast Region.

3. The survey was designed to be distributed and administered electronically which will limit control of response rates.

4. The responses to survey questions are subject to the individual biases of each president's view of critical competencies.

5. All responses were anonymous and all data confidential. Identifying factors will be limited to rural community colleges in the Coastal Southeast Region.

This chapter provided an outline for how the researcher organized and performed the study based on the four objectives for the study and the three research questions. Chapter four provides the analysis of the data.

Chapter 4

Findings

The purpose of this study was to examine the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the professional skills, characteristics, and competencies identified by AACC (2005) for effective community college leadership. A second objective was to provide additional information on the relative importance of the competencies identified by the AACC based on the perceptions of presidents of rural community colleges in the Coastal Southeast Region compared to the AACC data as presented by Kools (2010) and Hassan (2008). This chapter provides an overview of the findings of the research and is organized in terms of the three research questions posed in Chapter One. In order to provide a comprehensive understanding of the community college presidents who participated in the research, a profile of their age, gender, race/ethnicity and educational background was compiled. Surveys were sent multiple times to the 163 presidents in the region of the study, and 101 responses were received for a response rate of 62%.

Demographics of the Participants

Among the participants in the study, 100 (99%) held the position of president and only 1 (1%) held the position of chancellor. The majority of the participants had held their current position less than 7 years with 36 participants reporting a tenure of 1-3 years and 32 participants reporting a tenure of 4-7 years (Table 3). Table 4 illustrates the age of the participants. Forty-three respondents (42%) were age 61 or above and 16% were age 66 or above (Table 4). Seventy percent of respondents were male and eighty percent identified as white (Table 5).

Table 3

Participant's Years in Current Position

Years in Current Position	*N*	**%**
1-3	36	35.64
4-7	32	31.68
8-10	14	13.86
11-15	5	4.95
16-19	7	6.93
20+	7	6.93

Note. n=101.

Table 4

Participants' Age

Age	***n***	**%**
40-45	4	3.96
46-50	4	3.96
51-55	13	12.87
56-60	37	36.63
61-65	25	24.75
66-70	16	15.84
70+	2	1.98

Note. n=101

Table 5

Demographic Characteristics of Participants

Variable	**Percent**
Gender	
Female	29.70
Male	70.29
Race/Ethnicity	
American Indian or Alaska Native	0
Asian/Pacific Islander	0
Black or African American	16.09
Hispanic/Latino	2.29
White	80.45
Other	1.15
Educational Background	
Ed.D.	51.48
Master	43.56
PhD	4.95

Note. n=101

Research Question 1: Respondent's Ratings of AACC Characteristics and Skills for

Community College Leadership

The data to address Research Question 1 are summarized through the use of mean,

median, mode, standard deviation and range. The mean scores of the participants in the current

study for the six competencies from highest to lowest were as follows: Communication (4.44),

Community College Advocacy (4.34), Collaboration (4.42), Professionalism (4.35), Resource

Management (4.32), and Organizational Strategy (4.28). The mean, standard deviation, standard

error, and range of the core competencies as perceived by presidents of rural community college

presidents in the Coastal Southeast Region are presented in Table 6.

Table 6

Characteristics and Skills for Community College Leadership

Original Order in AACC Pilot Study	Rank by means	Variable	Mean	Median	*SD*	*SE*
3	1	Communication	4.44	4.51	0.23	0.44
5	2	Community college advocacy	4.43	4.29	0.26	0.43
4	3	Collaboration	4.42	4.49	0.30	0.44
6	4	Professionalism	4.35	4.31	0.30	0.43
2	5	Resource Management	4.32	4.29	0.15	0.43
1	6	Organizational strategy	4.28	4.26	0.21	0.43

Note. n=101

When sorting the means of the 45 dimensions (see Table 7), the five dimensions with the

highest mean scores from the respondents in the current study are:

- Professionalism (PR) 6 (Demonstrate the courage to take risks, make difficult decisions, and accept responsibility) with a mean of 4.80;

- Professionalism (PR) 8 (Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people) with a mean of 4.77;

- Communication (CM) 6 (Project confidence and respond responsibly and tactfully) with a mean of 4.72;

- Community College Advocacy (CCA) 6 (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) with a mean of 4.71;

- Professionalism (PR) 1 (Demonstrate transformational leadership through authenticity, creativity, and vision) with a mean of 4.65.

The competency dimensions which received the lowest mean scores illustrate those that are perceived to be less important for effective community college leadership by respondents. The five lowest dimensions were as follows:

- Resource management (RM) 2 (Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases) with a mean of 4

- Communication (CM) 2 (Disseminate and support policies and strategies) with a mean of 4

- Community college advocacy (CCA) 2 (Demonstrate a passion for and commitment to the mission of the community colleges and student success through the scholarship of teaching and learning) with a mean of 3.90

- Professionalism (PR) 11 (Contribute to the profession through professional development programs, professional organizational leadership, and research/publication) with a mean of 3.74

- Collaboration (CL) 2 (Demonstrate cultural competence relative to a global society) with a mean of 3.73.

Table 7

Summary of Basic Statistics for Each Competency Dimension (top 10)

No.	Rank by Mean	Dimension	Mean	SD	Range
40	1	PR 6: Demonstrate the courage to take risks, make difficult decisions, and accept responsibility	4.80	0.42	3.00
42	2	PR 8: Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	4.77	0.44	2.00
25	3	CL 6: Work effectively and diplomatically with unique constituent groups, such as legislators, board members, business leaders, accreditation organizations, and others.	4.76	0.30	2.00
20	4	CM 6: Project confidence and respond responsibly and tactfully.	4.72	0.31	1.00
34	5	CCA 6: 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.	4.71	0.35	2.00
24	6	CL 4: Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	4.66	0.30	2.00
35	7	PR 8: Demonstrate transformational leadership through authenticity, creativity, and vision.	4.65	0.35	1.00
27	8	CL 7: Develop, enhance, and sustain teamwork and cooperation.	4.61	0.30	1.00
32	9	CCA 4: Advocate the community college mission to all constituents and empower them to do the same.	4.60	0.34	2.00
15	10	CM 1: Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	4.56	0.30	2.00

n=101

As indicated in Table 7, all but two of the dimensions were rated to have a mean greater than 4.0 on the Likert-type scale. These results indicate that, on average (using the mean dimensional score), respondents rated every other variable as either very important or extremely important in relation to the relative importance of the illustrated competency as being essential for effective community college leadership. The top ten dimensions (shown in Table 7) all have means over 4.5 on a scale of 1 to 5, thereby indicating the importance of each to potential presidential candidates. Dimensions from Professionalism and Collaboration make up 6 of the top ten with PR 6 (Demonstrate the courage to take risks, make difficult decisions, and accept responsibility) and PR 8 (Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people) holding the top two spots.

PR 11 (Contribute to the profession through professional development programs, professional organizational leadership, and research or publication) and CL 22 (Demonstrate cultural competence relative to a global society), were the only two dimensions with a mean less than 4.0 with means of 3.74 and 3.73 respectively. These two dimensions averaged a moderately important rating by respondents on the Likert-type scale.

Research Question 2: Is there a difference between president's perceptions and the skills identified by the AACC as essential?

Table 8 provides a comparison of the current study's data to the findings of the previous studies conducted by Hassan and Kools. These studies examined how decidedly different groups of community college presidents from across the United States viewed the competencies, characteristics, and professional skills identified by the American Association of Community Colleges (AACC) (2005) as important for effective community college leadership.

In the current study, the overall mean of each competency are remarkably similar

between data sets considering the cross-section of respondents. In the current study, which surveyed rural community college presidents in the coastal southeast region, communication, collaboration, and community college advocacy had means of 4.44, 4.42, and 4.43 respectively.

Table 8

Categories of Competencies from Hassan, Kools, and Harkins Studies (Sorted by Dimension)

Competencies by category	Hassan Importance	Kools Importance		Harkins Importance
		Small CC	Large CC	Coastal Southeast
OS 1: Develop, implement, and evaluate strategies to improve the quality of education at your institution	4.60	4.59	4.70	4.37
OS 2: Use data-driven decision making practices to plan strategically	4.40	4.33	4.57	4.08
OS 3: Use a systems perspective to assess and respond to the needs of students and the community	4.20	3.85	4.30	4.01
OS 4: Develop a positive environment that supports innovation, teamwork, and successful outcomes	4.90	4.81	4.70	4.54
OS 5: Maintain and grow college personnel, fiscal resources, and assets	4.60	4.52	4.22	4.54
OS 6: Align organizational mission, structures, and resources with the college master plan	4.60	4.56	4.70	4.15
RM 1: Ensure accountability in reporting	4.50	4.56	4.35	4.27
RM 2: Support operational decisions by managing information resources	4.00	4.00	4.13	4.00
RM 3: Develop and manage resources consistent with the college master plan	4.20	4.22	4.39	4.26
RM 4: Take an entrepreneurial stance in seeking ethical alternative funding sources	4.10	4.33	4.04	4.31
RM 5: Implement financial strategies to support programs, services, staff and facilities	4.50	4.59	4.39	4.49
RM 6: Implement a human resource system that fosters the professional development and advancement of all staff	4.40	4.41	4.22	4.50
RM 7: Employ organizational, time management, planning, and delegation skills	4.00	4.07	4.17	4.27
RM 8: Manage conflict and change in ways that contribute to the long-term viability of the organization	4.50	4.41	4.39	4.40

