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PIPELINES TO LEADERSHIP:
ASPIRATIONS OF EXECUTIVE-LEVEL COMMUNITY COLLEGE LEADERS
TO ASCEND TO THE PRESIDENCY

A COMPANION DISSERTATION

A dissertation submitted in partial fulfillment
of the requirements for the Doctor of Education degree in the
College of Education
at the University of Kentucky

By

Reneau Waggoner

Lexington, Kentucky

Co-Directors: Dr. Beth L. Goldstein, Professor of
Educational Policy Studies and Evaluation
and Dr. Willis Jones, Associate Professor of
Educational Policy Studies and Evaluation

Lexington, KY

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ABSTRACT OF DISSERTATION

PIPELINES TO LEADERSHIP: ASPIRATIONS OF EXECUTIVE-LEVEL COMMUNITY COLLEGE LEADERS TO ASCEND TO THE PRESIDENCY

One of the challenges facing community colleges in the United States is the looming retirements of executive/senior-level leadership, particularly the president, on a wide scale. This study explored the career aspirations of executive-level leaders within the community college using Social Cognitive Career Theory as the conceptual framework. Within the context of a three-person collaborative dissertation project, a mixed methods case study approach was utilized for the research design. It first examined the perceived and preferred organizational culture(s) by administering the Organizational Culture Assessment Instrument (OCAI). Building upon results of the OCAI, interviews with executive-level leaders explored how personal and institutional factors impact their aspirations of to ascend to the community college presidency.

The findings of the research indicate that affecting change, being asked, and the desire to help are personal factors of influence that motivate executive-level leaders to seek the role of community college president. On the other hand, age, family, and potential work-life imbalance might dissuade executive-level leaders from seeking this role. The study reveals that organizational culture (the “culture of caring”) and formal leadership development programs are positive factors of institutional influence. Institutional factors that dissuade executive-level leaders from seeking the community college presidency are politics, the state of the institution being led, and the unknown.

This study advances the field of educational leadership in that a number of personal and institutional factors are adduced that influence the aspirations of executive-level leaders to progress to the community college presidency. The findings identify the need for research across multiple institutions and the need to expand Social Cognitive Career Theory to include personal-cognitive barriers of race and gender.

KEYWORDS: Career Pathways to the Community College, Community College
Presidency, Leadership Aspirations, Organizational Culture,
Social Cognitive Career Theory

Reneau Waggoner
Student's signature

April 25, 2016
Date

This study was conducted by a three-member team: Andrea Borregard, Erin Tipton, and Reneau Waggoner.

PIPELINES TO LEADERSHIP:
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TO ASCEND TO THE PRESIDENCY

By

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April 25, 2016
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CHAPTER ONE

INTRODUCTION

Community colleges will face a significant challenge in filling the vacancies of future community college leaders due to the pending mass exodus of senior level community college leadership (McNair, 2010; Shults, 2001; Whissemore, 2011) and faculty. The increased demands of community colleges to be more accountable, more fiscally responsible due to budget cuts, more attuned to the business/industry needs of the community, more market-driven due to increased competition, and more strategic in meeting student needs, are all indicative of the challenges that the leaders of community colleges will face in the future. Yet there is a dwindling pool of internal candidates, given the retirements of both presidents (McNair, 2010; Shults, 2001; Whissemore, 2011) and other senior level executive administrators who report to presidents (Boggs, 2003). This is even more alarming given the fact that faculty members, who traditionally moved up the ranks to executive level positions are also retiring at a high rate (American Association of Community Colleges [AACCC], 2013) and/or are becoming increasingly reluctant to accept senior level administrative positions (Evelyn, 2001). This national trend is also present in the state of Kentucky. The Kentucky Community and Technical College System (KCTCS), nationally recognized as the prime community college system in the United States (Lane, 2008), is facing this leadership challenge as well.

The focus of this collaborative research study was to investigate the leadership pipelines within the community college to examine the leadership capacity for the future. The team was comprised of three members who delved into the study with focus on three different leadership pipelines – grassroots leaders, faculty, and executive-level leaders –

to collectively identify the motivations and influences of those who could assume leadership roles. My individual focus was to explore the factors that positively and negatively impact the aspirations of executive-level leaders to ascend to the community college presidency.

The principal investigators (Andrea Borregard, Erin Tipton and Reneau Waggoner) are participants in the University of Kentucky's Doctorate of Education (EdD) in Educational Policy Studies, Measurement and Evaluation program. The University of Kentucky (UK) is an original participant in the Carnegie Project on the Education Doctorate (Carnegie Project, 2015; University of Kentucky College of Education, 2015), a consortium of over 80 colleges and corresponding schools of education whose intent is to enhance the EdD. The University of Kentucky has worked with KCTCS in providing educational cohorts for faculty, staff and administrators throughout the state. In the first cohort, which began coursework in the fall of 2007, the vast majority of the 28 participants engaged in collaborative studies and produced companion dissertations. The researchers in this study are members of the second cohort of 15 participants, who began coursework in the spring of 2012, are the team to utilize this collaborative approach. These researchers chose this approach due to a common interest in the changing and challenging leadership landscape and what it means for the future of community colleges. The mixed methodological research was conducted at one community and technical college in Kentucky.

The dissertation consists of five chapters which are presented in journal article format: introduction, team technical report, research manuscript, research problems of practice, and conclusion. References and appendices are included at the end of each

chapter. This first chapter introduces the background and scope of the study, as well as the contents of the dissertation.

Chapter 2, entitled “Looking to the Future: An In-Depth Study of Leadership Pathways in a Kentucky Community College,” is a professional technical report targeted specifically for the administrative leadership at KCTCS. This technical report is a synthesis of the team’s collaborative research and incorporates the team’s assessment of the leadership challenges, research methodology and findings, common themes and corresponding evidence-based recommendations.

Chapter 3, entitled “Aspirations of Executive-Level Community College Leaders to Ascend to the Presidency,” is the author’s individual research manuscript which focuses on the personal and institutional factors that impact the aspirations of executive-level leaders to seek the role of the community college president. Social Cognitive Career Theory (SCCT) was used as the theoretical framework for the study. This research was conducted utilizing a mixed methodological approach in two separate and distinct phases. The initial, preliminary phase was quantitative and utilized a survey instrument, the Organizational Culture Assessment Instrument (OCAI) to determine the perceived and preferred cultures of the organization to gauge the pulse of the institution. The data gathered from this survey informed the interview questions in the second phase. In the second phase of the study, semi-structured interviews of executive-level leaders (n=10) were conducted to investigate the personal and institutional factors that influence the desire of executive-level leaders to ascend to the community college presidency. The findings from this study are presented, as well as comparative analysis of the findings from team member Erin Tipton, who conducted a parallel study of faculty.

Chapter 4, entitled “The Search and Research for Significance: Problematic and Promising Practices in Collaborative Research and Research Design,” features a professional and scholarly consideration of the methodological approach, which augments the research methodology presented in chapter 3. Further, this fourth chapter examines the problematic and promising practices of conducting collaborative research and offers a reflection of the process.

The fifth and concluding chapter is a final reflection on choosing a research topic and participating in the collaborative process.

CHAPTER TWO

LOOKING TO THE FUTURE: AN IN-DEPTH STUDY OF INFLUENCES ON LEADERSHIP ENGAGEMENT IN A KENTUCKY COMMUNITY COLLEGE

Andrea Borregard, Erin Tipton, and Reneau Waggoner

Executive Summary

Background

Community colleges, with historically different organizational cultures and complex missions in comparison to other institutions of higher education, are stretched to find their next set of leaders who can respond to the diverse challenges of leading the institution. Many community colleges are underprepared to fill the future academic and administrative vacancies they will experience over the next five years. These positions have traditionally been filled through the faculty ranks, yet according to the 2013 estimates by the American Association of Community Colleges (AACC), nearly half of current full-time faculty members nationally will retire by 2015 (AACC, 2013). Successful colleges of the future will be the ones that today are identifying new generations of leaders at all administrative levels (Amey & VanDerLinden, 2002), formal and informal.

The purpose of this three-part companion research study was to investigate the various leadership pathways within the community college and to identify influences that impact individual decisions to engage in leadership activities at community colleges. In their study on critical issues facing community colleges, Campbell, Basham, and Mendoza (2008) asserted that hiring, developing, and retaining leaders rank among the top administrative concerns. They argued that administrators need to be able to identify

and encourage leaders at all institutional levels and understand the nuances of both formal and informal leadership in order to maintain organizational stability. Because the leadership shortage is not limited to one particular position, the research team identified three areas for the study: grassroots leadership, faculty, and executive-level leaders.

Research Approach

Based on the broad scope of the study, a mixed-methodological case study was used for the research on grassroots leaders, faculty and executive-level leaders at one community college campus. In the study of grassroots leaders, the population for the study was faculty and staff members who have engaged in change initiatives using bottom-up leadership techniques. Eight faculty and staff members participated in one-on-one, semi-structured interviews. The research of faculty and executive-level leaders was a paired, parallel study. This began with a survey of faculty and administrators about their perceived and preferred cultures of the institution, using the Organizational Culture Assessment Instrument (OCAI). Baseline data from the survey informed the second and main phase of the study: semi-structured interviews of nine faculty and ten executive-level leaders.

Setting

The setting for this study was Southcentral Kentucky Community and Technical College (SKYCTC), one of the sixteen colleges that comprise KCTCS. SKYCTC is a mid-sized college within KCTCS. Its service area spans both urban and rural areas. SKYCTC has recently received national recognition for its faculty-driven Workplace Ethics Initiative. It has also been selected as a Best Place to Work in Kentucky for the

past five years. The president at SKYCTC has made a marked commitment to leadership development within the college and welcomed a leadership study at his institution.

Key Findings

The common factors of influence among grassroots leaders, faculty and executive-level leaders are: affecting change, the “culture of caring”, and leadership/professional development (see Table 2.1).

Table 2.1 – Comparison of Factors of Influence

Factor of Influence	Grassroots Leaders	Faculty	Executive-Level
Age			x
Family			x
Work/life balance	x		x
Making a difference / influencing change	x	x	x
“Being asked”		x	x
Desire to help	x		x
Culture – “culture of caring”	x	x	x
Politics			x
State of the institution			x
Unknown			x
Peer and mentor influence	x	x	
Leadership/professional development	x	x	x
Promotion		x	
Challenge of the leadership role		x	
Reluctance to leave the classroom		x	
Passion	x		
Trust	x		

Borregard (2015) Tipton (2015) Waggoner (2015)

Dominant Themes

Six overarching themes emerged from the case study:

1. **The Desire to Affect Change** – At all levels, participants expressed their desire to engage in leadership efforts that have the potential to bring about marked change.
2. **The Impact of Institutional Culture** – Institutional culture plays a key role in an individual's decision to engage in change efforts, the methods used to lead, and the expectations of success.
3. **The Availability of Leadership and Professional Development** – Availability of Leadership/Professional Development opportunities was a dominant factor of institutional influence on the desire to seek a leadership role. Some participants viewed professional development as in itself a vehicle for raising consciousness and creating change.
4. **The Importance of Peer/Mentor Influence** – Through mentorship and networking, leaders have the opportunity to create communities of support which can ease the transition into leadership roles at the institution. Mentoring can help foster the skills and experiences needed to be impactful leaders. Mentoring can also be a way of encouraging individuals to pursue leadership roles within institutions.
5. **The Importance of Being Asked** – Administrative encouragement to assume leadership roles influenced individuals' decisions to engage in leadership efforts. According to the participants, one of the most influential ways that administrators showed support was to ask them to assume a leadership role.
6. **The Goal of Maintaining a Work/Life Balance.** In the higher education setting, leadership efforts take time. While many participants were committed to their

cause and willing to do extra work, they expressed concern that they might be overburdened by their numerous responsibilities and struggle to maintain a healthy work/life balance.

Recommendations

The findings of the study resulted in several recommendations for administrators to positively influence an employee's decision to engage in leadership activities:

- establish an open-door policy through which employees can address fears and concerns and establish trust,
- provide ample leadership opportunities,
- create a culture of caring,
- develop formal leadership development programs,
- provide employees with release time or support to pursue advanced degrees,
- establish a formal mentorship program,
- ask employees to assume leadership positions,
- promote the benefits of leadership, and
- establish clear and realistic short- and long-term goals for leadership activities

Introduction

The future of community college leadership is at the forefront of concern at many institutions across the United States. Community colleges, with historically different organizational cultures and complex missions in comparison to other institutions of higher education, are stretched to find their next set of leaders who can respond to the diverse challenges of leading the institution. Many community colleges are underprepared to fill the future academic and administrative vacancies they will experience over the next five years. Administrative vacancies have traditionally been filled through the faculty ranks, yet according to the 2013 estimates by the American Association of Community Colleges (AACC), nearly half of current full-time faculty members nationally will retire by 2015 (AACC, 2013). Successful colleges of the future will be the ones that today are cultivating new generations of leaders at all administrative levels (Amey & VanDerLinden, 2002) and in the full range of career positions including administrators, faculty, and staff.

The Focus of Our Project

The purpose of this three-part companion research study was to examine current leadership pipelines existing within the community college (grassroots leaders, faculty, and executive-level leaders) and identify the personal and institutional influencers that affect individuals' decisions to assume leadership roles. In their study on critical issues facing community colleges, Campbell, Basham, and Mendoza (2008) asserted that hiring, developing, and retaining leaders ranks among the top administrative concerns. They argued that administrators need to be able to identify and encourage leaders at all institutional levels and understand the nuances of both formal and informal leadership in

order to maintain organizational stability. Because the leadership shortage is not limited to one particular position, the research team identified three areas for the study: grassroots leadership, faculty, and executive-level leaders (defined as those holding a formal, senior administration position in the Kentucky Community and Technical College System: Provost, Vice President, Dean, Campus Director, Director or Coordinator). Together, we wanted to identify the motivations and influences of individuals at all stages of the organization hierarchy to assume leadership roles. The team examined the role grassroots leaders play in affecting organizational change through their personal passion and commitment for initiatives. We conducted research among faculty to understand the manner in which institutional factors influence faculty decisions to assume the formal leadership positions. Finally, we investigated the factors that influence the leadership aspirations of executive-level administrators to seek the role of the community college president.

Setting

For the first time in history, there is a growing national recognition of the vital role that community colleges play in America's higher education system by preparing people for some of the most highly-skilled and high demand occupations in the 21st century. America aspires to once again have the highest proportion of college graduates in the world and community colleges are being challenged to produce an additional 5 million graduates by the year 2020. The role that Kentucky's community and technical colleges will play in achieving this national goal is both exciting and challenging.

- Dr. Michael B. McCall, Founding KCTCS President

In 1997, through the passage of the Kentucky Postsecondary Education Improvement Act, the Kentucky legislature created the Kentucky Community and Technical College System (KCTCS) from the Commonwealth's 14 existing community

colleges and 25 vocational/technical schools. KCTCS is a single system of community-based two-year colleges designed to respond to the need for job creation, economic development, and global competitiveness in Kentucky (KCTCS, 2010). KCTCS is the largest institution of higher education in Kentucky, serving over 50 percent of Kentucky's undergraduate students through more than 600 credential programs. The new reality of limited state resources and increased demands for educational opportunities for Kentuckians has caused KCTCS to be methodical about the way their institutions operate.