CM 1: Articulate and champion shared mission, vision, and values to internal and external audiences	4.70	4.63	4.70	4.56
CM 2: Disseminate and support policies and strategies	4.00	4.19	4.13	4.00
CM 3: Create and maintain open communication regarding resources, priorities, and expectations	4.6	4.62	4.7	4.46
CM 4: Effectively convey ideas and information to all constituents	4.6	4.3	4.57	4.33
CM 5: Listen actively to understand, analyze, engage, and act	4.60	4.59	4.52	4.55
CM 6: project confidence and respond responsibly and tactfully	4.70	4.74	4.65	4.72
CL 1: Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles	4.30	4.22	4.35	4.34
CL 7: Develop, enhance, and sustain teamwork and Cooperation	4.50	4.54	4.52	4.61
CL 8: Facilitate shared problem solving and decision Making	4.30	4.37	4.22	4.41
AD 1: Value and promote diversity, inclusion, equity and academic excellence	4.6	4.44	4.48	4.27
AD 2: Demonstrate commitment to the mission of community colleges and student success through teaching and learning	4.70	4.63	4.55	4.48
AD 3: Promote equity, open access, teaching, learning, and innovation as primary goals for the college	4.50	4.33	4.39	4.31
AD 4: Advocate the community college mission to all constituents and empower them to do the same	4.50	4.52	4.57	4.60
AD 5: Advance lifelong learning and support a learning-centered Environment	4.40	4.41	4.30	4.24
AD 6: Represent the community college in a variety of settings as a model of higher education	4.60	4.59	4.57	4.71
PR 1: Demonstrate transformational leadership	4.5	4.59	4.52	4.65
PR 2: Demonstrate an understanding of the history, philosophy, and culture of the community college	4.20	4.41	4.26	4.19
PR 3: Regularly self-assess one's own performance using	4.20	4.33	4.30	4.27

feedback, reflection, goal setting, and evaluation

PR 4: Support lifelong learning for self and others	4.2	4.19	4.17	4.13
PR 5: Manage stress through self-care, balance, adaptability, flexibility, and humor	4.40	4.04	4.48	4.44
PR 6: Demonstrate the courage to take risks, make difficult decisions, and accept responsibility	4.90	4.67	4.70	4.80
PR 7: Understand the impact of perceptions, world views, and emotions on self and others	4.20	4.15	4.27	4.10
PR 8: Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people	4.50	4.93	4.95	4.77
PR 9: Use influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge	4.50	4.26	4.48	4.50
PR 10: Weigh short-term and long-term goals in decision Making	4.40	4.30	4.22	4.27
PR 11: Contribute to the profession through professional development programs, professional organizational leadership, and research/publication	3.9	3.7	3.91	3.74

Note. Hassan (n = 58), Kools (n = 50) and Harkins (n = 101)

Despite an agreement that all competencies identified by the AACC pilot study hold

importance, participants across the three studies did have differing ideas as to which

competencies hold the most relative importance (Table 9). For the competencies ranking in the

top three in this study were Communication (CM), Community College Advocacy (CCA), and

Collaboration (CL) respectively. In Kools study (respondents were from both large and small

community colleges), CM (4.53) ranked first in importance with CCA (4.48) ranking second,

and OS (4.47) ranking third. The results in the Hassan study showed OS and CCA tied for first

place (4.55) 4.53, CM (4.53), and CL (4.45).

Table 9

Comparison of Competencies from Hassan, Kools, and Harkins Studies

Competency	Hassan		Kools		Harkins	
	Rank	Mean	Rank	Mean	Rank	Mean
Organizational Strategy	1	4.55	2	4.475	6	4.29
Resource Management	6	4.28	6	4.30	5	4.33
Communication	3	4.53	3	4.53	1	4.44
Collaboration	4	4.45	4	4.43	3	4.42
Community College Advocacy	1	4.55	1	4.482	2	4.43
Professionalism	5	4.35	5	4.37	4	4.35

Across all three studies, CM and CCA both appear in the top three competencies, while OS only appears within the top three in Kools and Hassan. The appearance of OS as one of the competencies ranking the top three within Kools and Hassan can be posited as being affected by existence of urban community college presidents among the sample populations of these studies. The presidents in the Hassan study were wholly from urban community colleges and almost half (46%) of presidents in the Kools study hailed from urban community college settings.

Despite what appears to be striking similarity in perception of importance of competencies and their subsequent dimensions, ANOVA and post hoc testing revealed statistically significant difference in two competency areas, competencies OS and CCA.

Table 10

Variation for Hassan, Kools, and Harkins in Competency Organizational Strategy

Source of Variation	Sum of Squares	df	Variance	F	p
Between Groups:	2.1332	2	1.0666	17.8671	0.00
Within Groups:	10.6257	177	0.0597		
Total:	12.7589	180			

Table 11

Tukey's Post hoc Testing for Variation for Hassan, Kools, and Harkins in Competency Organizational Strategy

Organizational Strategy (OS)		Mean Difference	Std. Error	Sig. (p)	95% CI Lower	Upper
Harkins	Hassan	0.19	0.13	0.0000	0.0853	0.28
	Kools	0.26	0.09	0.0001	0.1399	0.38
Hassan	Kools	0.08	0.01	0.38	0.0583	0.21

Post hoc testing showed that for OS, the current study was found to be statistically significant in difference as compared to both Hassan (p=0.0000) and Kools (p=0.0001) studies (Table 11). Thus difference in mean score were not due to chance but mean score signifies results are indicative of attitudes of those surveyed as shaped by factors such as geographic location, community college type, and previous experiences. The ranking of OS as the most important competency in the Hassan study and the least important in the previous study seems to be aligned with and is supported by previous literature which indicates that rural community college leaders have tendency to place less value and do not actively engage in organizational

strategy due to an overarching belief that crisis is a normalized operational mode. Additionally, when post hoc testing was performed on the individual dimensions, across the four sample populations, within the OS competency, results showed that statistically significant differences were also found between the current study and Kools large college sample. Three dimensions, OS 2: Use data-driven decision making practices to plan strategically, OS 4: Align organizational mission, structures, and resources with the college master plan, and OS 6: Develop a positive environment that supports innovation, teamwork, and successful outcomes showed statistically significant results between the current study and the Hassan and Kools large urban college samples.

Table 12

Variation for Hassan, Kools, and Harkins in Competency Community College Advocacy

Source of Variation	Sum of Squares	df	Variance	F	p
Between Groups:	0.35	2	0.18	6.87	0.0013
Within Groups:	4.60	177	0.02		
Total:	4.95	180			

Although competency CCA (Table 12) showed an overall statistically significant difference in mean scores, post hoc testing revealed a difference to exist between the current study and the Hassan study (Table 13). Although post-hoc testing only revealed a statistical difference between two of the sample populations, the overall findings did present a drastic difference to those garnered in the AACC pilot study where CCA ranked as number five, second to least important of all competencies.

Table 13

Tukey's Post hoc Testing for Variation for Hassan, Kools, and Harkins in Competency Community College Advocacy

Community College Advocacy (CCA)		Mean Difference	Std. Error	Sig. (p)	95% CI Lower	Upper
Harkins	Hassan	0.052	0.06	0.15	0.01	0.12
	Kools	0.12	0.03	0.00	0.041	0.20
Hassan	Kools	0.068	0.03	0.16	0.02	0.16

Research Question 3: How do presidents of rural community colleges in the Coastal Southeast Region describe their leadership development experiences within the context of the essential experiences identified by the AACC and presented by Kools (2006) and Hassan (2008)?

Interviews were conducted with three community college presidents. The interviews continued until the point of information saturation. The presidents were selected through purposeful sampling methods. Purposeful sampling was utilized because it can "purposefully inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2009 p. 125). This method was utilized in order to ensure a representative population of the rural community college president in the coastal southeast region. Groups represented in the interview process were a relatively new (inexperienced president), an experienced president, a female president, and a minority president.

The interviews were conducted via the telephone and were limited to questions regarding the preliminary findings of the survey research. The questions used in the interviews were informed by the results generated from the survey instrument. The interview questions were formulated with extensive consultation of the dissertation committee and were deemed relevant

to the research. In addition, an interview protocol (Appendix E) was designed and utilized by the researcher during the interview.

The first interview subject was a female, Caucasian, President who had been serving in that capacity less than one year. Her experience had been with institutions that were more suburban in nature. The second interview subject was an experienced African- American male serving in his third presidency all in rural institutions. The third subject was a Caucasian, male serving in his first Presidency. His experience was in institutions that have solid representation in both rural and urban areas.

When asked about the difficulty in recruiting and retaining key personnel to their rural location each president had come to nearly the same conclusion: at times their institution is lulled into thinking a national search will certainly bring them high quality candidates which causes their institution to lose focus on internal candidate development. In some form, each president described his or her experience with a search that lasted far too long and resulted in a less than ideal hire. Each president also reported the knowledge, skills and abilities needed for the Vice-President of Academics was the most difficult to find in their community when compared to the other senior leadership positions at their institution. Another common theme in this area was each president stated his/her willingness to hire someone into senior leadership who expressed their intention to leave in 3-5 years if they believed that position would be particularly difficult to fill.

Another common theme was the issue of housing for both themselves and executive level candidates. Two of the three expressed great difficulty in locating quality, modern housing, and in fact continue to rent after 4 years of accepting the position. The female president shared a story from a previous presidential search where she had made the final on-campus interview.

When she arrived and explored the surrounding area, she knew the rural area was not a fit her and that she would not accept the position, if offered. Ultimately, she was extremely relieved to learn she would not be offered the position.

At one time or another, each of those interviewed had replaced a president who had served an institution for 15 years or more. The subjects all expressed the long arduous process of changing the culture to a more collaborative/participative leadership system than had been in place. A shared governance model was the goal of all three presidents as they began the transition from the autocratic leadership style of their predecessor. Interestingly, all three expressed frustrations with the amount of time needed to develop the systems and committee structure required to support the shared governance model. One president shared how excited his campus community was to embrace the new model. He soon discovered however, the years of autocratic leadership had taken a toll. Faculty and staff were slow and sometimes reluctant to accept the extra work that follows such a transition. In retrospect, he believes those reluctant to embrace the requirements of the shared governance model needed to move-on anyway.

When discussing Resource Management, the overall theme was the steadily increasing role of the President in fundraising activities. Each interviewee detailed the importance of a strong relationship with the Director of the college foundation. In addition, all three agreed with the premise that the president needs to view him or herself as the chief fundraising officer for the college and work closely with the college foundation, participating in prospect visits and donor solicitation. A follow-up question regarding the growing off-campus responsibilities of the community college president resulted in each president stressing the need for potential candidates and selection committees to take an honest look at the needs of the college regarding the candidate's strengths. Respondents recalled instances, both personal and of colleagues,

where candidates with strong on-campus, often academic experience, were hired when the need was for someone with demonstrated ability in building coalitions with external constituents or visa-versa. One president described this as the easiest, most obvious way to screen candidates and avoid a quick, painful exit for the new hire.