In 2010, Dr. McCall launched a yearlong *Transformation Initiative* designed to advance KCTCS's mission of becoming the premier community and technical college system in the nation. A large part of this plan was aimed at harnessing the collective strengths, talents, and skills of KCTCS's 10,000+ full- and part-time faculty and staff. In the 2010-2016 Business Plan, McCall recognized a need for transformation in the services to KCTCS students, the nature and purpose of employees' daily tasks, and the overall tone of KCTCS workplace culture. Specifically, he addressed the importance of implementing a responsive leadership model designed to compensate for limited state resources and increased demands for postsecondary education and training in Kentucky (KCTCS, 2010).

An important element of Dr. McCall's vision was the identification of individuals for key administrative and leadership positions, including the presidents of the individual colleges that comprise the system. Since assuming the role of KCTCS President in January 2015, Dr. Jay Box has completed three presidential searches for individual colleges in the system with two more active searches underway, and several others on the

horizon. Several of the KCTCS presidents have been in office since shortly after the consolidation process in 1998 (see Table 2.2).

Table 2.2 – Years of Service for KCTCS Presidents as of March 2016

Years of Service	No. of KCTCS Presidents	KCTCS Institutions
Interim	2	Gateway, Hazard
< 1	3	Big Sandy, Owensboro, Jefferson
1-5	5	Ashland, Hopkinsville, Maysville, Southcentral Kentucky, Southeast
6-10	2	Bluegrass, Henderson
11-15	1	West Kentucky
16+	3	Elizabethtown, Madisonville, Somerset

Of the presidential appointments made in the past five years, two out of eight of the presidents were promoted from within the institution and one president had prior experience as an academic vice president at a KCTCS institution. All others had no professional experience within the Kentucky system; however, three were presidents at community colleges outside of Kentucky and two held various vice president roles at non-Kentucky institutions. Five of the eight have faculty experience in a community college (one had faculty experience at a KCTCS institution).

Dr. Box has expressed interest in having individual KCTCS colleges develop their own local or regional leadership programs. He said these leadership initiatives would “provide the opportunity for selected faculty and staff to foster leadership skills and professional growth while considering the varied and complex strategic issues facing two-year colleges” (McNair, 2015). System-wide, KCTCS offers an annual leadership program designed to recognize and enhance the leadership skills of current and potential leaders within KCTCS. The President’s Leadership Seminar (PLS: now entitled the McCall Leadership Academy) began in 2000 with the goal of providing faculty and staff

with a unique professional development experience in an effort to advance the system's 16 colleges as well as each participant's personal and professional goals. Numerous vice presidents, deans, and directors, as well as two of the current KCTCS presidents, have completed PLS during their tenure.

Other than this single system initiative, KCTCS offers very few formal opportunities to cultivate leaders from within. Our argument is not that all leaders should be homegrown; in fact, we would suggest that institutions can greatly benefit from a balance of leaders and administrators who come from within the system and those from external sources. Yet, because the mission of each community college is influenced by the culture and community surrounding the institution, promoting individuals who have excelled and have proven their commitment and dedication to the institution often ensures that the individual will have the knowledge, experience, expertise, and history to perpetuate the college's mission (Reille & Kezar, 2010). Our three-dimensional case study aims to understand individuals' leadership activities and aspirations from within the KCTCS system.

Site Selection

Purposive sampling allows a researcher to eliminate and/or narrow the pool of information sources by deciding who to, what to, and what not to consider in the study (Erlandson, Harris, Skipper, & Allen, 1993). Purposive sampling will provide "information-rich" participants matching the overall purpose of the study (Creswell, 2009). When using purposive sampling, it is important to seek sites that will provide an understanding of the phenomenon. In our case, we wanted to study an institution that exhibited a high level of commitment to developing leaders. Based on the knowledge of

the population and the purpose of the study, the researchers used purposive sampling to select Southcentral Kentucky Community and Technical College (SKYCTC), one of 16 community colleges in Kentucky Community and Technical College System (KCTCS) as the site of our case study.

We selected SKYCTC as the site for several reasons. First, in 2015, SKYCTC received a national award of excellence from the American Association of Community Colleges for their Workplace Ethics Initiative. This initiative is the result of collaboration between faculty members and local business partners to ensure that behaviors in the classroom mirror those expected in the workplace. As a result of this recognition, SKYCTC faculty members and administrators have presented the principles of this initiative at several conferences in the country. The Workplace Ethics Initiative has received several other national recognitions as well. The National Institute for Staff and Organizational Development published a best practices article on Workplace Ethics (May 2012), the League of Innovations recognized the initiative as an Innovation of the Year (May 2013), and the Community College Survey of Student Engagement has requested that SKYCTC publish Workplace Ethics as a national best practice.

Second, SKYCTC has been selected as a Best Place to Work in Kentucky every year since 2012. Winners are selected through a two-part process designed to gather detailed data about each participating company. Part one requires employers to complete a benefits and policies questionnaire about company policies, practices, and demographics. In part two, employees are asked to complete a survey that gauges employee opinions on how the institution fares in eight core focus areas: Leadership and Planning, Corporate Culture and Communications, Role Satisfaction, Work Environment,

Relationship with Supervisor, Training, Development and Resources, Pay and Benefits, and Overall Engagement. We were drawn to selecting a site where there seemed to be a high level of employee satisfaction in several of these areas.

Third, we wanted to select a KCTCS college that was somewhat representative of the majority of colleges in the system in terms of size (enrollment) and locale (rural vs. urban). SKYCTC is a mid-sized college within KCTCS. In fall 2015, SKYCTC had a full-time equivalent enrollment of 2,351 students (FTE = total credit hours/15). The median KCTCS enrollment for Fall 2015 was 2,325. SKYCTC has six campuses located in a ten-county service area. The college also has a strong partnership with local business and industry. Through its Workforce Solutions department, SKYCTC serves over 6,000 individuals and 600 companies annually. One point of distinction is that SKYCTC is the only KCTCS college with no tenured or tenure-track faculty (KCTCS, 2016). During the passage of the Postsecondary Education Improvement Act in 1997, which formed KCTCS, Bowling Green Technical College had no community college with which to merge; tenured faculty were never a significant part of the institution. In lieu of tenure, the former technical colleges in Kentucky had an employment designation of “continued employment status.” Continued status faculty are described under KCTCS policy as full or part-time faculty hired prior to July 1, 2004 who have satisfactorily completed the KCTCS Introductory Period. Per this policy, faculty with continued employment status enjoy similar protections as tenured-classified faculty and should only be discharged from employment for just cause¹. Faculty moving to formal leadership positions may negotiate maintaining their tenured or continued status.

¹ As noted in the KCTCS Administrative Policy 2.0.1.1.4 – Continued Employment Status.

A fourth reason SKYCTC was selected as the case study site was due to ease of access and administrative support for the study at the institution. In 2013, SKYCTC named Dr. Philip Neal as its President and CEO. Neal was promoted from within the college where he served as the Provost from 2008 to 2013. Neal's leadership pathway includes serving as a faculty member at a community college outside of Kentucky and holding various administrative positions in Texas and Wyoming before becoming provost at SKYCTC. Neal has co-edited a textbook about leadership, *The Creative Community College: Leading Change through Innovation* (Rouche, Richardson, Neal, & Rouche, 2008). He has pledged to the continual growth of his employees. He preserves professional development dollars in the midst of budget crises, provides faculty leadership opportunities in conjunction with reduced course load, and most recently, tasked college administrators with creating an internal leadership development program similar to KCTCS President's Leadership Seminar (personal communication, P. Neal, 2008). As a proponent of leadership development, Dr. Neal welcomed a leadership study at his institution going so far as to allow the researchers to speak at a campus-wide forum in order to promote the study and encourage participation.

Finally, we were intentional about selecting a college that was not the home college of any of the members of our research team. In discussing which KCTCS college would be the best fit for our study, we agreed that we wanted to avoid any potential influences and biases that may be associated with studying leadership at one of our own institutions. The three of us have no professional experience linked directly to SKYCTC. We hoped study participants would be more comfortable and forthcoming in their interview responses since we were not their SKYCTC colleagues. Since we would be

unfamiliar with the experiences and events participants discussed, we also felt that we would be more likely to keep personal biases out of our interview interpretations and analysis.

Leadership Landscape

We are at a critical juncture in our nation's higher education development. While there is very strong work happening today in community college leadership development, we cannot leave it to chance that our nation's community colleges are prepared to meet the coming demand. We have learned a lot about what makes an effective community college leader and it is time to not just name those qualities, but translate what we know into action.

-William Trueheart, President and Chief Executive Officer of Achieving the Dream

In September 2013, leaders of six organizations representing over 13 million community college student, trustees, and administrators nationally met to address the impending leadership exodus and the urgency this departure represents. Community colleges knew they would face a significant challenge in filling the vacancies of future community college leaders due to the pending mass exodus of senior level community college leadership and faculty (McNair, 2010; Shults, 2001; Whissemore, 2011).

Without intervention, this turnover could threaten the stability of the community college sector and its ability to maintain open access while achieving stronger student outcomes. These leaders committed to use their organizations as outreach vehicles for promoting the recruitment, selection, and preparation of leaders with the skills required to successfully perpetuate the community college mission (Association of Community College Trustees, 2013).

McNair, Duree, and Ebbers (2011) conducted a study that examined community college presidents. The research examined the presidents' backgrounds and career paths;

and participation in leadership programs and educational preparation outlined within the American Association of Community College (AACC) competencies. The report concluded that there was not one single path, but participation in a variety of professional experiences, professional development opportunities, doctoral studies and mentoring. Recommendations included job shadowing and internship experiences which would allow future leaders to work with current community college presidents, as well as succession planning.

The impending retirements among senior faculty who are often those moving into formal leadership positions, combined with the increase of adjuncts and the decrease in tenure-track positions, compounds the pressure of who will assume leadership roles of the future. Nationally, the pipeline of tenured and tenure-track faculty across higher education has dramatically changed over the last thirty years moving from 78.3 percent on the tenure track and 21.7 percent on a non-tenure track to current figures of only 33.5 percent of faculty having tenure or on the tenure track and 66.5 percent ineligible for tenure (Kezar & Gehrke, 2014). In the community college, the national data indicates that 68.7 percent of faculty are either part-time or non-tenure track, 13.8 percent are full-time and non-tenured and only 17.5 percent are either tenured or on the tenure track (Kezar & Maxey, 2013).

For KCTCS, the numbers mirror the national statistics as full-time faculty capacity has declined over the last several years. Since 2010, 300 fewer full-time faculty are employed across the system with a decrease from 1,933 to 1,617. The number of full-time, tenured faculty has decreased from 779 in 2010 to 708 in 2013. In addition, the number of faculty on the tenure track has dipped from 150 in 2010 to 134 in 2013

(KCTCS, 2016). The number of part-time faculty has increased across the System over the last several years. From 2009 to 2011, the number of part-time faculty across the System increased from 2,754 to 3,304. Much of the increase in hiring of adjuncts was due to the increase in student enrollment as KCTCS experienced a dramatic student enrollment surge from 89,942 students in 2008 to 108,302 students in 2011 (KCTCS, 2016). While the enrollment surge prompted the hiring of additional part-time faculty to meet student enrollments, the enrollment decline (down to 80,075 students in Fall 2015) has slowed the number of full-time faculty being hired, leaving vacancies unfilled. (KCTC, 2016). It is clear the landscape of faculty tenure is dramatically changing in higher education, particularly at the community college and within KCTCS.

As the retirement outlook for community college faculty shows that half of the total number of full-time faculty across the nation are currently eligible to retire, it is critical to develop the next set of academic administrators. In Kentucky, the situation mirrors the worrisome national trend with over 50% of full-time KCTCS faculty eligible to retire in the next five years (KCTCS Human Resources, 2013). The pipeline for future faculty has decreased over time, compounded by a reluctance among faculty to assume these positions (Evelyn, 2001). Although many reasons may exist for faculty aversion to advance through the academic leadership ranks, there is evidence that institutional and personal factors play a role in faculty decision making, behavior, and activities (Cooper & Pagatto 2003; Evelyn, 2001; Mahon, 2008; Malik, 2010).

Community colleges are particularly susceptible to external demands due to the nature of their mission. They are being asked to drive economic growth in their communities, serve more students, respond to industry demands, and provide more

pathways to the baccalaureate while dealing with reduced funding. In her book on community college leadership, Eddy (2010) discussed the importance of implementing a multidimensional model of leadership suited to dealing with these challenges. She argued that leadership must occur at all levels of the institution and these leaders must possess a cultural competency that is fostered by experience, professional development, and lifelong learning.

Many higher education leadership researchers advocate for fostering leadership at all levels within the institution (Amey, 2005; Eddy, 2009; Green, 2008; Kouzes & Posner, 2007; Lester, 2008; Romero, 2004; Rosser, 2000; Sethi, 2000). Lester (2008) researched the concept of “non-positional leadership.” She argued that this style of leadership empowers all employees to contribute, strengthens the organization, and provides future leaders an opportunity to hone leadership knowledge and skills. In his article about the impending leadership crisis in higher education, Appadurai (2009) argued that in order to sustain institutional engagement and to keep up with the constantly changing societal demands, community college administrators will have to place a consistent emphasis on leadership development and input from employees at all levels of the institutional hierarchy.

Leadership Crisis in Community Colleges: Three Leadership Perspectives

The retirement of current leaders is problematic. So, too is the complex scope of community college missions, a scope that far exceeds the traditional function of degree-granting programs. Community colleges are faced with the pressure of reconciling a variety of challenges from intertwined curricular functions, changing demographics, improved technology, demands for alternative delivery methods and contradictory

missions (Cohen & Brawer, 2008; Dougherty, 1994). There is growing concern over the ability of institutions to respond to these challenges, particularly as the number of change initiatives mounts (Birnbaum, 1992; Hines, 2011; Wallin, 2010). In order to address these challenges adequately, leadership must emerge from all institutional ranks – grassroots leaders, faculty, and executive-level leaders. This technical report examines current leadership pipelines existing within SKYCTC (grassroots leaders, faculty, and executive-level leaders) and the personal and institutional influencers that affect their decisions to assume leadership roles.