As the interviews progressed, each of the presidents described his or her version of the importance of the competency models. As reflected in the surveys, Communication, Community College Advocacy, Professionalism, and Resource Management were recurring themes in our discussions. All three participants shared they feel the most difficult area to master is Resource Management, citing changing political landscapes, funding models, and student retention issues as major obstacles to financial stability. Each participant also discussed significant difficulty in attracting a diverse staff, particularly faculty and administration.

The demands placed on a community college president require a level of professionalism that is difficult for which to prepare. Balancing the demands of the off-campus stakeholders with those of the students, faculty and staff is also an area of concern shared by all three presidents. The exploration of the area of professionalism resulted in some interesting discussion and recommendations from the participants. Each president illustrated a changing landscape for the community college presidency with off-campus responsibilities growing in the areas of workforce development and fundraising. The participants, each of whom had limited prior experience in that area, often mentioned fundraising as a source of concern. One of the participants was pleased at her ability to grow into her new fundraising responsibilities while the others, feeling unprepared and lacking confidence in their abilities, expressed their displeasure with this development. Each one of the presidents recommends those preparing themselves for a presidency to make a conscious effort becoming comfortable with fundraising.

Chapter 5

Discussion

The challenge of filling leadership vacancies in rural community colleges is reaching a crisis stage (AACC, 2013; Riggs, 2009). Direct challenges include sourcing new leaders that are able and willing to commit to the roles long term and are adequately equipped to handle the environmental, social, and financial challenges within and surrounding the rural community college. This study adds to a growing body of evidence that shows that rural community college leaders face unique challenges that can only be resolved through partnership between leaders (past, present, and future), other institutions of higher education, the organizations that serve to support education institutions, and the communities in which they reside (Pennington et al., 2006; Williams, Pennington, Couch, & Dougherty, 2007).

Leaders equate the lack of new candidates not with a lack of individual desire to join the leadership pool but with the economic pitfall that comes by taking a leadership role in a community college and the lack of social opportunities and adequate housing surrounding many rural colleges. While rural community college leaders in the study agree with the AACC's *Competencies for Community College Leaders*" framework encompasses many valuable skills and characteristics necessary for effective community college leadership, rural leaders note that their unique positioning requires an increased number of skills and more nuanced training in order to be effective. Additionally, rural leaders cite a need for the skills building curriculum to provide content and exercise that address and build these skills relevant to the context in which they serve. Beyond the skills and characteristics required for rural community college leadership, rural leaders call for work to be done.

Summary of the Study

Cohen and Brawer (2008) noted that although four-year universities receive a significant amount of media attention due to the significant sized budgets which can support large scale programs, research efforts, and provide infrastructure for massive fund raising campaigns, community colleges currently provide education to 50% of all students in institutions of higher education. Community colleges, due to affordability and geographic accessibility, particularly for students in rural communities, have been and continue to experience rapid growth in student population. In conjunction with growth of the student population, community colleges noting the existence of large cohorts of aging community college leaders, estimated at as many as 84%, will enter retirement within the next decade (Weisman & Vaughan, 2002, 2007). Due to a lack of leadership development programs for senior-level positions and perceptions of difficulty in taking on a community college leadership role, new leaders are not being cultivated at the same rate as current leaders are retiring, thus leaving a leadership void and creating challenges for potential new leaders.

The shortage of community college leaders is particularly significant in rural areas (Williams et al., 2007). Colleges in rural communities comprise 45% of all two year colleges, 60% of all community colleges, and enroll one third of all community college students (Katsinas & Hardy, 2004). Thus, the development of a new leadership sector, prepared with adequate skills and competencies, is necessary to ensure the continuity of the community college and the support students need for success. In part, this has been linked to the failure of community colleges to provide senior leadership programs to support the cultivation of skills and cultivate competencies within potential leaders will find necessary to be successful in filling the void of retiring community college leaders (Amey, 2004).

As one avenue for addressing the leadership shortage, the AACC created the Leading Forward initiative. This proposal supported the planning stages of a leadership development model to address the growing gap in available and prepared leaders. Data were collected during four summits, qualitatively analyzed, and results reported to the AACC in 2004. In April of 2005, the AACC Board of Directors approved and published, *Competencies for Community College Leaders,* and the document is now in its second edition (AACC, 2013). The document cited six competencies and five essential characteristic areas identified as crucial to the continued success of community college leaders and students through the formation of a competency framework.

The competency framework, intended to evolve over time, was meant to support potential leaders to plan their professional development, provide leadership development programs with curricula guidelines, and support community college human resource and board of trustees in the recruitment, hiring, and professional development (AACC, 2005, 2013). Morelli, 2002 noted that rural community college leaders, while facing some challenges similar to their urban and suburban counterparts, face additional challenges that are more acute due to other mitigating factors. Leaders within rural community college setting must meet these challenges with fewer resources, in the midst of economic depravity, and geographic isolation. Rural communities are much more diverse than in years past and this calls for a more diverse leadership pool (Eddy, 2009).

Since community colleges went through a period of tremendous growth in the 1960s, it is not surprising that there has been a "graying" of the leadership, and an increasing number of retirements among presidents and senior leaders. What may be surprising is that the community college seems to be unprepared for this leadership crisis (Duree, 2007). This lack of preparation

will place strain on potential new leaders not prepared for their new position. In addition, this lack of planning will likely contribute to a lack of diversity in the candidates for president, especially in rural communities. Thus, it is necessary that additional empirical investigation be done to gain insight into the specific knowledge, skills and abilities required to be a successful president at a rural community college. Therefore, the current study has potential value for applicants for leadership positions at rural community colleges, hiring committees, and community college governing boards.

Purpose of the Study

This study intended to expand on the AACC Leading Forward initiative by soliciting the perceptions of rural community college presidents serving in the Coastal Southeast Region. The purpose of this study was to examine the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the professional skills, characteristics, and competencies identified by AACC (2005) for effective community college leadership. In addition, this study identified the experiences presidents report as helpful to their development of the six AACC leadership competencies.

The study was guided by the following research questions:

1. How do rural community college presidents located within the Coastal Southeast Region rate the relative importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership?

2. Is there a significant difference in the perceptions of presidents of rural community colleges in the Coastal Southeast Region regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college

leadership when compared to the AACC data as presented by Kools (2010) and Hassan (2008)?

3. How do presidents of rural community colleges in the Coastal Southeast Region describe their leadership development experiences within the context of the essential experiences identified by the AACC and presented by Kools (2006) and Hassan (2008)?

Methodology

A Sequential Explanatory design is characterized by: Collection and analysis of quantitative data followed by a collection and analysis of qualitative data. The purpose of this design is to use qualitative results to assist in explaining and interpreting the findings of a quantitative study. Data were collected through the administration of surveys utilizing a non-experimental survey instrument. The survey instrument asked was designed based on the instrument utilized for the AACC *Competencies for Community College Leaders.* The survey instrument used the same wording for questions across the 45 dimensions and Likert-type scale for answers. The Likert-type scale ranged from 1 = Not important to 5 = Extremely important. In order to address research question 3 interviews were conducted via telephone with at least three community college presidents that were selected using purposeful sampling methods. Questions for interviews were formulated based on preliminary findings from the survey research findings and were designed by the researcher with oversight and guidance from dissertation committee.

Data analysis was conducted using descriptive statistics and inferential statistics. Descriptive statistics included mean, median, mode, standard deviation, range and correlation and the inferential statistics used in the study included: ANOVA and post-hoc testing. Research question 1 was analyzed using mean, median, mode, and standard deviation. Research question 2

was analyzed using mean, median, mode, standard deviation, range correlation, ANOVA, and post-hoc testing. Research question 3 utilized qualitative data obtained from interviews with community college presidents. The data were analyzed through coding and establishing themes.

Limitations of the study included:

1. The results of the study will express only the views of rural community college presidents in the Coastal Southeast Region currently in office.

2. The results of the study will be limited in regard to external validity due to the specific sample selected for the study. Survey participants were limited to presidents from public, two-year institutions located in the rural areas of the Coastal Southeast Region.

3. The survey will be designed to be distributed and administered electronically which will limit control of response rates.

4. The responses to survey questions are subject to the individual biases of each president's view of critical competencies.

5. All responses will be anonymous and all data confidential. Identifying factors will be limited to rural community colleges in the Coastal Southeast Region.

The target population for this study were Presidents of rural community colleges located in the Coastal Southeast Region. The total population sample was 101 participants. Of these, 100 (99%) held the position of president and 1 (1%) held the position of chancellor. The majority of participants, 78 (77%) were aged 56-70 years old with a minimum age of 40 years old. The majority of participants 68 (67%) had held their current position for 7 years or less.

Summary of Findings

Summary of findings showed college presidents in the Coastal Southeast Region rated all characteristics and professional skills identified by the AACC as being essential for community

college leadership as holding relative importance. Of all 45 dimensions, none had a mean score of 5 signifying dimension as 'extremely important'. All but two dimensions had a mean score of 4.0 or more. Thus 96% of all survey dimensions scored 'very important'. The two dimensions falling below 4.0 had a mean score of 3.73 and 3.74, signifying the population sample surveyed found these 'moderately important'. The data collected through this research, when compared with that in Kools (2010) and Hassan (2008), showed that by dimensions, the majority of mean scores were remarkably similar. There were, however, 16 dimensions in the present study that were statistically significantly different (p <.05) from the results found by Kools and Hassan.

Findings Related to the Literature

The presidents participating in the current study indicated that the competencies identified by the AACC (2013) were moderately to very important, signifying that the competency framework built from the AACC's pilot study holds relevance for community college leaders today. However, all competencies were ranked in a different order within the current study (Table 6). The most significant difference in ranking order difference was the Organizational Strategy (OS) competency. Respondents in the AACC pilot study ranked category OS as being the most important while participants of this study ranked it as being the least important. In addition, although not with such a stark difference in order, Communication (CM) was ranked as being the most important competency in the current study in comparison to a ranking third on the scale of importance in the AACC pilot study. In the findings of the current study, ranking the Organizational Strategy competency as last in terms of relative importance is in alignment with Alfred (2003) who noted that community colleges choose to live in a mode of crisis.

Crisis has been internalized as normal functioning. Thus community college leaders focus on moving from one crisis to the next, believing that when one crisis has been averted or resolved there will quickly be another on the horizon. This has led to a resistance and inability to engage in organizational change. Alfred (2003) even suggested community colleges have developed a "complacency that rewards status quo thinking, where stability, organizational homeostasis and self-limiting bureaucracy are clearly valued over risk taking and transformational change" (p. 1).