Grassroots Leaders

Most of the historical research on leadership in higher education has focused on individuals in positions of power (i.e. presidents, provosts, vice presidents, and deans) in hopes of pinpointing universal characteristics, behaviors and competencies that characterize “effective” leadership (Astin & Leland, 1991; Bartunek, 1984; Bernal, 1998; Kroeker, 1996). Recent research recognizes that these individuals are often not the only source of leadership within an institution. Educational scholars are now beginning to consider the often-untapped source of grassroots leadership across institutional hierarchy as a valid form of decision-making. Some scholars suggest that grassroots leadership takes place every day in all institutional settings (Birnbaum, 1998; Kezar, 2012). Proponents of grassroots leadership cite the leader’s ability to affect change with his/her passion for a particular issue (Scully & Segal, 2002). They argue that faculty members, for example, are the stewards of campus leadership and decision-making because they work directly to advance the institutional mission of teaching and learning (Kezar, Gallant, & Lester, 2011). Staff members often have unique opportunities to influence

change because of their proximity to so many of the leadership roles in the college (Birnbaum, 1996).

Top-down leadership models are not a strong fit for community colleges because of the loosely-coupled subsystems present throughout their organizational structures. Recent research contests the conventional notions of leadership and reframes it as a process of collective action by individuals throughout the organization who use unique strategies to facilitate change (Amey, Jessup-Anger, & Jessup-Anger, 2008). This inclusive style makes it more likely that a greater number of approaches to a problem will be explored and the willingness of campus leaders to themselves be influenced in exchange for the opportunity to influence others leads to the development of compromise that most people of campus can support (Bensimon & Neumann, 1993). Under this model, individuals without formal positions of power can create significant change on college campuses and play important leadership roles. Acceptance of and encouragement for bottom-up leadership challenges employees to think differently, propose ideas, and promote a new direction for accomplishing tasks; however, these employees have to adopt effective tactics to create important changes and increase their capacity for leadership (Bettencourt, 1996; Scully & Segal, 2002). Experts agree that the key to making meaningful changes on campus is to understand the complexities and varying outcomes of convergence between top-down and bottom-up leadership (Kezar, 2012; Amey, M.J., Jessup-Anger, & Jessup-Anger, 2008).

Faculty

In addition to concerns regarding the anticipated percentage of full-time faculty retirements, there is a reluctance of faculty to assume leadership roles (Evelyn, 2001).

Coupled with expected retirements, the increased unwillingness of faculty to move into entry and mid-level academic administrative roles has reduced the pool of qualified leaders. In Kentucky, the faculty retirement situation mirrors that of national statistics. At just one rural and one urban community college within the KCTCS, it is estimated that 55% and 49% respectively of currently employed full-time faculty are eligible to retire by 2018 (KCTCS Human Resources, 2013). Faculty are challenged with supporting their academic disciplines. Academic administrative leadership requires a balance of understanding the structure and challenges facing the overall institution and of those of particular units or departments of the college. Faculty assuming leadership roles may struggle with the ability to step out of daily teaching responsibilities which they might enjoy and the balancing the culture of their own academic disciplines with the varying cultures across the institution.

Faculty reluctance to ascend to administrative positions may also be influenced by the culture of the organization. Higher education organizational culture research conducted to date offers insight into how dominant cultures and subcultures can influence overall organizational effectiveness and facilitation of change during times of crisis (Cameron & Quinn, 1999; Locke, 2006; Schein, 2006; Tierney 1988). Social Cognitive Career Theory (SCCT) suggests that organizational culture can also influence individual career aspirations. An analysis of personal and institutional factors influencing faculty within the community college will lead to a greater understanding of faculty behaviors, decisions, and perspectives regarding moves into leadership assignments.

Executive-Level Leaders

Community colleges face a huge challenge in the preparation and training of future community college presidents due to the pending mass exodus of senior level community college leadership (McNair, 2010; Shults, 2001; Whissemore, 2011). The AACC (2013) conducted a similar study in 2012, which revealed that 75% will retire by 2022, 42 percent of which will occur by 2017. Even more alarming is that the administrators who report to the presidents – and who might be expected to replace them – are also approaching retirement (Boggs, 2003). The issue of keeping individuals in the presidential pipeline is of major concern to community colleges nationwide.

Based on the looming gap in community college leadership, the overarching question is who will lead the community college in the presidency? The extant literature has focused on leadership development programs for executive-level administrators interested in the presidency (Piland & Wolf, 2003b; Reille & Kezar, 2010). It has also reviewed other forms of professional development: participation in professional associations and organizations; networking and job shadowing; and on-the-job responsibilities that contribute to leadership development (Laden, 1996). However, the research has not addressed the aspirations of executive-level leaders to seek the role of the community college presidency. An analysis of the positive and negative factors that influence their desire to ascend to the presidency will assist with the looming gaps caused by the impending mass exodus.

Research Design

The researchers employed a mixed-methods case study approach in order to understand and explore individual motivations, aspirations, and influences to assume both

formal and informal leadership roles. This approach emerged as a best means of studying and making sense of the proposed phenomenon to capture the complexities of intersection between campus climate and individual decisions from multiple perspectives. Qualitative methods included document analysis and interviews. The goal was to “allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies” (Thomas, 2003). Quantitative analysis of survey data was used to complement qualitative inquiry in an attempt to reach a holistic understanding of the phenomenon. This convergence of methods strengthens study findings because the use of various strands of data promote a greater understanding of the case (Baxter & Jack, 2008).

Quantitative Methods

The population for this portion of the study was faculty and executive-level leaders. The purpose of this qualitative component was to investigate the current perceived and preferred organizational culture types within the community college. In March, 2015, all full-time faculty (N=78), all exempt-level administrative staff (N=37), and all executive-level leaders (N=25) at SKYCTC were invited to participate in the Organizational Culture Assessment Instrument (OCAI) survey (see Appendix D). Although the focus of this study was to investigate faculty and executive-level leaders, exempt-level administrative staff were included in order to gain a comprehensive understanding of the perceptions of organizational culture across the institution.

Our interest in organizational culture was motivated by the Social Cognitive Career Theory (SCCT). SCCT describes career development as a complex interaction between an individual, his/her behavior, and the environment. SCCT emphasizes

cognitive-person variables that enable people to influence their own career development, as well as extra-person (e.g., contextual) variables that enhance or constrain personal agency (Lent, Brown, & Hackett, 2000). One such contextual variable that has rarely been studied is organizational culture. Given the power of culture to shape the outcomes and goals of organizations, one might expect that culture may also shape the leadership aspirations of individuals within it. Our study looks to explore this possibility. Is institutional culture a contextual variable that influences the administrative aspirations of faculty and executive-level administrators?

The results of the survey were tallied using the software program offered through the electronic version of the OCAI to determine the mean scores for the overall current culture and preferred culture type. The mean scores for the overall current and preferred culture responses were then computed by adding all of the responses from the four culture types (Clan, Adhocracy, Market and Hierarchy). The culture profile results from the OCAI administered to the faculty at SKYCTC were compared against the culture profile results of executive level leaders at SKYCTC to determine potential similarities and differences among perceptions and preferences of organizational culture types at the institution.

There was an open-response section to the end of the OCAI. These questions asked respondents to identify three areas of strengths and three areas for improvement at SKYCTC. The results from the areas of strengths and improvements were coded and examined for themes. The results from the open-ended responses provided a greater understanding of how the faculty and staff viewed the organization prior to conducting

the interviews. The themes from the end of the survey supported the overall findings from the OCAI culture types and assisted in the development of the interview questions.

Qualitative Methods

The qualitative component of the study included three parts. Results from the survey were used to identify the faculty and executive-level respondents who were willing to participate in the semi-structured interviews. The goal was to achieve interview samples with diversity of experience, aspiration to leadership, gender and location.

The final questions on the OCAI requested additional information regarding previously held leadership positions, desire to assume formal leadership positions, and willingness to participate in an interview. Of the 70 faculty and executive level leaders who completed the survey, 26.7% of respondents indicated their interest by responding “yes” to the question about their willingness to serve and by adding their contact information. Nine (9) faculty and eight (8) executive-level leaders consented to an interview. Two (2) additional executive-level leaders were asked, and consented to, an interview (n=10). The interviewees represented three (3) of the six (6) campuses of SKYCTC. Of the nine (9) faculty interviewed, four (4) were females and five (5) were males. Two (2) of the females indicated having aspirations to lead. Two (2) of the five (5) males indicated having aspirations to lead. Of the ten (10) executive-level leaders interviewed, seven (7) were male and three (3) were female. Among the executive-level leaders, two (2) indicated aspirations to become a community college president, four (4) were uncertain and four (4) indicated they did not aspire to become a community college president.

Faculty members and executive-level leaders were contacted to arrange interviews. All faculty interviews were conducted within a two week timeframe and took place at SKYCTC in an area most comfortable for the participant (the faculty member's office). All executive-level interviews were conducted within a two-week timeframe with the exception of one (which was rescheduled due to unforeseen conflict) in an area most comfortable for the participant (i.e. participant's office or conference room). Each interview was transcribed to ensure accuracy of data obtained during the interviews.

Finally, interviews were conducted with individuals identified as grassroots leaders within the college. As an initial means of identifying grassroots leaders, a well-networked campus administrator and a tenured faculty member at SKYCTC were contacted to ask for assistance in identifying faculty and staff members who actively engaged in grassroots (local, bottom-up) change efforts. The individuals identified as grassroots leaders were asked to participate in the study. After this initial round of participant recruitment, a snowball sampling technique was used to recruit additional participants. Campus functions and presentations were also observed and institutional documents were examined to identify other individuals engaged in grassroots efforts. Additional participants were sought until the recommendations were exhausted and the sample was saturated for a total of eight subjects.

One-on-one, semi-structured interviews provided the primary data for identifying the strategies grassroots leaders use to influence top-down leadership and the major obstacles they face. In researching grassroots leadership in post-secondary institutions, an unstructured interview is a valid choice because it solicits detailed examples and rich narratives and it identifies possible variables to frame hypotheses. Yin (2011) discussed

the importance of understanding the participant's world. The conversational nature of semi-structured interviews allows for two-way interactions that lend themselves to a greater understanding of the subject's experiences, thoughts, and motives.

Schatzman and Strauss (1973) asserted that participants may be most willing to reveal information about them in their natural setting. These interviews (N=8) were conducted on-location to better understand the context and place in which the participants reside when making leadership decisions. Each interview lasted between one and one-half hours. The interviews were audiotaped and transcribed. The researcher's role was best characterized as an investigator of these individuals' lived experiences with grassroots leadership (Yin, 2011). This role was maintained by asking questions and gaining information for the study. The researcher built trust and established rapport with interviewees by obtaining consent, using open communication techniques and by conducting member checks to ensure accurate interpretations of participant experiences. In order to maintain anonymity, each participant was assigned a pseudonym and identifiable information was removed from the interview transcripts.

Results from the semi-structured interviews with faculty and executive-level participants were analyzed using inductive approach through the Rapid Assessment Process (Beebe, 2001). An inductive approach to qualitative data analysis did "aid in understanding the meaning in complex data through the development of themes or categories from the raw data" (Thomas, 2003, p. 3). The research team convened to review the aggregated data to identify patterns and themes. The data was examined repeatedly allowing major themes to emerge and be captured. Data from the interviews with faculty and executive-level leaders were coded based upon established themes

agreed upon by the research team. The data was then grouped into tables (Beebe, 2001; Yin, 1994) and situated into “a framework to develop a model of the underlying structure of experiences captured in the study” (Thomas, 2003, p.2).

An inductive approach was also used in gathering and analyzing the data from interviews with grassroots participants. The content from all interviews was compared and data was categorized for emerging themes. Creswell’s (2009) open, axial, and selective coding methods were employed during the data analysis to determine the meaning of the data. First, an open coding method was used to organize the data into relevant categories. Next, the axial coding method was used to demonstrate the interrelationships and connectivity of the open coding categories to the central idea of the study. Finally the selective coding method was used to form the participants’ stories and to connect the stories to the study’s research questions (Creswell, 2009). The constant-comparative method of Glaser and Strauss (1967) was employed throughout this study while formulating categories for coding the data provided through the interviews (Yin, 2011). Segments of meaning were categorized and sorted in an Excel database so that overarching themes can be identified, refined, and connected to theory. The result is a study with findings grounded in research, theory, and raw data (Creswell, 2009; Yin, 2011).

The data sets from all of the interviews with grassroots leaders (Borregard, 2015), faculty (Tipton, 2015), and executive level leaders (Waggoner, 2015) were then comparatively analyzed to determine themes and variations among the three groups. Examining commonalities across the participants’ perspectives provide the higher education literature base with a consistent picture of personal and institutional influences

that affect individuals' decisions to assume leadership roles. Adding an interpretive dimension to this research allows it to be used as the basis for practical theory (Lester, 1999).

Ethical Issues

Researchers are expected to design and perform research in a manner that ensures that the welfare, dignity, and privacy of subjects are protected and that information about the individual remains confidential (Yin, 2011). In order to gain a deeper understanding of the motivations and influences of subjects to assume leadership roles, researchers had to ask questions designed to draw out personal experiences and realities. Because the population for this study was relatively small, researchers took extra care to protect the identities of study subjects. Confidentiality issues were considered at every stage of the research process. Team members developed informed consent forms that clearly outlined the study purpose and potential benefits and risks to each participant. Electronic versions of consent forms were sent to study participants prior to participation in an interview.

The day of the interview, researchers explained the informed consent process, obtained appropriate signatures, and assured participants that personal and identifiable information revealed during the interview would be confidential. Participants were told, up front, not to answer any questions with which they were uncomfortable answering. Transcribed interviews were sent to study participants for member checking in order to confirm that the accuracy of the information. Participants were assigned pseudonyms in order to protect their identity. In some instances, study data and findings were aggregated in order to preserve confidentiality.

Results and Findings

OCAI – Section 1 (Survey Responses)

The response rate goal for faculty and executive-level leaders to complete the OCAI was 70%. The average response rate for surveys in organizational settings among non-executive level employees is 52.7% and 32.5% for executive-level employees (Anseel, F., Lievens, F., Schollaert, E., & Choragwicka, B., 2010; Baruch & Holton, 2008). A study of 1,607 research studies utilizing surveys investigated overall response rates between 2000 and 2005. Among those studies surveying organizations, the average survey response rate was 37.5% (Baruch & Holton, 2008). Because our survey (OCAI) was administered to an organizational group within KCTCS and the college president introduced the survey and offered his full support, we anticipated a higher than average response rate. The overall response rate of the OCAI across the institution was 54.5%. Table 2.3 shows the response rate among faculty, executive-level leaders and other administrative staff at the institution.

Table 2.3 – OCAI Response Rates by Participant Employment Status²

LEVEL	TOTAL/UNIT	#COMPLETE	%COMPLETE
FACULTY	102	51	50.00%
LEADER	25	19	76.00%
ADMINISTRATIVE STAFF	11	5	45.45%
Total	138	75	54.35%

² The term “Leader” in this OCAI table denotes Executive-Level Leader as defined in this study (Provost, Vice President, Dean, Campus Director, Director, and Coordinator). The term “Administrative Staff” refers to exempt-level administrative staff (non-faculty) who do not hold a formal leadership role as defined by this study.