According to Eddy (2009), it is not surprising that rural community college leaders would rank Communication as the most important category of dimensions. Eddy noted that in terms of communication, rural community college leaders by nature of being embedded within smaller geographic locations which yield decreased anonymity and more closely connected communities, are forced to deal with highly complex relationships between those involved with the community college

In the current study, Resource Management (RM) was ranked as second to last in terms of importance. This provides a conundrum of sorts. Lack of resources is cited as posing the biggest challenge to effectively supporting growth and development of rural community colleges. Rural community college leaders are charged with all the same responsibilities as their urban counterparts along with having additional responsibilities and with the majority of their responsibilities presenting more acutely than those of leaders operating in urban settings. In addition, rural community college leaders generally find their responsibilities bordered by fewer resources and limited economic options (Eddy, 2009; Morelli, 2002). Rural community college presidents find RM among the least important of all competencies due to their historical experience of operating within systems where there are few to no resources to manage. However,

with such a severe lack of resources available, it must be noted that effective and efficient management of the available resources is paramount. In addition, as rural community colleges are located in environments where dwindling and/or limited resources are the norm, Reichard (1995) posited this will not change unless rural community college presidents lead the charge. Reichard noted that presidents must lead the charge and actively work towards procuring and expanding resources to through political work, increased collaborative agreements with four-year universities, generation of external funding, and improved strategic planning processes. As limited resources are also directly cited as being a significant challenge to the development, attraction, and retention of qualified rural community college leaders, a rural college leadership workforce that does not highly value Resource Management will find it difficult to change the current landscape and move towards filling an impending void in leadership (Reichard, 1995).

Findings Related to Hassan and Kools

The overall results of the responses from the presidents located in the Coastal Southeast Region mostly agreed with the data examined from the research of conducted by Hassan (2008) and Kools (2010). Although the Hassan study included trustee board chairpersons, for the purposes of this section only the scores of participants holding the title president have been examined. Hassan found each of the six competencies was rated as either moderately important or very important in responses from 30 presidents located in New York or Florida. Likewise, Kools found each of the six competencies was rated as either moderately important or very important in responses from 27 college leaders of public small, rural, single-campus and 23 large, urban, multiple-campus colleges. This suggests that while the colleges leaders surveyed over the course of the studies hail from different geographic location and different size college,

overall college leaders find the dimensions as identified by the AACC (2013) to hold importance and relevance to the work they do.

There were only two competency areas showing a statistically significant difference in results. In CCA, as the means in those within this competency and ranking order were relatively similar, thus showing relative agreement on the importance of the CCA competency. However, in competency OS, although the means for Hassan and the current study were relatively close with a range of less than .30, the ranking order does support the hypothesis: The perceptions of rural community college presidents in the Coastal Southeast Region differ significantly from the perceptions of community college presidents generally regarding the importance of the characteristics and professional skills identified by the AACC as being essential for community college leadership.

In total, there were 17 dimensions for which the Analysis of Variance (ANOVA) indicated a statistical difference between the mean of participants in the current study and participants in the Hassan and two studies by Kools. For this section, an ANOVA was run for the four samples (the current study, one from Hassan, and two from Kools). In addition to this, post hoc testing was run on all dimensions showing an initial statistically significant difference. The results of this testing yielded some interesting findings. Although the difference in mean score was ruled as not related to chance, the majority of means for each of the 17 dimensions across the fours sample populations were categorized within the same Likert-scale rating category. The only dimension in which a statistically significant difference could be found in conjunction with a divergent Likert-scale rating category was CL 2 (Demonstrate cultural competence in a global society). The presidents in Kools large urban community college sample identified CL 2 as being very important while the current study's sample population identified

CL 2 as holding moderate importance. In addition, the sample population in the Hassan study also noted the CL 2 as moderately important. This finding is interesting in that the population sampled by Hassan appears to be closely similar to the population in Kools' large urban sample.

Implications for Practice

Implications for applicants and leadership programs. The results of this study support and extend previous research on the competencies needed by those in community college leadership roles and those who are responsible for the designing, implementing, and maintaining graduate-level leadership development curricula. Results of this research provide additional support to that which has previously been cited as necessary competencies by those engaged in community college leadership roles and by those who are responsible for the designing, implementing, and maintaining comprehensive leadership development curricula. The current study contributes to the professional knowledge utilized to develop the future leaders.   The formulation of a curriculum that is highly effective and accessible is essential to the survival of the community college, particularly rural community colleges who will not only be impacted by the upcoming workforce exodus, but will likely have less candidates willing to take on leadership roles.

The present study found that the current leadership competencies are valued across the spectrum of community college types. The current study suggests, however, that an increased focus on the area of Resource Management is necessary. As stated previously, rural community colleges suffer an overall lack of available resources and means by which to cultivate new resources; however, it is the job of community colleges leaders to lead this charge. The current study shows that rural community college leaders rank Resource Management as the least

important competency. As such it will be necessary for future curriculum and leadership activities to address this issue with future leaders.

Interviews with current rural community college presidents revealed continued difficulty in identifying qualified minority candidates for faculty positions, particularly in rural areas. This issue was raised by each president as a pressing challenge for which they have yet to find a solution. Colleges need to continue to refine and improve their search process to attract a diverse pool of candidates for both faculty and administration. Careful consideration should be paid to exactly where advertisements are placed. Too many searches take the easiest path and advertise only in local papers and in the "usual" online sites. Advertisements need to be placed in urban areas and publications where a more diverse audience is likely to see them. One president shared how his college gives consideration to candidates with degrees from Historically Black Colleges and Universities. If the candidate is not chosen, he asks his hiring committees to share their contact information with him and he personally emails the candidate, thanks them for their application and asks them to consider future positions at his institution. An African-American female president suggests rural institutions provide as much information as possible to candidates in regard to the opportunities for social and cultural activities in the community. She believes many candidates assume the worst about rural communities and providing information about the community surrounding the institution is a critical part of attracting a diverse group of applicants.

Advocacy in the form of relationship building with legislators was also a recurring theme. Each president expressed the need for increased awareness regarding the effect of the legislative process on funding and its future implications on the rural community college budget.

Each of the rural community college presidents interviewed believes the next generation of presidents will face the most difficult legislative and budgetary environment in the history of the community college system. Increased competition from for-profit and online providers, increased tuition mandated by some state systems, and shrinking marketing budgets will make the job of future presidents of rural community colleges even more daunting.

Implications for hiring committees and board members. Those charged with hiring future rural community college presidents need to consider the challenges expressed by the presidents interviewed for this study. Candidates without an understanding of the rural community they are looking to serve are less likely to be happy in their new role and will face a steep learning curve involving both their new position and the new culture in which they live.

Recommendations for Future Research

This study further validated the AACC *Competencies for Community College Leaders* adding to the body of evidence previously presented by Kools (2010) and Hassan (2008). Although further validation occurred, it is noted that the competencies provide little clarity on level of focus that should be paid to each individual dimension as research studies to date have not studied the effect of individual dimensions on the competency category as a whole. In addition to this, it is noted that while competencies have been evaluated in relation to perception of importance by community college leaders and governing boards, there remain no studies that measure the perception of importance against leadership success.

Future research should evaluate the characteristics of each dimension and each dimension's relative rank and importance to its competency category. In addition, future research should assess how the AACC *Competencies for Community College Leaders* support and/or increase the effectiveness of leaders receiving training in the curriculum. Given that limited

research is available, the results of the study do suggest that future research of a national sample with particular focus on the inclusion of rural community colleges and the explorations of variances by geographic region. Most community colleges are classified as rural, and rural colleges face unique challenges that are becoming more difficult in light of declining state appropriations and proposals related to performance-based funding. In addition, most young leaders take their first presidency at a rural college. This creates a situation where the most inexperienced leaders are in institutions, which are facing new and unprecedented challenges.

As the baby boomer generation begins to leave the presidency, and generation x and millennials begin to ascend to leadership positions, our boards and their institutions need to consider how these different generations view their work-life balance. As these generations move closer to these leadership positions, research regarding their willingness to serve in demanding leadership positions will be crucial to future planning.

Conclusion

Community colleges across the United States could soon find themselves with a serious shortage of effective leaders. A majority of current leaders are retiring at a rapid rate, and many individuals moving into leadership roles are often doing so just a few years before they will reach retirement age. The reasons for this are many: fewer graduate programs which specialize in community college leadership development, a lack of training and development opportunities for emerging leaders, and young leaders' perceptions that the role and duties of the president are overwhelming and daunting. While this challenge will impact all community colleges, rural community colleges bear more of the burden as the "daunting duties" are made all the more so in the midst of small interconnected communities that incite a need for additional levels of conflict and relationship management and have an overall lack of resources (both within the college

setting and community, lack of access to social and professional activities, and provide lower pay rates.

While the AACC competency framework is noted as holding importance and providing a significant foundation for community college leadership, it is emphasized that rural community colleges are unique institutions, which require leaders with additional levels of skill and/or sole sets than their urban counterparts. Thus, the current leadership curriculum developed may not entirely encompass and serve to provide education and training on those skills most important to rural community college leaders, considering the noted effect geographic location holds on the functioning of the community college system. Since rural community colleges often face greater challenges due to geographic isolation and location in areas with lower per capita income, higher unemployment/under-employment, and limited educational achievement, leaders face challenges, which are at best difficult, and often times treacherous. These increased challenges also add to the recognized difficulty in cultivating and attaining new leaders to fill community college leadership roles.

The results of this study provide valuable insight and information into what is needed to cultivate effective new leaders for rural community colleges and further illuminate several issues surrounding the development of potential leaders for the community college institution. The results from this study in conjunction with those conducted by Hassan and Kools further support the AACC's contention that the competency framework should be continuously revisited, reassessed, and revised in order to best support the needs of community college leaders of the time and by location and college size.