As Figure 2.1 shows, the results from the OCAI indicate the overall culture profile at SKYCTC. The perceived (now) and the preferred culture at SKYCTC is the Clan Culture. This indicates the culture is currently aligned with how employees are thinking in terms of the current environment and the culture preference at SKYCTC. The profile also indicates a slight shift in terms of culture preference to operate in a less hierarchical (control and structure) and more in an adhocracy (create, entrepreneurial) manner.

Figure 2.1 – Overall Organizational Culture Profile at SKYCTC – All Respondents

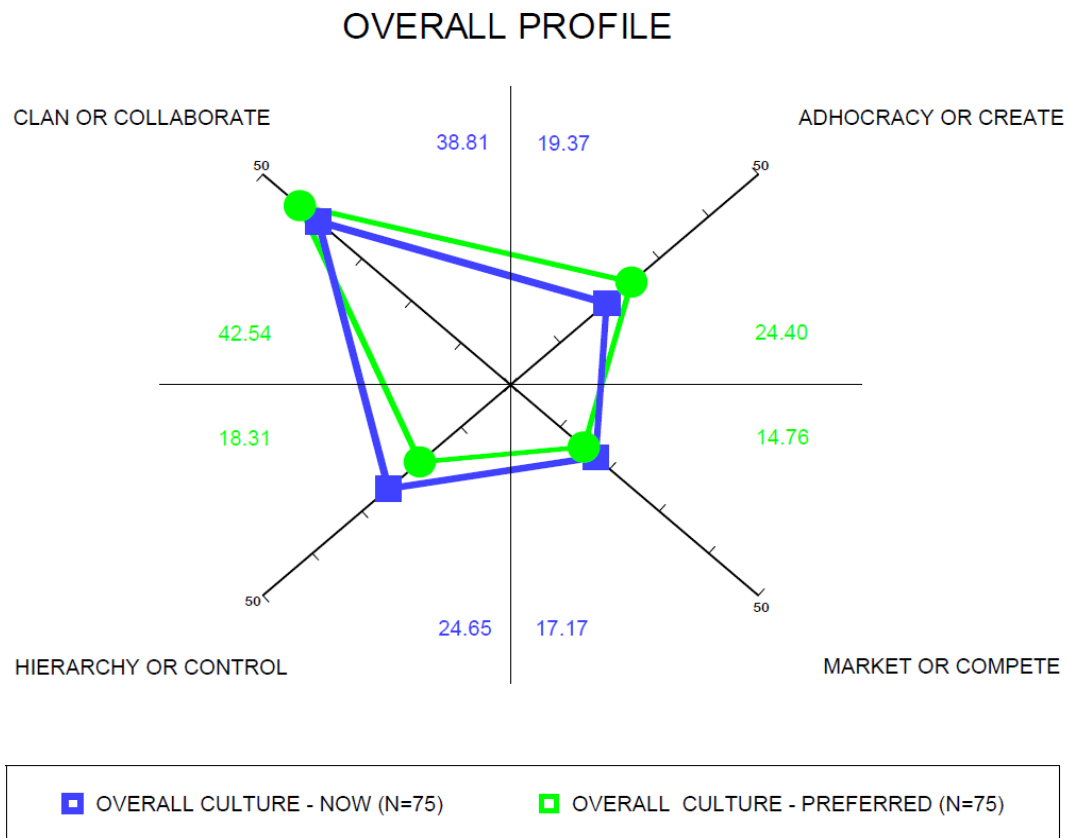


Table 2.4 provides the mean scores of the overall organization’s culture profile by the four culture quadrants of the OCAI. Questions on the OCAI are linked to the four culture types: Clan, Adhocracy, Market and Hierarchy. The mean scores provide a snapshot of the differences in the perceived (Now) and preferred culture types at SKYCTC.

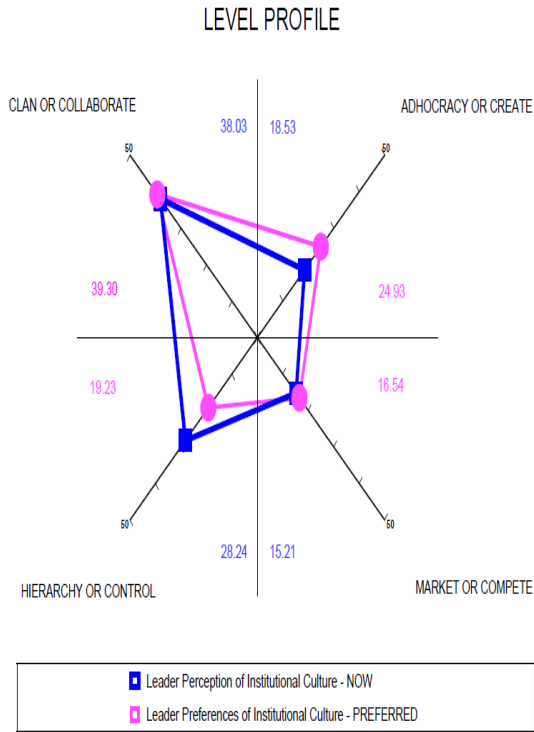
Table 2.4 – Mean Scores of Overall Organizational Culture – All Respondents

ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.81	42.54
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.37	24.40
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.17	14.76
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	24.65	18.31

Figure 2.2 data is aggregated to show faculty and executive-level leader perceptions of the culture at SKYCTC.

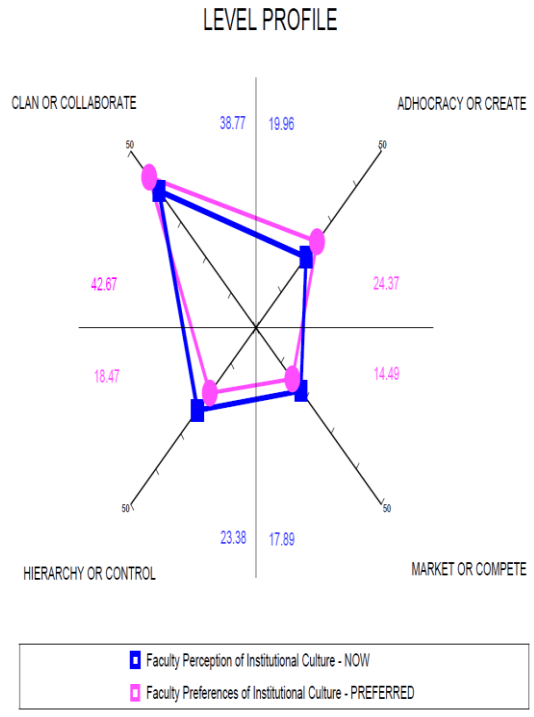
Figure 2.2 – Comparison of OCAI Perceptions and Preferences Profiles of Executive-Level Leaders and Faculty at SKYCTC

Executive-Level Leader Profile



(Waggoner, 2015)

Faculty Profile



(Tipton, 2015)

Executive-level leaders and faculty at SKYCTC both perceive and prefer the *Clan or Collaborate* culture.

The examination of each data set in Table 2.5 indicates that both executive-level leaders and faculty prefer a slightly higher level of the Clan (*or Collaborate*) culture, less Hierarchy (*or Control*) and less Market (*or Compete*), and more Adhocracy (*or Create*) than what they perceive is currently happening at SKYCTC.

Table 2.5 – Mean Scores of OCAI of Executive-Level Leaders and Faculty at SKYCTC

<i>Executive-Level Leader Summary</i>			<i>Faculty Summary</i>		
ORGANIZATION TYPE	NOW	PREFERRED	ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.03	39.30	CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.77	42.67
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	18.53	24.93	ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.96	24.37
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	15.21	16.54	MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.89	14.49
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	28.24	19.23	HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	23.38	18.47

(Waggoner, 2015)

(Tipton, 2015)

The results from the executive-level leaders at SKYCTC were compared with those of the faculty to ascertain similarities and differences of these groups in their perceptions and preferences of the type of organizational culture type at the institution. At SKYCTC, executive-level leaders and faculty perceptions and preferences were congruent. These results provided a gauge of the temperature of the college and to measure the role of institutional factors in the decision to seek higher level positions with increased authority. Further, these results were used to inform the interview questions for the core qualitative phase of the study.

OCAI – Section 2 (Strengths / Areas of Improvement (Opportunity) / Other Comments)

In the second section of the OCAI survey, respondents were asked to identify three strengths of SKYCTC, three areas of improvement (opportunity), and to make other comments. These open-ended responses were coded and themed.

Respondents identified the top three strengths of SKYCTC as caring (that exists among faculty, staff and students) / “culture of caring,” collaboration, and leadership. Other strengths were identified as, but are not limited to, trust, community-oriented, and friendly work environment.

Respondents identified the top three areas of improvement (opportunity) as communication, professional development, and processes (i.e. admissions, advising). Other areas of improvement were identified as, but are not limited to, having a more risk-taking and entrepreneurial mind set, increased student success and retention, food on campus, and increase in salary.

Respondents were given space to make additional comments (non-specified) and the responses ranged from feelings about the survey to feelings about SKYCTC. The dominant theme of the respondent’s comments was the positive work environment at SKYCTC. One of the respondents commented:

SKYCTC is truly one of the Best Places to Work. This is in large part due to the culture of caring which exist among the leadership, faculty and staff in the college. All levels at the college are truly concerned with student success and finding ways to help all students reach their goals and highest potential.

Another respondent shared:

There is a wonderful positive spirit here, where most everyone truly cares about their work and each other. I love working here and I love what I do, who I’m doing it for, and who I’m doing it with.

One of the other respondents stated:

SKYCTC is an excellent work environment, directed by people who both strive for excellence in the work place and are concerned with the people who work for them.

The results from sections 1 and 2 were utilized to develop four common interview questions that were asked of both faculty and executive-level leaders (see Appendices F and G).

OCAI – Section 3 (Respondent Demography)

Respondents were asked about their tenure at SKYCTC, their leadership experience, their desire to become a community college president, and their willingness to participate in an interview. The demographic information of the respondents (N=75) indicated that 84% of have tenure of 0-10 years at SKYCTC; 42.7% of respondents currently hold a formal leadership position at SKYCTC; 18.9% have held a formal leadership position at other higher education institutions; 69.3% desire a formal leadership position in the future; and 8% desire to become a community college president.

Findings

Personal Influences That Support Engagement and Administrative Aspirations

According to interview participants, motivation comes from “self-interest or passion” for a particular cause or from a “sense of commitment or responsibility” to the cause. Individuals are motivated because they believe that change is the right thing to and they have a deep understanding or belief in the cause (Kezar & Lester, 2011). Overall, the participants’ motivation centered on the desire to create positive change. Grassroots participants used phrases such as “pride,” “vested interest,” “passion,” “proactive,” and “duty” to describe their reasoning to engage in grassroots change efforts.

Faculty who indicated aspiration to a formal leadership role commented that their leadership desire was part of their personal career journey and ability to affect change. Executive-level leaders cited motivation to “make a difference,” “help others,” and influence change. Given the participants’ responses, three themes of positive influence clearly emerged.

Affecting Change

For grassroots participants, the desire to impact change stemmed from their passion for a particular initiative. Scully and Segal (2002) argued that employees have a great passion for their issues as a result of their daily, firsthand experiences in the workplace. Many participant responses substantiated this argument, particularly in terms of their passion for students and the institution. Misty’s passion for community service efforts and philanthropy came as a direct result of working with community college students. In her tenure at SKYCTC, she has represented the college on several community boards and began a Christmas program to ensure students could provide gifts to their children. When asked what motivated her to push for this program she responded:

We walk up and down these halls and we see these students day in and day out. We don’t really know what’s going on behind closed doors. We don’t really know what’s happening in their lives. They’re doing their best to change their circumstances. I know that. A lot of faculty and staff know that. That’s why we have to do whatever we can to try to help them and to make their lives better.

Allison assumed a leadership role on the New Student Orientation Committee in an attempt to completely overhaul SKYCTC’s orientation program, specifically orientation content, delivery method, and frequency of offerings, because she believes that student engagement and interaction is an important step toward student retention. She stated:

I love interacting with students. My favorite part of being here at this campus is interacting with students. Attending orientation is often a student's first opportunity to engage on campus. Employees get to greet them and interact. Then, maybe, I see a student that I met at orientation in the hallway and I'm a familiar face to them. Immediately, they have a sense of comfort at the college.

John exhibited this same passion for students through his leadership in the Student Success Center and his push for a cultural shift in the way faculty and staff members think about responsibility for student success. He relayed this passion in the following statement:

I think the people here sincerely want to help students. I think the flame of helping students and nurturing their education really trumps anything else that takes place here. We know if we want to help, we have to change. I've told anyone who will listen that it's all about making the student's experience the best possible no matter what we have to do to make that happen. I think the whole general concern about helping students is the fact that drives everything we do here.

Others were prompted to engage because of their passion for the institution itself. When asked about her preparation and motivation to engage in grassroots activities, Emily spoke of her loyalty to SKYCTC:

I came from the school of hard knocks. I feel like this college raised me. I started here when I was 18. When I leave, it's going to be like a death...or a divorce. I love it here. I was a student, then an intern, and then an employee. It's part of me and I want to leave it better for the next person.

Faculty members who expressed aspiration for an administrative position spoke about the opportunity to use that position as a vehicle to affect change at the college.

Ryan explained:

For me personally would be that I feel like I could serve students and the college in a leadership role. That's one of the main things. I feel like I could help develop some of the new people coming in. I feel like I could help them develop if I were in a leadership role. That's another thing, I feel like maybe it's just a natural progression.

Lauren shared:

The ability to affect change that has a positive impact on more people at one time versus a classroom. How can I be involved to change a campus, or college, or a program so you reach people. I guess long term, be impactful on more people.

Regardless of their personal reasons, the findings indicate faculty who aspire to formal leadership positions view these roles as a mechanism to affect change at various levels at the college: impacting students, developing peers, improving programs or campuses. Executive-level participants had similar responses. One of the motivations that influence many of the executive-level participants was the recognition of the power the position of president holds in influencing change. Peyton, who admittedly does not want to become a community college president, acknowledged that being able to make a difference could shift that aspiration from “no desire” to “desire”:

...yes, I could be convinced...if I saw this is an opportunity to make a change...not just to continue what's going on and not to make small, double changes and things like that.

Jordan, who also does not aspire to the presidency, agreed that the prospect of affecting change would be a motivating factor:

You can do some things grassroots...but to affect policy and to affect the way things move forward you really do have to be in an executive leadership position. It's that that drives me to want to move into a position like that, is to have an influence over where we're going.

Riley, who indicated a desire to become a community college president, emphasized the significance by acknowledging the ability, as president, to influence change a lot quicker than in other positions.

Commitment to Profession

Several grassroots participants focused more on their commitment to teaching or to their trade. Anne spent several years in the private sector as a corporate trainer. She

used her experience there to push faculty members at SKYCTC to become better teachers in the online environment. She said:

I've always had a passion for enabling others to learn what they need to learn. It's about facilitating the learning opportunity. I judge faculty, people who teach me. I am very critical about my education and our students are too because the world is open to them. We owe them to be the best we can be.

Melissa worked as a nurse in a clinical setting for years before taking a job as a professor in the Licensed Practical Nursing program at SKYCTC. She saw the growing need for registered nurses in the Bowling Green area, so she pushed to add program offerings.

She stated:

I thought about the profession and knew what this college needed. It needed an RN program. Nursing is always a program that people gravitate toward. We were vested in that. We wanted it and we wanted to make sure it succeeded.

Shelley considered engagement in leadership activities to be part of her job. Considering her position at the college, she discussed the importance of being proactive. This proactive nature often pushes her to come up with new ideas and initiatives in order to avoid being stuck in a reactionary mode.

Executive-level leaders cited this same commitment in their aspirations to obtain administrative positions. As a tenured educator, Peyton talked about the life-changing potential education can have in individuals' lives and the power of influence held in the presidency:

Do you want to be a president of a college that's going to take people...from where they are, poor and, you know, can't even make ends meet really from day to day, to a...that's well-respected that now they're able to provide for a child and they're so much happier?" yes, I can get on board.

Pat concurred:

For me, it's a desire to help others. That is the first and foremost. I don't think you get into education unless you really want to help others personally, or I hope you

don't, and looking at how many others can I help. For me, the goal is to get to a point in which I can help the most people I can while still being connected to those people.

Riley's commitment stemmed from the desire to use the profession to "pay it forward":

I'm driven by my commitment to serving others, my desire to make sure that I'm doing my part to give back and invest in others, because others invested in me when I didn't know what the heck I was doing...the need to help others and just to make sure that as I grow or for me to grow, I need to do my part to help others grow.

Institutional Self-Interest

Although it's a much less prevalent theme overall, several grassroots participants linked their motivation with the desire to improve the reputation or standing of the institution itself. SKYCTC was approved by the Southern Association of Colleges and School Commission on College in 2010 as a comprehensive community college, but it still operated under the name Bowling Green Technical College until 2013. Several of the participants talked about the difficulty in combating the community perception that SKYCTC is "just a tech school" or that they have very limited offerings. They spoke of the regional predisposition toward four year college as compared to other options for education and training. After completing extensive research on community and technical colleges, Dougherty (1994) summarized that laypeople often know very little about two-year colleges, believing they are only a peripheral part of the collegiate system or a landing spot for students who are unable to enter "regular" college. Even though Dougherty's research is somewhat dated, many of the participants' statements confirmed this perception. Shelley took over the strategic planning committee in an attempt to introduce ideas to improve public perception. She commented:

It is clear that our community is still not aware of what we have to offer. I was like, you know that's an opportunity for us right there to educate our community

and make them aware of the programs we have to offer, make them aware of the opportunities as far as two plus two agreements that we have with WKU³. I want to make that happen.

Misty agreed:

WKU is so known and respected in this community. There's a lot of people, even to this day, that are not aware of the college and what we do. We're a hidden gem and if we can do things to get people to recognize that, then we absolutely should.

The perception that attending SKYCTC as opposed to the local public university somehow equates to a lower self-worth was a motivator for several of the study participants. Their decision to engage in grassroots efforts was driven by institutional self-interest.

Personal Influences That Dissuade Engagement and Administrative Aspirations

Challenge of the Role

All five faculty who indicated a non-desire to assume a leadership role discussed the challenges of holding administrative positions. The challenges of the leadership role cited by faculty included: demands of the job; difficulty of holding a leadership role; responsibility for other people, employee conflict and the need to be a fundraiser with declining state support. Faculty indicated the challenge of leading influenced their non-desire to assume a leadership position. Below are explanations from the faculty that illustrate perceptions of the challenges of holding leadership roles. Sally explained the difficulties of leadership:

I think leadership roles are very, very difficult. For one thing, you can't please everyone, and there's always criticism. I don't know, I just prefer not to have that at this stage in my life.

Scott specifically cited his reluctance to assume a fundraising role and his lack of desire to take on a position that supervises multiple faculty members:

³ The acronym WKU stands for Western Kentucky University in Bowling Green, Kentucky.

Because of our funding, we used to get most of it from the state, now we don't. You have to be a fundraiser anymore in a leadership role. That's not for me. I think dealing with other faculty members in meetings and things like that, sometimes that's harder than dealing with students.

Executive-level participants were also influenced by the political aspects of the role of the community college president. Taylor defined the political nature of the role as "politics inside an institution. Politics at the local level, magistrates, county judges, executive city commissioners. Politics at the state level..." and further stated that this would be a negative factor of influence. Jordan agreed:

Whereas once you get to the president, there's a lot more ... your level of political involvement has to go up a great deal, and I am not interested in the political side of things.

Pat, who wants to become a community college president, stated that politics was a concern in the larger context of state-supported funding.

State support is huge. Do they have local taxation? If not, is the state supporting it at a level at which you're comfortable with? Is it a state in which the politics are trending towards maybe, and this is where it gets ... Are they trending towards being a Tea Party type state, where they're going to cut back on all governmental funding including education? Or are they a state that is supportive of education and is willing to fund that?

The political aspect of the position of community college president was a negative factor of influence on the decision to pursue the role as well as not knowing or understanding the demands of the position of president. Morgan stated:

I think it's just the unknown of what a position of higher authority entails and what the demands would be. The inability to really see the next level before considering the role...that unknown...it gives you hesitation.

Although a couple of the executive-level participants viewed the presidency as an exciting challenge, the majority discussed the difficulty in dealing with the constant changing nature of the community college and the ever-evolving role of the presidency.

They also cited a lack of preparation to handle these demands. According to Romero (2004), the role of the community college president has become more complex. Given different backgrounds, experiences, and education, what happens developmentally to influence an individual's decision to pursue the presidency? Any formal or informal training of community college executive leaders must be conceptualized in the light of these changing demands.

Work/Life Balance

One major challenge that grassroots leaders face is trying to maintain the balance between work expectations and grassroots activism. True grassroots change takes time. Not only do grassroots leaders have to be patient in their efforts, but also they have to face constant battles from multiple sources. Grassroots leaders are committed to their cause and willingly agree to the extra advocacy work; yet the additional time makes them overburdened by various responsibilities (Kezar & Lester, 2011). After years of individually working to implement new ideas in to the student orientation program, Misty finally procured a leadership position on the committee where she could recruit and network with like-minded activists. The membership in this group continued to grow. At first, Misty thought this would be beneficial to her cause; however, these individuals had their own ideas about how the committee should focus their efforts. She said:

Things were going well. People became interested in what I was trying to do. But one year, we were honestly overwhelmed. I didn't even have 10 people on my committee and we had so much going. I didn't want people to become burned out. I had to scale back. My plate was becoming too full... I couldn't do that again.

Through this experience, Misty learned a valuable lesson about how quickly grassroots efforts can snowball out of control if there is not a consistent vision.

Similarly, Allison struggled with balancing her teaching responsibilities with her philanthropic involvement. For the first few years, Allison was a volunteer within the organization before becoming the first female site coordinator in Kentucky. While she was honored to be asked to serve in this capacity, she knew it would not be easy to reconcile her roles as teacher, student, and leader:

I'm on a 10-month contract. I come back in August and things are very hectic. There are some weeks where I'm like, "Okay how can I get all of this done?" That's probably my biggest obstacle. I teach all day, make phone calls and attend meetings for [organization] after work, and then go home and do homework. Oh, and somewhere in between all of that, I have to find the time to be "mom." There's no way that I could do it if I didn't love it...all of it. Some days I do struggle with being able to put the time into it that I would like. There are other days when I feel like I'm not getting anything done.

Most grassroots leaders view their advocacy activities akin to responsibility, but the choice to engage is very demanding. Shelley suggested that this obstacle is exacerbated by the fact that funding is down, positions remain unfilled, and resources (i.e. time) are scarce. Shelley and her team spent years designing their ideal student success center, but decreased resource led to the pairing down of the original plans for the center. She said, "It became clear that it wasn't going to work exactly as we wanted. It couldn't be done. We were frustrated and felt like we were wasting time. We could've given up, but we didn't. We just came up with a new plan."

Executive-level participants were more vocal in discussing the personal factors that hinder their desire to pursue a president's role. Three of the interviewees indicated that the balance of work and family was a key factor of personal influence that would discourage them from seeking the community college presidency. Some respondents fear that the presidency has become a 24/7/365 career and are not eager to forfeit personal freedom for professional advancement. Pat avowed:

I want to be a president. I get this red flag that pops up and says, if I do that, will I get to have a family? Will I get to see my family? That made me take a step back but then I get to a place like here and I see it being done right or it's possible to do it where you can still have a family. You can get home by 5 or 6 and make it to tee-ball games and things like that.

In terms of the college presidency, the topic of work-life balance has grown significantly (McNair, 2014). Often the multiple roles held by one individual can be in regular competition. Although no executive-level participant had experience as a college president, the majority of respondents readily recognized that consideration for the role was a professional choice full of implications on their personal lives.

Reluctance to Leave the Classroom

Faculty desire to stay in the classroom and in direct connection to students.

Among the faculty who indicated a non-desire to assume a formal leadership role, all four revealed their reluctance to leave the classroom. Scott shared:

I guess I kind of like being on the front lines with the students. I know you've heard this before, but when you make a connection and when you feel like you've helped somebody, there's no better feeling.

Sandra discussed:

You're more removed and you don't get to help and I like the little light bulb that pops on in the kid's head and saying, I was never good at math. I was never good in school. It was very difficult for me. I don't like that. And, you get to show them the reason for it, how to do it. I like doing the job. I like teaching.

All the faculty in this research study showed a high level of commitment to students.

They initially became educators to work with students; leaving the classroom becomes a deterrent to assuming a formal leadership position.

Age

In addition to family, executive-level participants contemplated their age, particularly the notion of whether to pursue the position of community college president “at this age, at this stage” of the professional work cycle. This concern corresponds to survey findings from the Harvard Business Review and Bloomberg which indicated that age is a factor of influence on seeking advancement opportunities. Both surveys found that “young workers were more likely than older workers to be aiming for promotion, which makes more sense given that they are early in their careers and see more opportunity for advancement” (Lebowitz, 2015).

Age was a factor of influence for three of the interviewees in this study, who indicated that the passing of time in their professional lives is a deterrent to their aspirations to seek the role of community college president. Morgan stated:

I haven't really given a lot of thought about being a college president. I'm not a young whippersnapper anymore. I'm doing okay, but I'm not ... I'm also in the stages of life where I've got a lot of life priorities, a lot of different personal life priorities now and things like that.

Likewise, Peyton concurred:

I'm old enough now that I'm set in my career. That may sound funny, but I don't have a strong desire to sit there and keep moving up and become the president... It's not there. I think that occurs with age. When you're really young, you just want to conquer the whole world and you want to get to this position and you're not going to be happy if you don't get there.

Justifiable or not, both of these statements clearly indicate that these participants correlate the energy required of a presidency with youth. Hayden shared:

Personal factors would be: do I want to do it at my age?...Would I want to do that after having worked already 30-some years and I've seen all of this stuff. Do I have the energy and the desire to fight through all of that? It's like starting over again. You get to a point where you feel well, I can go fishing now. I can enjoy. I can leave at a reasonable hour. Do you want to turn around and go back into that

grind? Those are the kind of things I would have to think about. Yeah, the money might be good, but you know what you're giving up when you step into a situation like that. Those are the factors that I would have to consider.

This third respondent, Hayden, also associates the vibrancy of youth with being a president, and adds the element of concern about the shift of work-life balance as a priority (DeZure, Shaw, & Rojewski, 2014; HBR, 2014). Having been seasoned in a career that spans over 30 years, Hayden has gained wisdom and insight into the field of higher education and the changing role of the community college president. Hayden is focused more toward retirement and a changed lifestyle versus the energy and stamina required to become a community college president.

Institutional Influences

Participants noted that institutional factors also influenced their desire and decision to engage in leadership efforts. Of the institutional factors cited – its “size,” “the board,” “the faculty,” “the campus culture,” “the climate,” “growth,” “community,” and “diversity” – the dominant factors of influence were the culture of the institution (“culture of caring”), professional development, and inclusion.

Culture

SKYCTC has a strong familial culture. As the results of the OCAI indicate, the dominant and preferred culture is the Clan Culture among faculty and staff across the institution. All nine faculty interviewed discussed the “Culture of Caring” embedded across the institution. The interview data corroborate this and explain how this culture fosters desire to assume leadership roles. One faculty member said: “I think it (Clan Culture) helps because it supports – we are looking for supportive leaders and feel we have supportive leaders and I think that does help (aspirations to leadership).” Another

faculty member commented “They’re [the administration] wanting people to step up and take an active leadership role.”

Several of the grassroots participants mentioned key individuals who encouraged grassroots leadership efforts through both direct and indirect interactions. Both faculty and staff members discussed the importance of having a positive leader as a role model, of sorts, and the impact of this individual on informal learning. Positive leaders not only remove barriers and obstacles to successful leadership efforts, they serve as mentors to individuals attempting to create change (Kezar & Lester, 2011). They often meet with faculty and staff members to offer support and brainstorm ideas, they change work conditions to allow leaders the freedom to engage in change efforts, and they may serve as allies in convergence.

Allison has held various faculty and staff positions within SKYCTC. Her professional teaching experience, combined with her graduate education in counseling and student affairs, affords her a unique perspective on student development and engagement. She saw a need for an overhaul in the student orientation program, but she doubted her ability to affect real change. The president’s support for leadership at all levels of the organization influenced her willingness to take over as chair of the new student orientation committee.

I think Dr. Neal is a very positive leader. He is very supportive and I think that trickles down to our deans and other people in leadership positions. But it’s not just them...everybody can have a seat at the table. He’s open to ideas and he encourages you to get involved if you see a need on campus. I’ve seen a lot of change go down over the years and he is the most supportive.

The former SKYCTC president was a strong advocate for involvement in community service projects and strengthening community partnerships. This passion for

the underprivileged student spurred faculty and staff members to embrace their own desires to get involved with area community service organizations – specifically those offering services from which SKYCTC students could benefit.

He (Dr. Hodges) supported us. He supported community service. He supported our students. He's the one that started the student emergency fund. He saw the need of our students. He wrote a check, started a student emergency fund, and asked us if we wanted to contribute. He set that example for others to follow. When I took over as site coordinator for [national philanthropic organization], he even let me use the college as a home base for our operations.

Anne also talked about the importance of a “role model” quality in institution leaders. She commented that having that visible, positive leader encourages others to behave in more positive ways within the organization.

I am very excited that we have Dr. Neal leading us. We also have vice presidents who are amazing role models. One thing I admire most about them is that they lead by example. People appreciate that: they want to emulate that. That's what going on around here right now. When I look back at leaders that inspired me, they are the ones that stand out. That “do as I say” mentality does not cut it with me. They don't just provide you emotional support, but resources as well. Resources say that support is in word and deed.

Positive leaders help obtain resources, make essential connections and otherwise tear obstacles to initiating change. The presence of these leaders at SKYCTC both directly and indirectly encourages others to engage in grassroots leadership activism.