This study directly adds to the body of knowledge which provides those charged with cultivating new community college leaders with framework to guide the design, development,

and implementation of effectual training programs. Leadership development, like leading, requires an investment in cultivating and engaging in learning opportunities, time to do the aforementioned and to assess, evaluate, and reflect on lessons learned, and dedication and perseverance to move through it all. While it is noted that the competencies identified by the While it is noted the competencies identified by the AACC are not "one-size-fits all" and leaders may require additional and customized skills to thrive within their particular community college environment, it is clear the AACC competency framework provides an effective foundation for guiding the development of future leaders for the community college.

References

Alfred, R. (2003). The wolf: Critical pathways to performance. *Community College Journal*,

 1(6), 16-24.

American Association of Community Colleges. (2001). *Leadership2020: Recruitment,*

 preparation, and support. Washington, DC: American Association of Community

 Colleges. Retrieved from http://files.eric.ed.gov/fulltext/ED468766.pdf

American Association of Community Colleges. (2004). Leading forward. Retrieved from

 http://www.ccleadership.org/resource_center/competencies.htm

American Association of Community Colleges. (2013). Competencies for community college

 leaders. Retrieved from

 http://www.aacc.nche.edu/Resources/competencies/Documents/compentenciesforleaders.

 pdf

American Council on Education. (2008). Too many rungs on the ladder? Faculty demographics

 and the future leadership of higher education. *ACE Center for Policy Analysis*. Retrieved

 from http://www.acenet.edu/news-room/Documents/IssueBrief-2008-Too-Many-Rungs-

 On-The-Ladder.pdf

Amey, M. J., VanDerLinden, K. E., & Brown, D. F. (2002). Perspectives on community college

 leadership: Twenty years in the making. *Community College Journal of Research and*

 Practice, 26(7-8), 573-589. http://dx.doi.org/10.1080/106689202760181805

 Association of Community Colleges.

Betts, K., Urias, D., Chavez, J., & Betts, K. (2009). Higher education and shifting U.S.

   demographics: Need for visible administrative career paths, professional development,

   succession planning & commitment to diversity. *Academic Leadership, 7*(2), 1-2.

   http://www.academicleadership.org/empirical_research/623.shtml

Binder, F. M. (2000). So you want to be a college president? *COSMOS Journal*. Retrieved from

   http://www.cosmosclub.org/journals/2000/binder.html

Boggs, G. R. (2010). Leadership context for the twenty-first century. In W. E. Pinland & D. B.

   Wolf (Eds.), *Help wanted: Preparing community leaders in the new century* (pp. 15-25).

   San Francisco, CA: Jossey Bass.

Bolman, L. G., & Deal, T. E. (1984). *Modern approaches to understanding and managing

   organizations*. San Francisco, CA: Jossey Bass.

Bowen, W. G. (2008). The successful succession. *The Chronicle of Higher Education, 54*(29),

   A40-A43.

Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of

   educational opportunity in America, 1900-1985*. New York, NY: Oxford University.

Bromert, J. D. (1984). *College search committees.* Washington, DC: American Association of

   University Administrators. Retrieved from http://www.ericdigests.org/pre-926/search.htm

Brown, L., Martinez, M., & Daniel, D. (2002). Community college leadership preparation:

   Needs, perceptions, and recommendations. *Community College Review*, *30*(1), 45-73.

   doi:10.1177/009155210203000103

Bumpas, R. K. (1998). *Factors that affect the selection of community college presidents

   (Unpublished doctoral dissertation). Texas A&M University, Texas.

Cavan, J. (1995). The comprehensive mission of rural community colleges. In J. Killacky, *Portrait of the rural community college* (pp. 9-16). San Francisco, CA: Jossey Bass.

Charan, R., Drotter, S. J., & Noel, J. L. (2001). *The leadership pipeline: How to build a leadership powered company.* San Francisco, CA: John Wiley & Sons.

Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (4th ed.). San Francisco, CA: John Wiley & Sons.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Duree, C. A. (2007). *The challenges of the community college presidency in the new millennium: Pathways, preparation, competencies, and leadership programs needed to survive.* Unpublished manuscript, Iowa State University, Ames, Iowa.

Duvall, B. (2003). Role of universities in leadership development. *New Directions for Community Colleges, 2003*(123), 63-71. doi:10.1002/cc.122

Eddy, P. L. (2007). Grocery store politics: Leading the rural community college. *Community College Journal of Research and Practice*, *31*(4), 271-290. doi:10.1080/10668920701242670

Eddy, P. L. (2009). Wanted: Community-college leaders to serve in the hinterlands. *Chronicle of Higher Education*, *55*(29), B24-B25.

Eller, R., Martinez, R., Pace, C., Pavel, M., & Barnett, L. (1999). Rural community college initiative IV: Capacity for leading institutional and community change. *American Association of Community Colleges*. Retrieved from http://www.aacc.nche.edu/Publications/Briefs/Documents/06011999ruralcc.pdf

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. (6th ed.). New York, NY: Allyn & Bacon.

Glass, G. V., & Hopkins, K. D. (1996). *Statistical methods in education and psychology*. (3rd ed.). Needham Heights, MA: Pearson.

Griffin, W. A. (Ed.). (1995). *Small colleges big missions*. Washington, DC: American.

Grubb, W. N., & Lazerson, M. (2004). *The education gospel: The economic power of schooling*. Cambridge, MA: Harvard University Press.

Hassan, A. (2008). *The competencies for community college leaders: Community college presidents' and trustee board chairpersons' perspectives* (Doctoral dissertation, University of South Florida. Retrieved from http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1283&context=etd

Hicswa, C. (2003). *The role of community college presidents in vision-building for rural community development* (Doctoral dissertation) [Abstract]. University of Texas at Austin, Texas.

Hill, L. H., & Moore, A. B. (2000). Adult education in rural community college development. In A. L. Wilson & E. R. Hayes (Eds.), *Handbook of adult and continuing education* (pp. 344-359). San Francisco, CA: Jossey-Bass.

Hockaday, J., & Puyear, D. E. (2000). *Community college leadership in the new millennium*. Annapolis Junction, MD: Community College Press.

Jensen, R., Giles, R., & Kirklin, P. (2000). *Insider's guide to community college administration.* Washington, DC: Community College Press.

Katsinas, S., & Hardy, D.E. (2004). *What IPEDS tells us about rural community colleges*. Paper presented at the 3rd annual Rural Community College Alliance Conference, Duluth, MN.

Katsinas, S., & Hardy, D.E. (2007). *Classification of community colleges: How rural community colleges fit.* New Directions for Community Colleges, No. 137, 5-17.

Kerr, C. (1984). *Presidents make a difference: Strengthening leadership in colleges and universities.* Washington, DC: Association of Governing Boards of Universities and Colleges.

Killacky, J., & Valadez, J. R. (Eds.). (1995). *Portrait of the rural community college.* San Francisco, CA: Jossey-Bass Publishers.

Kools, J. M. J. (2010). Leadership competencies for college leaders of public small, rural, single-campus and large, urban, multiple-campus colleges (Doctoral dissertation, University of South Florida). Retrieved from http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=2684&context=etd

Kubala, T. S., & Bailey, G. M. (2001). A new perspective on community college presidents: Results of a national study. *Community College Journal of Research and Practice*, *25*(10), 793-804. http://dx.doi.org/10.1080/106689201753235921

Leist, J. (2007). "Ruralizing" presidential job advertisements. *New Directions for Community Colleges*, *2007*(137), 35-46.

Leubsdorf, B. (2006). Boomers' retirement may create talent squeeze. *The Chronicle of Higher Education*, *53*(2), A51.

Levin, J. S. (2000). The revised institution: The community college mission at the end of the twentieth century. *Community College Review, 29*(2), 1-25.

Liston, C. D., & Swanson, L. L. (2001). Innovation and replication—can community college successes be repeated? *Rural America, 16(2),* 20-25.

Lombardo, M. M.., & Eichinger, R. W. (2004). *FYI: For your improvement: A guide for development and coaching* (4th ed.). Minneapolis, MN: Lominger Ltd.

Lucia, A. D., & Lepsinger, R. (1999). *The art and science of competency models: Pinpointing critical success factors in organizations.* San Francisco, CA: Jossey-Bass.

Manzo, K. K. (2003). Cultivating the future. *Community College Week*, *15*(19), 6-8.

March, J. G., & Weiner, S. S. (2003). Leadership blues. In W. E. Piland & D. B. Wolf (Eds.), *Help wanted: Preparing community college leaders in a new century* (pp. 5-14). Hoboken, NJ: Wiley Periodicals, Inc.

McFarlin, C. H., Crittenden, B. J., & Ebbers, L. H. (1999). Background factors common among outstanding community college presidents. *Community College Review*, *27*(3), 19-32.

McNamara, C. (2008). Strong value of self-directed learning in the workplace: How supervisors and learners gain leaps in learning. Retrieved from http://journeyofhrd.blogspot.com/2008/05/carter-mcnamara-strong-value-of-self.html

Miller, M. T., & Holt, C. R. (2005). Sustaining local tax support for community colleges: Recommendations for institutional leadership. *New Directions for Community Colleges, (2005)*132, 67-76.

Miller, M. T., & Pope, M. L. (2003). Faculty senate leadership as a presidential pathway: Clear passage or caught in a maze? *Community College Journal of Research and Practice, 27*(2), 119-129. doi:10.1080/713838116

Miller, M. T., & Tuttle, C. C. (2007). Building communities: How rural community colleges develop their communities and the people who live in them. *Community College Journal of Research and Practice*, *31*(2), 117-127. http://dx.doi.org/10.1080/10668920500441689

Morelli, P. (2002*). Promoting academic, business, and community partnerships in rural areas*. Presented at Rural Community College Association, Memphis, TN. Retrieved from http://files.eric.ed.gov/fulltext/ED473194.pdf

Nason, J. W., & Axelrod, N. R. (1980). *Presidential assessment: A challenge to college and university leadership.* Washington, DC: Association of Governing Boards of Universities and Colleges.

Pennington, K., Williams, M. R., & Karvonen, M. (2006). Challenges facing rural Community colleges: Issues and problems today and over the past 30 years. *Community College Journal of Research and Practice*, *30*(8), 641-655. http://dx.doi.org/10.1080/10668920600746086

Pierce, D., & Pedersen, R. P. (1997). The community college presidency: Qualities for success. *New Directions for Community Colleges, 1997*(98), 13-20. doi:10.1002/cc.9802

Piland, W. E., & Wolf, D. B. (2003). In-house leadership development: Placing the colleges squarely in the middle. *New Directions for Community Colleges, 2003*(123), 93-99. doi:10.1002/cc.125

Reichard, D. L. (1995). The small rural community college in 1994 and beyond: One president's view. In J. Killacky & J. R. Valadez (Eds.), *Portrait of the rural community college* (pp. 17-29). San Francisco: Jossey-Bass.