The results of the OCAI also indicate a desire across the college to shift towards operating in a more entrepreneurial spirit. Lauren, a faculty respondent, shared an example of how the entrepreneurial (Adhocracy) culture fosters her desire to want to assume an administrative position:

They (administration) understand that in order to be innovative, sometimes you have to take risks. They promote that. ‘Let's try.’ What's the worst that can happen? They're very good in understanding that being innovative, being a

leader and developing policy, technology or whatever is going to take some risk. With any risk, there's always that risk of failure, but you learn from it and go on.

Among those interviewed, there was consensus that the culture at the college supports leadership development and aspiration, even among those faculty who indicated a non-desire for formal leadership role in the future.

Ninety percent of the executive-level leaders interviewed responded that the Clan (*or Collaborate*) culture also supports their desire to ascend to the community college presidency. One interviewee stated that if the culture of the institution was like that of SKYCTC, it is "much more likely" that the respondent would seek the position of the community college president. Yet another executive-level participant added the collaborative culture of SKYTC is "a good thing" in considering the role of president. Pat, who also aims to become a community college president, cited the "culture of caring" as an institutional factor of influence and expressed "that's not something that you find everywhere." The culture of the organization, specifically the "culture of caring" present at SKYCTC, was a positive factor of institutional influence on the decision to seek the role of the community college president.

Professional Development

Offering enhanced professional development opportunities allows community colleges to design and implement programs and curriculum that is customized to meet the needs of their particular institution. It is also an ideal way to identify future leaders within the organization. Promoting individuals who have excelled and have proven their commitment and dedication to an institution is often preferable to hiring externally (Middleton, 2009). Faculty grassroots participants noted the importance of professional development to establish their leadership and to network with other colleagues at their

campus and within KCTCS. As a full-time faculty member, Melissa had held several informal leadership roles within her department, but it was the administration's willingness to provide and allow for professional development opportunities that gave her the motivation and confidence to pursue more formal positions as committee chair and faculty senate leader.

Our administration stands behind professional development. They send people to different trainings and conferences. They tend to rotate participants so that everyone who wants to has a chance to attend. They really encourage people to step up and take on a chair position or a leadership role. Dr. Neal is always coming up with new professional development ideas. He wants you to have the tools to succeed.

Institutions that make professional development opportunities available often foster greater leadership (May, 2013). Funding for professional development leads to a lower turnover rate because employees are pleased by the college's investment in them and they have a clearer overall perspective of the college's vision (Robinson, Sugar, & Williams, 2010). Shelley spoke about her experience:

Often times, our administration will encourage people to apply for leadership roles or the President's Leadership Seminar through KCTCS. My direct supervisor sat me down and said, "Hey – you should think about this. As far as your professional goals go, this would look great on the resume." They want you to proceed along in your professional aspirations as a whole. They always preserve the budget for professional development because they recognize how important it is. That support and opportunity for advancement is something that is encouraged here. It makes you consider leadership possibilities that you never did before.

Kezar and Lester (2011) asserted that conferences and workshops help grassroots leaders establish a network of like-minded professionals, learn leadership skills, formulate ideas, and garner insight into the ways they might approach change on their campus. The grassroots participants noted that the benefit from these professional

development opportunities was two-fold: they were able to develop leadership skills they were lacking and they came away with “best practices” in terms of leadership tactics and strategies. Professional development opportunities that include membership to national and state professional associations allow employees to interact with other leaders, to understand the national context for initiatives, and to gain new ideas. May (2013) argued that membership to faculty-specific associations gives faculty members credibility that is important when trying to gain support from other members of their profession.

Among the five faculty who indicated they did not desire an administrative position, all felt they would be supported by administration if they desired these opportunities. Two of the nine faculty interviewed, located at branch campuses of the main campus, shared the difficulty of accessing professional development due to geographic distance and professional development programming located on the main campus. Lauren, when speaking about barriers to leadership development shared, “Probably the only thing is being at an off-site location, not that it doesn’t promote it, but it just makes it a little bit more difficult.”

Another finding of this study is the need for a more structured leadership development program. Three of the nine faculty felt strongly that neither the college nor KCTCS provided significant training for aspiring leaders. When asked about how executive-level administration could support his leadership future, Daniel commented:

Develop a leadership development program. Create one, so that whether or not they want to stay here – that was a philosophy I learned a long time ago in industry. You’re only as successful as the people around you. The more people I had working with me that got promoted – that’s what you did. Your job was to develop so they could take over.

Executive-level participants also indicated that the area of leadership development needs to be improved at the college. When asked about the aspects of SKYCTC's culture that do not support leadership development, Jordan outlined:

Within faculty it's a pretty well defined promotional chain. For staff, it's not quite as clearly defined. I know that we are working on that, the college is working on that, but there's not a clear-cut path or route. As far as I can see, it's...For example, for me, there's no clear-cut where would I go from here, what would be my next step if I wanted to move up. Right now, the way that works is I talk to my supervisor and say I'm interested in more responsibility, but in terms of clear-cut progression for staff I don't think it's there.

Jordan asserted that the college can improve upon this lack of path progression by providing a defined pathways to advancement.

Even though participants discussed a lack of formal leadership development opportunities, SKYCTC does offer one professional development opportunity specifically designed with the intention of cultivating future leaders. The newly created "Assistant to the Dean" position was a frequent topic among the faculty interviewed. This new position, created by the executive-level leadership at SKYCTC, was established to cultivate future leadership at the institution, particularly within the academic units of the college. The Assistant to the Dean position is a rotating, 2-year leadership term and faculty are selected within their academic division. This "Dean in training" shadows the division dean and is responsible for reviewing syllabi of adjuncts, scheduling classes for the department, handling student complaints, and facilitating and scheduling professional development trainings. The faculty see this position as a way to develop the next set of formal academic leaders and as an avenue to explore or "try out" a formal academic administrative role.

Inclusion/Being Asked

Community colleges often have a unique set of challenges. Many community colleges have multiple branch campuses or satellite locations with which they must contend. The relationships between the branch locations and the parent institution are complex, dynamic, and labor intensive. These campuses often have their own individual cultures and norms. Administrators often have to work diligently to blend the mission of scholarship, teaching, and community engagement between the branch and main campuses (Dengerink, 2001). Deliberate efforts to include more people in campus activities, leadership development, and the decision-making process helps increase support for initiatives and motivation for involvement (Fulton-Calkins & Milling, 2005). SKYCTC operates at six different locations. The furthest branch from the main campus is approximately 40 miles away. Melissa, an employee on one of SKYCTC's branch campuses noted:

It helps when our president is very visible. In fact, he has a new employee luncheon or seminar and he rotates that among the campuses. I think they do it every other month. It's nice because new employees get to see the branch campuses, but we also like seeing the president on our turf as well. That's something we asked for, and he made that happen. We also rotate faculty senate meetings among the campuses. I think that's also helped a lot. Everyone feels included and they have a voice.

This concept of inclusion is not unique to the decision-making process. Many participants discussed the importance of having administrators show interest in their job. For example, Emily, a faculty member also located one of SKYCTC's branch campuses, stated:

One of our administrators comes to my class. He's the only one who's guest-lectured for me. The students connect with him instantly. He gives them his contact information so they know if they ever need anything, they can contact him. He just makes that connection with them. Students love that...I love that.

He shows interest in my program and he goes out of his way to do so. That makes me want to return that favor or pay it forward. I want to get involved and do things to help out.

Inclusion is often the first step to relationship building among administrators, faculty, and staff members (Wallin, 2008). Inclusion also means asking employees to assume leadership roles or take on additional responsibilities. Faculty may not seek out formal leadership positions or feel they have the requisite abilities to move in to administrative roles. Five of the nine faculty who participated in the study who indicated a lack of desire to aspire to an administrative position explained that while they do not plan to apply for these roles, if they were approached by administration they would consider assuming a leadership role. The following statements from two faculty illustrate this point. Rachel shared:

If push came to shove and they really wanted me to do it, I would do it. If I'm choosing on my own, I prefer not to. If administration felt that positive about my work and my contribution, then I would take it on – only because they asked me to, not because I volunteered to.

Ryan explained:

Maybe ask me for some opportunities, ask me to do certain things...we have a need. He would be a good fit. Can you give him some time to do it?

The findings from the interviews indicate that although faculty may not aspire to formal leadership positions, administration influences how faculty think about taking on administrative roles at the college. The influence of “being asked to lead” by administration impacts faculty decisions to consider leadership roles. Additionally, executive-level participants cited the importance of inclusion on their decision to pursue the presidency. Of those who indicated a lack of desire to assume the presidency, one of

the factors that would cause reconsideration is the notion of “being asked” and being needed. Casey indicated:

If there was a need for it and I was asked to pursue to a higher level of authoritarian position, then I would definitely do that if it would help the school in general. If there was a definite need for it and I was asked to do it, it would be like what I'm doing now. I would do the best possible job that I could in that position.

This informal process of identifying future leaders has been referred to as “tapping” (McNair, 2014). For participants in this study, the “tap” on the shoulder becomes a strong catalyst for serious consideration of a presidential position. The theme of being asked was also present in half of the executive-level participants’ responses to the question of the advanced leadership opportunities they had led. Several participants had all been asked to step into various formal and informal leadership roles, including spearheading projects and leading groups; assuming interim leadership appointments and other advanced leadership roles; leading professional development, and accepting special assignments.

Peers and Mentors

Mentorship emerged as an institutional influence on grassroots activism. Through the mentoring process, grassroots leaders have the opportunity to create a strong group of individuals with a commitment or passion for the issues on which grassroots leaders hope to make change (Kezar & Lester, 2011). Many of the participants spoke about the necessity for making personal connections and creating networks of like-minded individuals on campus. John commented on the importance of using this tactic:

You need to put the right people on the ship. Managing your talent is a big piece of this whole puzzle. And if you’re going to get the right people on the bus, you’ve got to be very cautious in how you go about doing that. We often put so much effort on the student that we forget about the people who are supporting the student and getting them through.

Emily recognized mentorship opportunities with new hires:

I think we can do a lot when new employees are hired. I try to get them involved in my initiative right away. If I were a new employee at SKY and I knew this was going on and I knew my coworkers were involved, I would just immediately jump in too. I make them think that's just the way we work. Then I'll get emails from them that say, "I'm new here. I've never done this before. Tell me how I can help."

Once they've opened the door, Emily uses the opportunity to share her passion about the program, to talk about the benefits to both the community and the college, and to expose them to the campus culture.

Among the faculty participants, a strong presence of peer and mentor influence emerged, influencing faculty decisions to aspire to leadership. All nine faculty noted that the level of peer influence affects how faculty make decisions about assuming leadership positions. Of the faculty interviewed who indicated a desire to assume a formal leadership position, several noted the role peers play in their aspirations to leadership. One faculty member discussed her decision to run for a faculty leadership position: her peers told her to "try it and see; go ahead and run". Ryan shared his experience with a peer mentor in his academic division:

My mentor's always looking for something to shovel me into a position. He's always looking for ways to get people involved in local leadership opportunities. Like the SOAR committee, he recommended that to me. He recommended to the Dean that I become the scholarship committee head. He's even talked to me about being a program coordinator of a program.

The results among the five faculty who do not desire a formal leadership position also support the power of peer influence. Sally encouraged her peer to apply for an Academic Dean position:

I was just very blunt and said, "I hope you're going to apply for that position." Since I'm not interested myself, it does give me a little extra...I don't know if

clout is the right word, but I can see who would make a good leader, having been a leader before, and this person's already taken on a lot of informal leadership, so I can see myself being supervised by the person.

Formal and information mentors often help individuals see areas where they are well prepared for leadership. For all the faculty interviewed, a clear connection exists with peer encouragement among faculty as they think about entering formal leadership roles.

Promotion

SKYCTC possesses many of the same characteristics as other colleges within KCTCS such as institutional structure, faculty rank and governance. SKYCTC is unique in that it is the only KCTCS institution with no tenured or tenure-track faculty. Instead, some faculty at SKYCTC have "continuing status" much like the tenure and tenure-track system and can enter and move through the promotion cycle. The absence of faculty tenure at SKYCTC is a result of the college's history operating primarily as a technical college (Bowling Green Technical College) up until 1997. During the passage of the Postsecondary Education Improvement Act in 1997, which formed KCTCS, Bowling Green Technical College had no community college with which to merge; tenured faculty were never a significant part of the institution.

Nonetheless, KCTCS does have a formal faculty promotion process developed solely for the purpose of improving the programs by continually upgrading the quality and performance of faculty member. SKYCTC faculty members are eligible and encouraged by college administrators to participate in this promotion process. Many faculty accept formal and informal leadership positions to advance their movement through the promotion cycle from Instructor to Assistant Professor to Associate Professor

to Professor. Of the five faculty who indicated a desire to assume a leadership role, none mentioned promotion as part of the reasoning for desire to assume a formal leadership role in the future. Two of the four faculty who indicated a non-desire to assume a formal leadership position discussed the role of promotion. Rachel commented:

There have been a lot of leadership activities. Basically, as you go through the promotion process, you have the opportunity to take on leadership roles in committees, activities and things like that.

Sandra shared:

This is what you should be looking for or with your first promotion, you don't need any leadership at all. You just need to be on a committee but the next one you do need to lead that committee. Then looking for a leadership role for the last one, you need to have one. They let you know what your goals are for your promotion and how to do everything.

The statements could imply a separation among faculty who view the promotion cycle as an avenue to do just that: advance through the promotion cycle because it is what is required by their performance evaluation and not out of desire to build leadership capacity and experience to be prepared to assume a formal leadership role.

Trust

Trust plays a vital role in a developmental culture. In their study of leadership development in community colleges, Robinson et al. (2010) found that trust played a key role in an employee's decision to assume a leadership role within the institution. The authors were not talking about one-way trust; they discussed the importance of employees being able to trust their supervisors and administrators and having their trust in return. They argued that leads to increased perceptions of openness and transparency in college leadership. Although it was not as prominent of a theme, several participants talked about the importance of trust. David, a full-time professor in a technical program

at SKYCTC, works closely with the administration to ensure their programs stay responsive to industry needs. This collaboration often requires both parties to face hard truths and to change policies and procedures with which everyone is comfortable. David embraces this role because of the trust he has for his administration. He said:

I have a really good relationship with administrators here. I trust them. They have always treated me well. I feel like can go in and speak to them about anything and they'll listen. They know that when I come in to ask for something, or I have an idea to pitch, I'm doing it because it's the right thing to do for our students or community partners. I've cultivated that relationship with them and I feel like I've earned their trust in return.

Shelley also spoke about the importance of trust in an employer-employee relationship. She said that knowing that her administration supports her allows her to pursue leadership roles. She commented:

I think professionally what I look for in an employer is trust...someone who has faith in me. I just want someone to feel like they made a good hire. I don't want them to sit back and say, "I don't really know if she can handle that." I honestly feel like the administration is supportive and that they believe in the faculty and staff here. They support your initiatives and they encourage your leadership opportunities. This makes it easier to step out on the ledge and go for it.

In a presentation on SKYCTC's workplace ethics initiative at the KCTCS New Horizons Conference, a SKYCTC administrator shared a segment entitled "Leadership Lessons Learned." He said that one of the most important lessons they learned was the importance of trusting and empowering employees. He stated, "You have to believe in your people and trust them to do a good job. If you empower them, they will work hard to succeed and they'll do this because they want to." David concurred that trust from the administration allowed faculty leaders to break through the fear and anxiousness of developing a program that would ultimately change the way faculty members controlled their classrooms. The support and trust ultimately led to the implementation of a

nationally recognized initiative (2015 Faculty Innovation Award of Excellence from the American Association of Community Colleges).

Summary of Findings

The findings from this study clearly indicate that the participants are motivated and influenced by both personal and institutional factors when they consider assuming leadership responsibilities. Participants cited the desire to affect change, commitment to their profession, and institutional self-interest as personal influences that support engagement in leadership efforts. Personal experience and years of employment in the higher education system have led to a cognizance of what study participants believe to be critical issues facing today's students. For these participants, this awareness has led to a passion that has fueled their interest in advocating for the cause. This passion spills over into their commitment to their profession; as a professional in higher education, their sense of obligation to rectify any perceived injustices influences engagement. Participants were also more likely to want to engage in formal and informal leadership roles if the focus is on actions that are advantageous to the organization or themselves. Many viewed this self-interest necessary for the growth of the institution.

Interviewees also discussed personal influences that discourage their decision to engage in leadership activities. Having to deal with the constantly evolving position of the presidency and the challenge of administrative roles, balancing career with personal life, and being reluctant to leave the classroom were all cited as negatively influencing a participant's decision to seek leadership roles. Participants felt that one thing administrators can do to encourage individuals to step into leadership roles was to clarify the responsibilities of available positions. Likewise, participants cited institutional

influences that affected leadership involvement. In all three areas of this study, participants talked about the role institutional culture plays on leadership aspirations and efforts. SKYCTC's culture positively influenced grassroots leaders to engage in change efforts, faculty member to consider assuming administrative roles at the college, and executive-level leaders to aspire for the presidency at institutions with similar cultures. Although the emphasis relied heavily on having a positive leader who encouraged involvement and inclusion, one of the more dominant themes from this study was the impact of available professional development opportunities. Many participants cited a desire to affect change, but felt they lacked the necessary skill to influence others. Professional development opportunities served as vehicles for leadership training and building confidence. For the participants in this study, being encouraged to participate in professional development opportunities also served as proof of the administration's trust in their leadership potential and enhanced their feelings of inclusion.

Common Themes and Corresponding Recommendations

Higher education is constantly evolving. New initiatives or advances in technology require faculty and staff to conduct business differently. I am an advocate for targeted professional development. As KCTCS president, I want to continue to invest in employee professional development including providing regional specialized workshops for all employees, allowing faculty and staff participation in state and national conferences, and arranging short-term appointments within business and industry for our technical faculty. I also want to continue the highly successful KCTCS President's Leadership Seminar that has gained national recognition for its efforts in preparing future leaders within our system.

- Dr. Jay Box, KCTCS President

The purpose of this study was to identify the motivations and influences of individuals to assume leadership roles. The data from grassroots leaders, faculty and executive-level leaders at SKYCTC were compared using meta-analyses to determine

themes and/or variations among the three groups. The common factors of influence among grassroots leaders, faculty and executive-level leaders are affecting change, the culture (“culture of caring”), and leadership/professional development (see Table 2.6).

Table 2.6 – Comparison of Factors of Influence

Factor of Influence	Grassroots Leaders	Faculty	Executive-Level
Age			X
Family			X
Work/life balance	X		X
Making a difference / influencing change	X	X	X
“Being asked”		X	X
Desire to help	X		X
Culture – “culture of caring”	X	X	X
Politics			X
State of the institution			X
Unknown			X
Peer and mentor influence	X	X	
Leadership/professional development	X	X	X
Promotion		X	
Challenge of the leadership role		X	
Reluctance to leave the classroom		X	
Passion	X		
Trust	X		

Borregard (2015) Tipton (2015) Waggoner (2015)

Based on the dominant themes that emerged in this project, we make several recommendations to increase the aspirations for leadership on community college campuses. The goal of these recommendations is to identify influences that impact an individual’s decision to engage in leadership activities and factors that affect these leadership efforts. Our hope is that our research provides a snapshot of the various

leadership influences that exist on community college campuses and that administrators can use these recommendations to foster leadership aspirations within the institution.

1. **The Desire to Affect Change** – At all levels, participants discussed the desire to engage in leadership efforts that have the potential to bring about marked change.

a. **Alleviate the Fears.** Interview responses indicated that participants are very passionate about the desire to create change; however, they fear that these efforts may be futile. No rational employee expects every leadership effort to produce its desired goals, but administrators can assuage faculty and staff concerns by ensuring they know that activism is accepted and valued at the institution. Establishing an open-door policy can provide an avenue through which employees can address these fears with their administrators.

b. **Allow for Leadership Experiences.** Learning leadership skills out of a textbook or in the classroom will not prepare experienced leaders. As with any personal or professional undertaking, practice is necessary. Providing ample opportunities to lead groups or chair committees will allow the individual to connect theory with practice.

2. **The Impact of Institutional Culture** – Institutional culture plays a significant role in an individual's decision to engage in change efforts, the methods used to lead, and their expectations of success.

a. **Understand the Culture across the Institution and the Differences that Exist.** Gaining an understanding of the dominant and preferred cultures at the organization allows executive-level leadership the ability to diagnose

how employees are feeling about institution. If employees understand the differences in the current culture of the institution, it can help them decide how to tailor potential leadership efforts. Recognizing the preferred culture and taking deliberate steps to move the organization toward this culture can encourage employees to engage in activism.

- b. **Create a Culture of Caring.** An overwhelming majority of survey respondents and interview participants indicated the desire to lead and operate in a Clan culture. The perception is that this culture is more supportive of leadership efforts that lead to caring, energy, and innovation. In order to create this culture, Willoughby (2014) cited strong leadership that focuses on the people so they feel they matter, are heard, are appreciated and empowered. Adopting an open-door policy, encouraging employee engagement, fostering relationships based on empathy and trust, and cultivating a service-oriented focus are all ways that administrators can promote a culture of caring.

- 3. **The Availability of Leadership and Professional Development** – Formal and informal opportunities for leadership and professional development support motivation to become senior leaders. The availability of these opportunities emerged as a dominant influence on whether or not participants engaged in leadership efforts.

- a. **Establish a Formal Leadership Development Program.** Community colleges would benefit by developing formal leadership development programs for their employees. The creation of such programs would

define the pathways to promotion and provide opportunities for advancement needed for promotion. As part of this leadership development program, a position similar to the “Assistant to the Dean” that is currently in place at SKYCTC could be developed – an “Assistant to the President” as training ground for those who have aspirations to ascend to the community college presidency. This position would allow individuals a firsthand glimpse into the presidency, thus removing the barrier of not knowing what the presidency entails.

- b. **Set the Bar High.** Executive leadership positions often require doctorates, yet few faculty and staff members mentioned receiving strong encouragement to pursue this terminal degree. Having employees with this credential increases the number of in-house qualified candidates for upcoming vacancies. Providing employees with release time or support to complete a doctoral degree would be justified in addressing the crisis in the leadership pipeline.
- c. **Allow for Bottom-Up Professional Development.** Not all professional development opportunities need to be presented by administrators. Research indicates that faculty and staff members often embrace the legitimacy of bottom-up professional development opportunities because they felt that it was an opportunity to discuss and explore ideas without feeling pressured to participate. Encouraging faculty and staff members to create and promote professional development opportunities can give a voice to employees at all levels of the organizational hierarchy.

4. **The Importance of Peer/Mentor Influence** – Through mentorship and networking, leaders have the opportunity to create a strong group of individuals with a passion for their common interests and the support leaders need to succeed.
 - a. **Enhance Peer-to-Peer Mentorship Opportunities.** Peer influence is significant among individuals across the institution, particularly among faculty as they aspire to leadership. As part of a new employee orientation programs, administrators should assign peer mentors (experienced employees) with similar positions to new hires.
 - b. **Be a Mentor.** Administrators should embrace the opportunity to share their leadership journey with others and to help others who desire administrative positions to develop an appropriate career path. An intentional connection with faculty and staff members early in their tenure may encourage them to plan a career trajectory instead of letting circumstances determine their career paths. Sharing knowledge and experiences is good communication practice and provides context for aspiring leaders.

5. **The Importance of Being Asked** –Administrative support matters to individuals’ decisions to engage in leadership. One of the most influential ways that administrators showed support was to ask people personally to assume a leadership role.
 - a. **Ask People to Lead.** Many individuals indicated that while they are not interested in a formal leadership position, they would step up and assume a position if asked by administration. Asking employees to take on

additional responsibility may influence their desire to take on leadership roles in the future.

- b. **Ask Executive-Level Administrators to Assume Advanced Leadership Opportunities.** According to the participants in this study, many leaders will respond to advanced leadership opportunities simply by being asked to do so. Research findings indicated that even among those who lacked the desire to assume the community college presidency, they would accept the position if asked. Administrators at the system-level or the local college president can provide opportunities for executive-level leaders to take on special projects to hone their skills and to prepare them for advanced leadership opportunities in the future.

6. **The Goal of Maintaining a Work/Life Balance.** In the higher education setting, leadership efforts take time. While many participants were committed to their cause and willing to do extra work, they expressed concern that they may be overburdened by their numerous responsibilities.

- a. **Reap What You Sow.** Leadership is worth it. Too much emphasis is placed on the negative side of leadership and its all-consuming tendencies. Administrators need to actively promote the benefits of leadership (both personal and professional) and share these viewpoints on campus so that employees can recognize the positive aspects of engagement in leadership efforts.
- b. **Establish Realistic Work Goals.** Several participants discussed the importance of keeping a realistic perspective when engaging in leadership

efforts. Employees are less likely to become overburdened if they establish clear and realistic short- and long-term goals. Establishing these objectives can also help employees strategize to realize these goals.

Conclusion

The purpose of this technical report was to examine current leadership pipelines existing within the community college (grassroots leaders, faculty, and executive-level leaders) and identify the personal and institutional influencers that affect individuals' decisions to engage in leadership efforts. The results of this case study show that individuals are influenced by many factors as they consider both formal and informal leadership roles within the community college. The findings clearly reaffirm our assumption that institutional culture plays a significant role in leadership aspirations and decisions to engage. The manner in which the current institutional culture fosters aspirations to leadership, both formally and informally, came up in interviews with all three participant groups. Participants shared throughout the study the current institutional culture is one that promotes career mobility and professional development. Another key finding among the executive-level leaders and faculty was the importance of "being asked" by administration to take on formal leadership positions. Among both those with aspirations to assume formal leadership and those without, most indicated they would take on necessary leadership roles of the future if the college administration needed them and said so. Although many grassroots participants mentioned the importance of having a "supportive" administration, they did not base their decision to engage in leadership activities on whether or not they were asked by their administration to do so.

The study found that the major reason participants consider a formal or informal leadership role was to improve the college or make a difference. This desire did not reflect a distrust of the current administration to improve the system. Instead, participants adopted an “all hands on deck” attitude in terms of dealing with the multiple missions of the college. In most instances they recognized that their placement within the organization afforded them the opportunity to affect change. The majority of the participants in this study felt that SKYCTC administrators were actively encouraging employees to participate in both formal and informal leadership roles on campus as well as taking the steps to prepare for career advancement options outside the college. Administrators encouraged participation in doctoral programs, offered professional development activities within the college, and personally reached out to individuals to encourage pursuit of leadership positions.

This intentional research provides leaders across community colleges and within KCTCS a greater understanding of behaviors, decisions, and perspectives regarding moves into formal and informal leadership assignments. Gaining a deeper understanding of motivators that contribute to the decision to engage in leadership efforts provides a framework for leadership development planning and programming.

CHAPTER THREE

ASPIRATIONS OF EXECUTIVE-LEVEL COMMUNITY COLLEGE LEADERS TO ASCEND TO THE PRESIDENCY

Community colleges were spawned as an extension of secondary education (Dougherty, 1994; Cohen & Brawer, 2003; Beach, 2007). Consequently, the first leaders of community (junior) colleges were principals of secondary schools or superintendents (Hassan, 2008). In 1960, over 25% of community college presidents were former superintendents (Vaughan, 1989). “These early community college leaders were frequently selected not because of their knowledge and understanding of the community college educational mission, but rather because of their previous experience as leaders in other contexts” (Hassan, 2008, p.10).

With the rapid growth and expansion of community colleges, key administrative roles such as the presidency came to be filled based on other criteria: moving up the faculty rank to department/division chair and/or completion of an advanced degree. Leadership development consisted of on the job training combined with leadership development programs offered by professional organizations or universities (Piland & Wolf, 2003b).

A mass exodus of community college leadership (McNair, 2010; Shults, 2001; Whissemore, 2011) and faculty is expected over the next few years through retirements. In 2001, the American Association of Community Colleges (AACC) conducted a survey of community college presidents which indicated that 45 percent (n=249) planned to retire by 2007 (Shults, 2001). Weisman and Vaughan (2002) asserted that 79 percent (n=661) of presidents planned to retire by 2012 based on the results of a different survey

conducted in 2001. The AACC (2013) conducted a similar study in 2012, which revealed that 75 percent will retire in the next 10 years, 42 percent of which will occur in the next five years. “Even more alarming is that the administrators who report to the presidents – and who might be expected to replace them – are also approaching retirement” (Boggs, 2003, p.15). The executive-level leadership position of the community college president is critical to the continued growth and evolution of the community college in the face of increased accountability, budget cuts, community demands, industry needs, competition, and student patterns (i.e. “swirling”).

The situation is even more concerning given the fact that faculty members, who traditionally moved up the ranks to executive level positions are also retiring (AACC, 2013) and/or are becoming increasingly reluctant to accept senior level administrative positions (Evelyn, 2001). Assuming that leadership continues to come from faculty ranks, community colleges will face a significant challenge in filling vacancies of future community college leadership positions.

With the impending mass exodus of executive/senior-level leadership, more research is needed on the personal and institutional factors, both positive and negative, that influence the leadership aspirations of executive/senior-level leadership to assume the role of the community college presidency.

Purpose Statement

At this critical juncture of higher education, leadership can best described as in crisis with the pending retirements of presidents (Weisman and Vaughn, 2002; AACC, 2013), the pending retirements of executive- level leaders who report to the president (Boggs, 2013), the retirement of faculty members (AACC, 2013) and the reluctance of

faculty members who traditionally moved up the ranks to assume leadership roles (Evelyn, 2001).