Riggs, J. (2009, February 19). Leadership, change and the future of community colleges. *Academic Leadership Live: The Online Journal, 7*(1). Retrieved from http://www.mcca.org/uploads/fckeditor/file/Leadership%20Change%20and%20the%20Future%20of%20Community%20Colleges(1).pdf

Roueche, J. E., Baker, G. A., & Rose, R. R. (1989). *Shared vision: Transformational leadership in American community colleges.* Washington DC: Community College Press.

Rubin, S. (2001). Rural colleges as catalysts for community change: The RCCI experience. *Rural America, 16*(2), 12-19.

Sharples, R. H. (2002). *The importance of leadership competencies: Perceptions of North Carolina community college presidents* (Doctoral dissertation). Retrieved from http://files.eric.ed.gov/fulltext/ED478810.pdf

Shults, C. (2001). The critical impact of impending retirements on community college leadership. *American Association of Community Colleges*. Retrieved from http://files.eric.ed.gov/fulltext/ED451833.pdf

Sullivan, L. G. (2001). Four generations of community college leadership. *Community College Journal of Research and Practice, 25*(8), 559-572.

Varner, J. (2006). *Forty years of growth and achievement: A history of Iowa's Community colleges*. Des Moines, IA: Iowa Department of Education.

Vaughan, G. (2007). The community college's role in the community. *Chronicle of Higher Education, 54*(9), 67.

Vaughan, G. B. (1989). *Leadership in transition: The community college presidency*. New York, NY: Macmillan.

Vineyard, E. E. (1979). The rural community college. *Community College Review*, *2*(29), 29-45. doi:10.1177/009155217900600305

Vineyard, E. E. (1993). *The pragmatic presidency: Effective leadership in the two-year college.* Bolton, MA: Anker

Watts, G. E., & Hammons, J. O. (2002). Leadership development for the next generation. *New*

Directions for Community Colleges, 2002(120), 59-66. doi:10.1002/cc.90

Weisman, I. M., & Vaughan, G. B. (2002). The community college Presidency, 2001. *American*

Association of Community Colleges. Retrieved from

http://files.eric.ed.gov/fulltext/ED466261.pdf

Weisman, I. M., & Vaughan, G. B. (2007). A profile of community college presidents. [Special

issue]. *The Chronicle of Higher Education*, B16.

Williams, M. R., Pennington, K., Couch, G., & Dougherty, M. (2007). The changing role of

colleges of education in preparing community college professionals. *The Community*

College Enterprise, 13(1), 23-35.

Yukl, G. (2006). *Leadership in organizations*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Appendix A

AACC Competencies for Community College Leaders

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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.

	Not	Minimally	Moderately	Very	Extremely
1. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.	1	2	3	4	5
2. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	1	2	3	4	5
3. Use a systems perspective to assess and respond to the culture of the organization, changing demographics, and the economic, political, and public health needs of students and the community.	1	2	3	4	5
4. Develop a positive environment that supports innovation, teamwork, and successful outcomes.	1	2	3	4	5
5. Maintain and grow college personnel and fiscal resources and assets.	1	2	3	4	5
6. Align organizational mission, structures, and resources with the college master plan.					

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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.

	Not	Minimally	Moderately	Very	Extremely
1. Ensure accountability in reporting.	1	2	3	4	5
2. Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.	1	2	3	4	5
3. Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.	1	2	3	4	5
4. Take an entrepreneurial stance in seeking ethical alternative funding sources.	1	2	3	4	5
5. Implement financial strategies to support programs, services, staff, and facilities.	1	2	3	4	5
6. 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.	1	2	3	4	5
7. Employ organizational, time management, planning, and delegation skills.	1	2	3	4	5
8. Manage conflict and change in ways that contribute to the long-term viability of the organization.	1	2	3	4	5

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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

	Not	Minimally	Moderately	Very	Extremely
1. Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	1	2	3	4	5
2. Disseminate and support policies and strategies.	1	2	3	4	5
3. Create and maintain open communications regarding resources, priorities, and expectations.	1	2	3	4	5
4. Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	1	2	3	4	5
5. Listen actively to understand, comprehend, analyze, engage, and act.	1	2	3	4	5
6. Project confidence and respond responsibly and tactfully.	1	2	3	4	5

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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.

	Not	Minimally	Moderately	Very	Extremely
1. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	1	2	3	4	5
2. Demonstrate cultural competence relative to a global society.	1	2	3	4	5
3. Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.	1	2	3	4	5
4. Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	1	2	3	4	5
5. Work effectively and diplomatically with unique constituent groups, such as legislators, board members, business leaders, accreditation organizations, and others.	1	2	3	4	5
6. Manage conflict and change by building and maintaining productive relationships.	1	2	3	4	5
7. Develop, enhance, and sustain teamwork and cooperation.					
8. Facilitate shared problem solving and decision making.	1	2	3	4	5
	1	2	3	4	5

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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

	Not	Minimally	Moderately	Very	Extremely
1. Value and promote diversity, inclusion, equity, and academic excellence.	1	2	3	4	5
2. Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	1	2	3	4	5
3. 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.	1	2	3	4	5
4. Advocate the community college mission to all constituents and empower them to do the same.	1	2	3	4	5
5. Advance lifelong learning and support a learner-centered and learning-centered environment.	1	2	3	4	5
6. 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.	1	2	3	4	5

To the Respondent: Please read each of the illustrated competencies and rate on a

scale of 1-5 (1 = Not important, 5 = Extremely important) the relative importance of

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 ensures the long-term viability of the college and community.

	Not	Minimally	Moderately	Very	Extremely
1. Demonstrate transformational leadership through authenticity, creativity, and vision.	1	2	3	4	5
2. Understand and endorse the history, philosophy, and culture of the community college.	1	2	3	4	5
3. Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.	1	2	3	4	5
4. Support lifelong learning for self and others.	1	2	3	4	5
5. Manage stress through self-care, balance, adaptability, flexibility, and humor.	1	2	3	4	5
6. Demonstrate the courage to take risks, make difficult decisions, and accept responsibility.	1	2	3	4	5
7. Understand the impact of perceptions, worldviews, and emotions on self and others.	1	2	3	4	5
8. Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	1	2	3	4	5
9. Use influence and power wisely in facilitating the teaching—learning process and the exchange of knowledge.	1	2	3	4	5
10. Weigh short-term and long-term goals in decision making.	1	2	3	4	5
11. Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	1	2	3	4	5

Are there important competencies you would like to add to the list of Competencies for

Community College Leaders? Please feel free to add your thoughts and suggestions.

_____
_____
_____
_____

Would you like to receive a copy of the results of this research study?

Yes _____ or No_____

To the Respondent: Certain experiences contribute to the development of

competencies. Presented is a list of leader development experiences that may have

helped you acquire some of competencies identified by the AACC as essential for

effective college leadership. For each experience, please indicate which (if any) of the

competencies the experience helped develop. Place the number of each competency

(ies) next to the leader development experience, or indicate N/A as appropriate.

AACC leader development experience competencies. Please identify your leader development experiences.

1 = Organizational strategy 2 = Resource management 3 = Communication

4 = Collaboration 5 = Community college advocacy 6 = Professionalism

1. Graduate programs (i.e., degree or certificate)　　　　＿＿＿＿＿＿

2. In-house programs (i.e., grow-your-own programs/college

programs)　　　　＿＿＿＿＿＿

3. Workshops (i.e., Presidents Academy, Future Leaders, ICCD,

AACC)　　　　＿＿＿＿＿＿

4. Challenging job assignments (i.e., new position, build team

from scratch)　　　　＿＿＿＿＿＿

5. Hardship (i.e., failures, career setbacks, downsizing, problem

employees)　　　　＿＿＿＿＿＿

6. Feedback (i.e., supervisor, peers, subordinates, team)　　　　＿＿＿＿＿＿

7. Mentor/coaching　　　　＿＿＿＿＿＿

8. Personal reflection/journaling　　　　＿＿＿＿＿＿

9. Networking with colleagues　　　　＿＿＿＿＿＿

10. Progressive administrative responsibilities within the

community college (i.e., director, dean, vice president)   _____

11. From previous business experience   _____

12. From previous military experience   _____

13. From previous government experience   _____

14. Other

Qualitative research questions. Please answer the following questions.

1. Please explain what you believe are the differences in leadership skills

required for effective leadership of small, rural and urban, multiple-campus

community colleges.

2. Please describe the biggest challenges you face in the daily leadership of your

college.

3. Please describe the key experiences or training you perceive best prepared you

for your current position as chief executive of your college.

Demographic Data

Please indicate the following information:

1.

    President

    Chancellor

    Other—specify _____

2. Institution type

    Small—rural community college

    Large—urban community college

3. Number of years in current position

(check one)

    1-3

    4-7

    8-10

    11-15

    16-19

    20+

4. Number of total years as community

college CEO (check one)

    1-3

    4-7

    8-10

    11-15

    16-19

20+

5. Gender (check one)

Male

Female

6. Present age _____

7. Race/ethnicity (check one)

American Indian or Alaska Native

Asian/Pacific Islander

Black or African American

Hispanic/Latino

White

Other—specify _____

8. Highest level of academic degree

Bachelors

Masters

Doctoral: specify discipline (e.g.,

business, education)

_____

Ph.D.

Ed.D.

Other—specify _____

Appendix B

Letter of Introduction

Dear community college president,

I am a doctoral candidate in the Community College Leadership program at Old Dominion University. As you are aware, the American Association of Community Colleges (AACC) has conducted research which identified leadership competencies essential for effective community college leaders. My interest lies in how these competencies are rated in relative importance by presidents of rural colleges in the coastal southeast region. Your participation in this research will offer valuable data to the development of future community college leaders by providing data from presidents serving in institutions in your particular geographic area.

I would greatly appreciate your participation in this research. Included below, you will find a link which will provide you access to the survey. The survey should take approximately 10-12 minutes to complete. All information and data collected from the participants will be handled in the strictest confidence and protocols are in place to protect confidentiality and anonymity.

Please complete the survey by November 30, 2013 by clicking on the link below:

http://www.surveymonkey.com/s/5KGV5ZR

If you have any questions about the study, please do not hesitate to contact me. Thank you in advance for your time and willingness to participate.

Sincerely,

Keith Harkins

Appendix C

Follow-Up Email

Dear community college president,

You recently received an invitation to participate in a research study regarding the competencies of rural community college presidents. If you have completed the survey, I sincerely thank you for your participation. However, of you have not yet completed the survey, please consider doing so.

Your personal perceptions and input are important to the study and to the further development of the AACC competencies. I would greatly appreciate your participation in this research. Included below, you will find a link which will provide you access to the survey. The survey should take approximately 10-12 minutes to complete. All information and data collected from the participants will be handled in the strictest confidence and protocols are in place to protect confidentiality and anonymity.

Please complete the survey by November 30, 2013 by clicking on the link below: http://www.surveymonkey.com/s/5KGV5ZR

 If you have any questions about the study, please do not hesitate to contact me. Thank you in advance for your time and willingness to participate.

 Sincerely,

Keith Harkins

Appendix D

Second Follow-Up Email

Dear community college president,

You recently received an invitation to participate in a research study regarding the competencies of rural community college presidents. If you have completed the survey, I sincerely thank you for your participation. However, of you have not yet completed the survey, please consider doing so. *This is my final plea to ask for your participation in the study*.

Your personal perceptions and input are important to the study and to the further development of the AACC competencies. I would greatly appreciate your participation in this research. Included below, you will find a link which will provide you access to the survey. The survey should take approximately 10-12 minutes to complete. All information and data collected from the participants will be handled in the strictest confidence and protocols are in place to protect confidentiality and anonymity.

Please complete the survey by November 30, 2013 by clicking on the link below: http://www.surveymonkey.com/s/5KGV5ZR

If you have any questions about the study, please do not hesitate to contact me. Thank you in advance for your time and willingness to participate.

Sincerely,

Keith Harkins

Appendix E

Interview Protocol

Interview protocol/questions

Hello, thank you for agreeing to participate in the interview portion of this research. If you have no objection, I will be recording our interview. The following questions were developed from the results of a survey instrument which was distributed to presidents of rural community colleges. You will be asked to elaborate on some of the findings based on your experience. If you are ready, we will begin.

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.

• Do you find it particularly challenging to recruit and retain key personnel at a rural community college?

• What strategies do you employ to recruit personnel to key positions at a college in a rural area or to develop internal candidates who can be promoted into key positions?

• What specific steps has your institution taken to ensure the long-term health of the organization?

• What actions can rural presidents take to develop an environment that supports innovation, teamwork and successful outcomes?

• In your opinion, does an institution need a 'master plan'? If so, what does this mean to you?

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.

• In the area of Resource Management, when asked about competencies not addressed in the survey, several respondents mentioned fundraising. Will you elaborate on what you believe to be the president's role in the political and social aspects of fundraising at a rural community college?

• Please describe how the current fiscal environment has affected morale at your institution?

• How do you ensure accountability in the reporting of data?

• How would you describe your institution's budget process?

• How has your institution exhibited an entrepreneurial stance?

• How does your institution deal with change?

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.

• Several respondents cited the ability to collaborate with community leaders outside of the institution as extremely important.

• Why is this so important?

• What are the challenges associated with this?

• When this is executed effectively, what is the result?

- How have you, as president, facilitated collaboration between your institution and potential community partners?

- What specific strategies have you employed to catalyze students, faculty, staff, and administration to work for the long-term interest of the institution?

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 ensures the long-term viability of the college and community.

- In examining the responses from the Professionalism section, two recurring themes emerged; 1) Lack of funding and 2) the difficulties which arise from being such a high profile member of the community.

- What specific steps has your institution taken to mitigate the possibility /reality of decreased funding?

- Please describe the transition from your immediate past position to being president of a rural community college. Specifically, address your relationship to the community on both a professional and social level.

- Please describe how your expectations of the academic, political, and social/fundraising demands of being a rural community college president matched reality?

- How might future rural community college presidents prepare for their significant role in the community?

- In your experience, what have been the most exciting and most challenging aspects of being president of a rural community college?

Appendix F

Summary of Basic Statistics for Each Competency Dimension

No.	Rank by Mean	Dimension	N	Mean	SD	Range
40	1	PR 6: Demonstrate the courage to take risks, make difficult decisions, and accept responsibility	101	4.80	0.42	3.00
42	2	PR 8: Promote and maintain high standards for personal and organizational integrity, honesty, and respect for people.	101	4.77	0.44	2.00
25	3	CL 6: Work effectively and diplomatically with unique constituent groups, such as legislators, board members, business leaders, accreditation organizations, and others.	101	4.76	0.30	2.00
20	4	CM 6: Project confidence and respond responsibly and tactfully.	101	4.72	0.31	1.00
34	5	CCA 6: 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.	101	4.71	0.35	2.00
24	6	CL 4: Build and leverage networks and partnerships to advance the mission, vision, and goals of the community college.	101	4.66	0.30	2.00
35	7	PR 8: Demonstrate transformational leadership through authenticity, creativity, and vision.	101	4.65	0.35	1.00
27	8	CL 7: Develop, enhance, and sustain teamwork and cooperation.	101	4.61	0.30	1.00

32	9	CCA 4: Advocate the community college mission to all constituents and empower them to do the same.	101	4.60	0.34	2.00
15	10	CM 1: Articulate and champion shared mission, vision, and values to internal and external audiences, appropriately matching message to audience.	101	4.56	0.30	2.00
26	11	CL 6: Manage conflict and change by building and maintaining productive relationships.	101	4.56	0.30	1.00
19	12	CM 5: Listen actively to understand, comprehend, analyze, engage, and act.	101	4.55	0.31	2.00
4	13	OS 4: Develop a positive environment that supports innovation, teamwork, and successful outcomes.	101	4.54	0.27	2.00
5	14	OS 5: Maintain and grow college personnel and fiscal resources and assets.	101	4.54	0.27	2.00
14	15	RM 8: Manage conflict and change in ways that contribute to the long-term viability of the organization.	101	4.51	0.29	2.00
12	16	RM 6: Implement a human resource system that includes recruitment, hiring, reward and performance management systems, and that fosters the professional development and advancement of all staff.	101	4.50	0.29	2.00
43	17	PR 9: Use influence and power wisely in facilitating the teaching—learning process and the exchange of knowledge.	101	4.50	0.42	2.00
11	18	RM 5: Implement financial strategies to support programs, services, staff, and facilities.	101	4.49	0.28	2.00

30	19	CCA 2: Demonstrate a passion for and commitment to the mission of community colleges and student success through the scholarship of teaching and learning.	101	4.48	0.32	3.00
17	20	CM 3: Create and maintain open communications regarding resources, priorities, and expectations.	101	4.46	0.30	2.00
39	21	PR 5: Manage stress through self-care, balance, adaptability, flexibility, and humor.	101	4.44	0.40	3.00
28	22	CL 8: Facilitate shared problem solving and decision making.	101	4.41	0.30	2.00
1	23	OS 1: Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long-term health of the organization.	101	4.37	0.25	3.00
21	24	CL 1: Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	101	4.34	0.31	2.00
18	25	CM 4: Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	101	4.33	0.30	2.00
10	26	RM 4: Take an entrepreneurial stance in seeking ethical alternative funding sources.	101	4.31	0.28	2.00
31	27	CCA 3: 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.	101	4.31	0.33	2.00

7	28	RM 1: Ensure accountability in reporting.	101	4.27	0.28	2.00
13	29	RM 7: Employ organizational, time management, planning, and delegation skills.	101	4.27	0.29	2.00
23	30	CL 3: Catalyze involvement and commitment of students, faculty, staff, and community members to work for the common good.	101	4.27	0.29	2.00
29	31	CCA 1: Value and promote diversity, inclusion, equity, and academic excellence.	101	4.27	0.31	2.00
37	32	PR 3: Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.	101	4.27	0.37	2.00
44	33	PR 10: Weigh short-term and long-term goals in decision making.	101	4.27	0.44	1.00
9	34	RM 3: Develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with the college master plan and local, state, and national policies.	101	4.26	0.28	2.00
33	35	CCA 5: Advance lifelong learning and support a learner-centered and learning-centered environment.	101	4.24	0.34	2.00
36	36	PR 2: Understand and endorse the history, philosophy, and culture of the community college.	101	4.19	0.35	3.00
6	37	OS 6: Align organizational mission, structures, and resources with the college master plan.	101	4.15	0.28	2.00
38	38	PR 4: Support lifelong learning for self and others	101	4.13	0.38	2.00
2	39	OS 2: Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	101	4.12	0.26	2.00

41	40	PR 7: Understand the impact of perceptions, worldviews, and emotions on self and others.	101	4.10	0.41	2.00
3	41	OS 3: Use a systems perspective to assess and respond to the culture of the organization, changing demographics, and the economic, political, and public health needs of students and the community.	101	4.01	0.26	2.00
8	42	RM 2: Support operational decisions by managing information resources and ensuring the integrity and integration of reporting systems and databases.	101	4.00	0.28	2.00
16	43	CM 2: Disseminate and support policies and strategies.	101	4.00	0.30	2.00
45	44	PR 11: Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	101	3.74	0.50	3.00
22	45	CL 2: Demonstrate cultural competence relative to a global society.	101	3.73	0.32	3.00

Appendix G

Group Differences by Competency

Dimension	Source of Variation	Sum of Squares	*Df*	Variance	F	p
OS1	Between Groups: Within Groups: Total:	2.499 26.704 29.204	3 177 180	0.833 0.151	5.523	0.001*
OS2	Between Groups: Within Groups: Total:	5.823 33.588 39.441	3 177 180	1.941 0.190	10.230	0.000*
OS3	Between Groups: Within Groups: Total:	2.9652 45.1413 48.1065	3 177 180	0.9884 0.255	3.876	0.010*
OS4	Between Groups: Within Groups: Total:	4.779 19.862 24.642	3 177 180	1.5931 0.112	14.197	0.000*
OS5	Between Groups: Within Groups: Total:	2.286 31.206 33.492	3 177 180	0.762 0.176	4.3219	0.005*
OS6	Between Groups: Within Groups: Total:	8.370 31.237 39.607	3 177 180	2.79 0.177	15.809	0.000*
RM1	Between Groups: Within Groups: Total:	2.532 32.564 35.095	3 177 180	0.844 0.184	4.587	0.004*
RM2	Between Groups: Within Groups: Total:	0.202 41.551 41.752	3 177 180	0.067 0.2348	0.285	0.836
RM3	Between Groups: Within Groups: Total:	0.7361 41.401 42.137	3 177 180	0.245 0.234	1.049	0.372

Note. * Statistically significant difference in means at p<.05

Dimension	Source of Variation	Sum of Squares	Df	Variance	F	p
RM4	Between Groups:	2.351	3	0.784	2.978	0.033*
	Within Groups:	46.568	177	0.263		
	Total:	48.919	180			
RM5	Between Groups:	0.499	3	0.166	0.945	0.42
	Within Groups:	31.163	177	0.176		
	Total:	31.662	180			
RM6	Between Groups:	1.763	3	0.588	2.471	0.063
	Within Groups:	42.085	177	0.234		
	Total:	43.848	180			
RM7	Between Groups:	4.779	3	1.593	6.359	0.000*
	Within Groups:	44.346	177	0.251		
	Total:	49.126	180			
RM8	Between Groups:	0.362	3	0.120	0.598	0.617
	Within Groups:	35.732	177	0.202		
	Total:	36.094	180			
CM1	Between Groups:	0.375	3	0.125	0.638	0.591
	Within Groups:	34.646	177	0.196		
	Total:	35.020	180			
CM2	Between Groups:	0.947	3	0.316	1.130	.3382
	Within Groups:	49.157	176	0.279		
	Total:	50.104	179			
CM3	Between Groups:	0.896	3	0.296	1.678	0.174
	Within Groups:	31.493	177	0.178		
	Total:	32.389	180			
CM4	Between Groups:	3.328	3	1.109	6.270	0.000*
	Within Groups:	31.138	177	0.177		
	Total:	34.466	180			
CM5	Between Groups:	0.193	3	0.064	0.373	0.773
	Within Groups:	30.38	177	0.173		
	Total:	30.576	180			

Note. * Statistically significant difference in means at $p<.05$

Dimension	Source of Variation	Sum of Squares	*Df*	Variance	F	p
CM 6	Between Groups:	0	3	0	0	1
	Within Groups:	28.614	177	0.1617		
	Total:	28.614	180			
CL1	Between Groups:	0.229	3	0.077	0.3443	0.793
	Within Groups:	39.107	177	0.222		
	Total:	39.336	180			
CL2	Between Groups:	4.827	3	1.609	5.308	0.002*
	Within Groups:	53.354	177	0.303		
	Total:	58.182	180			
CL3	Between Groups:	0	3	0	0	1
	Within Groups:	41.085	177	0.2362		
	Total:	41.085	180			
CL4	Between Groups:	5.128	3	1.709	8.096	0.000*
	Within Groups:	37.160	177	0.211		
	Total:	42.288	180			
CL5	Between Groups:	0.976	3	0.3253	1.771	0.154
	Within Groups:	32.311	177	0.1836		
	Total:	33.287	180			
CL 6	Between Groups:	1.967	3	0.656	4.123	0.007*
	Within Groups:	27.995	177	0.160		
	Total:	29.963	180			
CL 7	Between Groups:	0.443	3	0.1478	0.849	0.469
	Within Groups:	30.616	177	0.174		
	Total:	31.059	180			
CL8	Between Groups:	0.876	3	0.2919	1.202	0.311
	Within Groups:	42.746	177	0.2429		
	Total:	43.621	180			
CCA1	Between Groups:	2.598	3	0.866	3.297	0.022*
	Within Groups:	46.493	177	0.263		
	Total:	49.090	180			

Note. * Statistically significant difference in means at p<.05

Dimension	Source of Variation	Sum of Squares	*Df*	Variance	F	p
CCA2	Between Groups:	1.050	3	0.350	1.375	0.252
	Within Groups:	44.790	176	0.256		
	Total:	45.840	179			
CCA3	Between Groups:	1.049	3	0.3508	1.348	0.261
	Within Groups:	45.947	177	0.260		
	Total:	46.996	180			
CCA4	Between Groups:	0.391	3	0.1302	0.645	0.584
	Within Groups:	35.475	177	0.2004		
	Total:	35.865	180			
CCA5	Between Groups:	1.473	3	0.491	1.947	0.124
	Within Groups:	44.630	177	0.252		
	Total:	46.103	180			
CCA6	Between Groups:	0.446	3	0.149	0.694	0.557
	Within Groups:	37.930	177	0.214		
	Total:	38.376	180			
PR1	Between Groups:	1.413	3	0.4709	1.980	0.119
	Within Groups:	42.083	177	0.2378		
	Total:	43.496	180			
PR2	Between Groups:	1.488	3	0.496	1.858	0.139
	Within Groups:	47.253	177	0.267		
	Total:	48.741	180			
PR3	Between Groups:	0	3	0	0	1
	Within Groups:	41.087	177	0.2321		
	Total:	41.087	180			
PR4	Between Groups:	2.117	3	0.7057	2.6423	0.050*
	Within Groups:	47.268	177	0.267		
	Total:	49.385	180			
PR5	Between Groups:	4.119	3	1.373	4.108	0.008*
	Within Groups:	59.138	177	0.334		
	Total:	63.256	180			

Note. * Statistically significant difference in means at p<.05

Dimension	Source of Variation	Sum of Squares	*Df*	Variance	F	p
PR6	Between Groups:	0.446	3	0.149	0.640	0.591
	Within Groups:	41.177	177	0.232		
	Total:	41.623	180			
PR7	Between Groups:	0.879	3	0.292	0.912	0.437
	Within Groups:	56.350	176	0.320		
	Total:	57.226	179			
PR8	Between Groups:	0.615	3	0.205	1.445	0.231
	Within Groups:	24.968	176	0.142		
	Total:	25.583	179			
PR9	Between Groups:	1.562	3	0.521	1.935	0.126
	Within Groups:	47.635	177	0.269		
	Total:	49.197	180			
PR10	Between Groups:	0.201	3	0.067	0.287	0.834
	Within Groups:	41.147	177	0.233		
	Total:	41.348	180			
PR11	Between Groups:	6.289	3	2.096	4.871	0.003*
	Within Groups:	75.7433	176	0.430		
	Total:	82.032	179			

Note. * Statistically significant difference in means at p<.05

KEITH A. HARKINS
427 Solitude Lane • Rustburg, Virginia 24588
Cell Phone: (434) 851-5128 • E-mail: brookneal1@yahoo.com

Education

Doctorial Candidate in Community College Leadership--Old Dominion University

Masters Degree in Education ― Lynchburg College, Lynchburg, VA, 1993

Bachelor of Arts Degree in Psychology ― Lynchburg College, Lynchburg, VA, 1990

Member: Gold Key International Honor Society
Delta Kappa Pi ― International Honor Society in Education
Chi Sigma Iota—International Honor Society in Counseling

Professional Affiliations President, Board of Directors Central Virginia YMCA
Board Member-Region 2000 Workforce Investment Board
Board Member—Lynchburg Regional Chamber of Commerce
Board Member—Altavista Economic Development Association
Central Virginia YMCA Volunteer of the Year--2008
Dealer Advisory Board: Kelly Blue Book, 2004 - 2007
President: Brookneal Chamber of Commerce, 1998 - 2003

CAREER HISTORY and SELECT ACHIEVEMENTS

Vice-President Workforce Development and Continuing Education

Southside Virginia Community College; Keysville, VA 2015-Present
- Serve as the Chief Workforce Officer for the college
- Organize a division that will be creative and productive in meeting the current and projected needs of the labor force
- Develop and carry out activities consistent with college-wide strategic priorities
- Conduct business enterprise planning, identify funding, and lead program delivery
- Assess programs and incorporate the outcomes to promote the advancement of the division in accordance with the institution's strategic plan
- Create and operate strategic alliances with economic development entities, corporations, community groups, and government entities
- Ensure that commitment to diversity and inclusion is visible in all aspects of the division's operations
- Supervise all aspects of the Adult Education Division
- Chair the Region consortium team
- Oversee the operation of regional Workforce Centers in South Boston and South Hill
- Work with the Virginia Community College System Office of Workforce Development Services in advancing the economic development vision of the Commonwealth of Virginia;

Executive Director   **Virginia Technical Institute; Altavista, VA** 2011-2015

- Devise cutting edge educational and training programs in collaboration with internal and external groups in order to provide a well-trained workforce.

- Developed unique strategic partnerships with local four-year institution and community college
- Design and administer all programs designed to secure the necessary funding for the school to meet its mission
- Lead all public relations, media relations, and government/legislative relations
- Direct all marketing, special events, and school communication efforts
- Collaborate with the local Workforce Development Board to develop and implement innovative programs and strategic partnerships to address the educational and training needs of the region.
- Serve on Virginia's Region 2000 Workforce Investment Board
- Provide leadership for planning, developing, implementing, and evaluating – including processes for external accreditation – programs of study, services, and initiatives
- Provide leadership in faculty and staff development
- Work closely with economic development professionals, political entities, and relevant stakeholders to develop a local educational pipeline to high growth employment areas.

- Partnered with five local high schools to offer dual enrollment opportunities

Assistant Professor   **Central Virginia Community College; Lynchburg, VA**; 2005-2011
Courses taught include: Introduction to Counseling, Gerontology I & II, Marriage and Family Relationships, Introduction to Community Service, Introduction to Human Services, and Public Service
- Member-Curriculum Advisory Committee
- Member-Marketing Committee
- Member-Web Committee
- Member of the Culinary Arts Program implementation group

Coordinator, Workforce Development and Continuing Education

> Central Virginia Community College; Lynchburg, VA March 2009-2011

- Participate on three-person committee charged with developing a new Culinary Arts Program—resulted in new $1.5M state-of-the-art facility
- Facilitate Leadership Development classes for local industry including Babcock & Wilcox and AREVA Nuclear Technologies

Helped develop and implement partnerships with Dominion Power, B&W, AREVA, Georgia Pacific and several other local companies