The average period of tenure of a college president has decreased. The American Council of Education's (ACE's) 2012 report of the American college president revealed the average age of the college president was 61 years old in 2011 (Cook, 2012). ACE's Center for Policy Research and Strategy also reported that the average length of service of a college president decreased from 8.5 years in 2006 to 7 years in 2011 (Stuart, 2012). This more rapid turnover adds yet another layer to the pressure of filling the role of the community college presidency.

The national trend is present in the Commonwealth of Kentucky. The 2013 Report to the Commonwealth (KCTCS, 2013) announced the retirement of Dr. Michael McCall, who was President of the Kentucky and Community Technical College System (KCTCS) from its formation as a result of House Bill One of 1997. Dr. McCall's retirement was effective January 15, 2015. He was succeeded by Dr. Jay Box, KCTCS Chancellor (2009-2015), KCTC Vice President from 2007-2009, and President of Hazard Community and Technical College (HCTC) from 2002-2007. Since assuming the role of KCTCS President in 2015, Dr. Box has completed three presidential searches for individual colleges in the system with two more active searches underway, and several others on the horizon.

Several of the KCTCS presidents have been in office since shortly after the consolidation process in 1998. Table 3.1 highlights the tenure of current presidents of KCTCS colleges as of March 1, 2016 (Lane, 2008; KCTCS, 2016).

Table 3.1 – Tenure of KCTCS College Presidents (as of March 2016)

Years of Service	No. of KCTCS Presidents	KCTCS Institution
Interim	2	Gateway, Hazard
< 1	3	Big Sandy, Jefferson, Owensboro,
1-5	5	Ashland, Hopkinsville, Maysville, Southcentral Kentucky, Southeast
6-10	2	Bluegrass, Henderson
11-15	1	West Kentucky
16+	3	Elizabethtown, Madisonville, Somerset

Considering presidential appointments in the past five years, two out of eight of the presidents were promoted from within the institution and one president prior experience as an academic vice president at a KCTCS institution. All others had no professional experience within the Kentucky system; however, three were presidents at community colleges outside of Kentucky and two held various vice president roles at non-Kentucky institutions. Five of the eight have faculty experience in a community college (one has faculty experience at a KCTCS institution).

As indicated, the existing literature points to the future vacancies in the role of the community college president (McNair, 2010; Shults, 2001; Whissemore, 2011). In a summary of the 2012 ACE Report of the American College President, Cook (2012) noted that the chief academic officer (CAO) is the most common career path to the college presidency, and that this path has remained unchanged since 1968. Boggs (2013) reported that executive-level leaders – community college administrators such as CAOs – will also be retiring at the same time as community college presidents. Current research

suggests that the number of individuals who are expressing a lack of desire to pursue advanced leadership positions is increasing (Grant, 2015; Lebowitz, 2015). This study will examine the level of desire of community college administrators to seek the role of president and explore the personal and institutional factors that play into their decision-making process. By adding to the limited research on this topic, this study will assist current community college leadership with institutional planning.

Research Question

The purpose of the study was to answer the following research question:

- 1) What are the personal and institutional (environmental) factors that influence (both positively and negatively) the leadership aspirations of executive-level community college leaders to ascend to the presidency?

Terminology

The terminology used throughout this research study has been delineated with the following definitions to ensure uniformity and clarity of the terms.

Unless noted with citations, the definitions of terms in Table 3.2 have been developed by the researcher.

Table 3.2 – Definition of Terms

Term	Definition
<i>Executive-level leaders</i>	For the purposes of this study, executive-level community college leaders were identified as those holding a formal position of power, identified by serving in any of the following administrative positions within KCTCS: Provost, Vice President, Dean, Campus Director, Director or Coordinator.
<i>Personal factors</i>	“...cognitive-person variables (self-efficacy, outcome expectations, personal goals) that enable people to exercise agency (i.e. personal control) within their own career development” (Lent et.al, 2000)
<i>Institutional factors</i>	Environmental factors external to an individual that impact career related interests and choice behavior (Lent et.al, 2000). Examples included organizational structure, organizational governance, and organizational climate (see Organizational Culture).
<i>Leadership aspirations</i>	The desire to advance to a higher rung on the hierarchy of the institution (i.e. executive-level leader ascending to the community college presidency).
<i>Leadership development</i>	“The continuous organizational process of identifying potential leadership talent, developing both the externally observable skills and internally nourished personal character of that talent, and providing an appropriately challenging outlet for individual development with the leadership ranks of the organization” (Hasler, 2005, p.997).
<i>Organizational culture</i>	“A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 1992, p.12)

Review of the Literature

As a foundation for the study, the literature review begins with the research of the current pipeline to the community college presidency and is followed by a description of the Social Cognitive Career Theory (SCCT) which is used as a conceptual framework to

explore the personal and institutional (environmental) factors of influence on the career decision-making process (Lent, Brown, & Hackett, 2000) as applied to executive-level leaders.

Pipeline to the Community College Presidency

The extant research on community college senior leaders – who becomes senior leaders (especially presidents) and what is the pipeline – points to a linear career trajectory within the field of higher education. Cook (2012), citing ACE's 2012 American College President Report, asserted the most common career path, at both two-year and four-year institutions, is the chief academic officer (CAO) and that this pathway has remained unchanged since 1968.

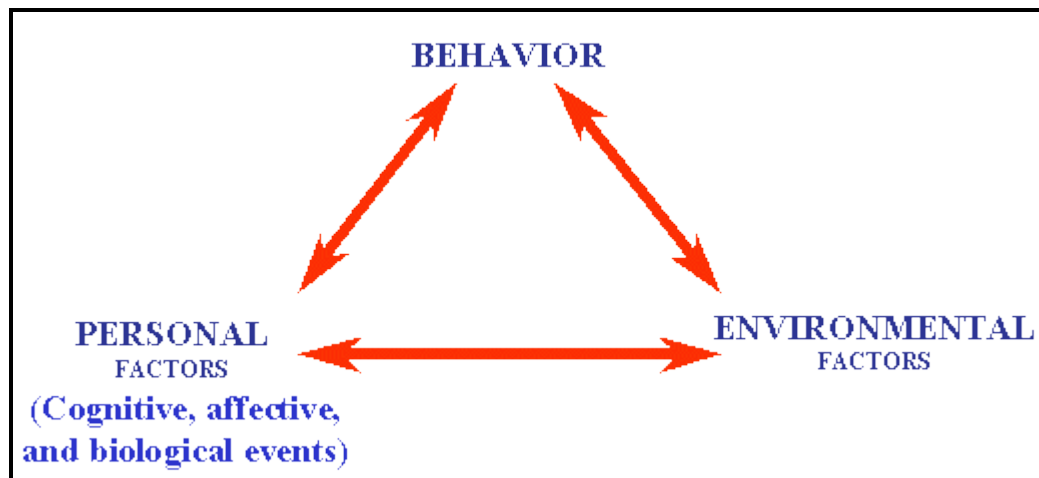
Amey and VanDerLinden (2002) conducted a survey of the career paths for community college leaders and the findings indicated that the most common pathway to the community college presidency was Provost (37%), followed by having served as the president of another community college (25%), then having held the position of “senior academic officer/instruction officer (15%)” (p. 1). The findings also revealed that 22% of the presidents had been promoted from within their own institutions while 66% were external candidates from other community colleges.

The decision to become a community college president draws upon an individual's aspirations to leadership. The current pipeline indicates that the majority of the community college presidents are from within the field of higher education and have served in executive-level leadership positions along the pathway. However, the research is limited on the aspirations of current executive-level leaders to assume this role and that factors that influence the career decision-making process.

Social Cognitive Career Theory (SCCT)

The theoretical framework for this study is the Social Cognitive Career Theory (SCCT) which describes an individual's movement in the career development process as an intersection of said individual's internal personal characteristics and external environmental factors (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009). SCCT expanded upon Bandura's (1986) social cognitive theory (Figure 3.1) which determined that personal factors, environmental factors, and behavior "all operate as interacting determinants that influence each other bidirectionally" as a "model of reciprocal causation" (Bandura, 1989, p. 2).

Figure 3.1 – Bandura's (1986) Social Cognitive Theory



Lent, Brown, and Hackett (2000) sought to understand the variables that affect career development and divided these variables into two levels – personal and environmental – for analysis. The first level, personal, included the "cognitive-person variables (self-efficacy, outcome expectations, and personal goals) that enable people to exercise agency (i.e. personal control) within their own career development" (p. 36). The second level encompassed environmental features (i.e. social organization, organizational climate/culture) that impact career aspirations. One of the SCCT theorists (Hackett, n.d.)

stated that the “objective and perceived aspects of the environment influence beliefs, intentions, & actions” (p. 21).

Using SCCT, this study seeks to understand the personal and institutional (environmental) factors that influence the career decision-making process of senior college administrators who might be expected to seek the role of the community college presidency.

Personal Factors

Social cognitive career theory (SCCT) posits that the first level of career choice and career development is an individual’s personal cognition including self-efficacy, expectations of outcomes, and personal goals (Lent, Brown, & Hackett, 2000). The available literature on these personal-cognitive variables comes primarily from the corporate sector and indicates a growing trend of individuals with a decreased desire to lead. Torres (2014) cited a survey by CareerBuilder which reported that a mere one-third of workers (34%) indicated an aspiration to leadership roles. When asked to identify the reasons why they were not interested in management positions, responses largely fell into three categories: over half stated they were satisfied in the current positions; one-third did not want to sacrifice work-life balance by putting in longer hours at work using time that could be spent with family; and one-fifth felt they did not meet the qualifications, lacking the appropriate credential or skill set (Torres, 2014).

Bloomberg Business (Grant, 2015) cited a survey by the Addison Group with findings of the study indicating that only one-fourth of employees are interested in “becoming more effective managers” while 17% of the 1,496 respondents expressed “no interest whatsoever in managing people” (Grant, 2015, para. 2). The trend of the

Millennials in this study is a desire for more personal responsibility (Grant, 2015; Lebowitz, 2015) and a lack of desire to be responsible for other people. Grant (2015) attributes this trend to the fact that these Millennials watched their parents take on leadership roles which required huge sacrifices of time spent away from family only to lose these positions during the economic downturn.

The literature on the SCCT's personal-cognitive variables of influence of executive-level leaders to assume the community college presidency is scarce. DeZure, Shaw, and Rojewski (2014) conducted a university-level study of the leadership trajectories and motivations of both administrators (executive-level leaders) and faculty to determine the personal factors that impact their aspirations to assume leadership roles. The findings showed evidence of personal factors that support and do not support their desire to assume leadership roles.

Motivating Factors of Personal Influence

The personal motivating factors of influence to move to advanced levels of leadership were the enjoyment of leading, belief that they could lead well, and the desire to make a difference in their areas by inspiring individuals and fostering talent (DeZure, Shaw, & Rojewski, 2014).

Non-motivating Factors of Personal Influence

The findings of the study indicated personal factors such as time, redefining relationships, and family and colleagues were strong deterrents to assuming an advanced role and far outweighed the pros in this study. Respondents expressed reluctance to move to a leadership role with more time constraints that would take time away from the most enjoyable academic pursuits – students, teaching, and research. Another deterrent

indicated in the study was the difficulty of navigating the relationships with colleagues who were once peers who would then become subordinates. In addition, family and colleagues often objected to and discouraged faculty from pursuit of administrative positions due to the voluminous workload which would in turn lead to greater imbalance between work and home life (DeZure, Shaw, & Rojewski, 2014).

The impending leadership crisis calls for leaders who have the desire to fill vacancies in roles such as the community college presidency. However, the dearth of literature reveals the need for further research on the personal-cognitive factors of influence (both positively and negatively) of leadership aspirations of executive-level leaders.

Institutional (Environmental) Factors

In addition to the personal-cognitive variables that influence career choices, Social Cognitive Career Theory (SCCT) posits that objective and perceived environmental factors influence career development. An example of objective environmental factors includes “the quality of the educational experiences to which one has been exposed” (Lent, Brown, & Hackett, 2000, p. 37). Ramly, Ismail, and Uli (2009) highlight organizational socialization as an environmental variable of SCCT, referred to in this study as organizational culture.

Educational Experiences

The literature provides a wealth of information on the types of educational experiences that influence career development. Research suggests that objective institutional (environmental) factors that provide opportunities for leadership development include participating in leadership programs such as national, regional, in-

house “grow your own” programs (Luna, 2012; Piland & Wolf, 2003b; Reille & Kezar, 2010) and in professional associations and organizations (Laden, 1996); mentoring, networking and job shadowing (McNair, Duree, & Ebbers, 2011); and assuming additional responsibilities in other areas of the college, that will prepare current leaders for higher positions of authority.

Leadership programs. Prominent universities cultivate leadership development programs for future leaders aspiring to the presidency. Colleges and universities also offer internal professional development, in-house “grow your own programs.” Piland and Wolf (2003b) contend that that it is up to the community colleges themselves to prepare the next level of community college leaders. Recommendations include formalization of leadership development policy and program; establishment of leadership development committee; institution of formal mentoring program; identification and cultivation of future leaders by current leaders; careful construction of programs at the institutional level; formation of Leadership Development Consortium by colleges in contiguous geographical locations. Reille and Kezar (2010) used action research for a study of “Grow-Your-Own” leadership programs. The results indicated strengths and benefits of these types of programs as accessibility, flexibility, effectiveness, direct application to the college, and opportunity to solve real college issues, and mentoring. Luna (2012) cited participation in conferences, workshops, seminars, and coursework as additional leadership development opportunities.

Professional associations and organizations. Laden (1996) suggested a number of ways that professional associations can complement graduate programs in the development of future leaders. Program formats vary in length from short-term

workshops to year-long internships and offer leaders the opportunity to enhance interpersonal and technical skills, create strategies for career advancement, and stay abreast of emerging issues. Laden (1996) highlighted several professional organizations that can assist in the development of future leaders, including the American Council on Education (ACE) Fellows Program, Executive Leadership Institute, The Presidents' Academy, Association of Community College Trustees (ACCT), Summer Institute for Women in Higher Education Administration, and the National Institute for Leadership Development.

Mentoring, networking and job shadowing. McNair, Duree, and Ebbers (2011) recommended mentoring, networking and job shadowing/internship work experiences with current community college presidents as a method of preparing future leaders for the presidency. Participants in the study indicated that having a community college president as a mentor could have helped with avoiding mistakes, learning key aspects of the role through direct observation, providing an opportunity to discuss critical components of the position (i.e. fund-raising, interacting with policymakers, handling problems of practice/current issues/challenges) as well as personal aspects of the position (i.e. amount of time involved, work-life balance), networking, and serving as a sounding board for those new to the role who are dealing with the challenges (McNair, Duree, & Ebbers, 2011).

Assuming additional responsibilities in other areas of the college. The research suggests that future leaders can prepare for potential community college leadership including the presidency by assuming additional responsibilities in other areas of the college. These additional responsibilities can be driven by the future leader's own

initiative, by the future leader being selected for additional responsibilities by an executive or senior-level leader, and/or by the social networks that the future leader has developed (Borgatti & Halgin, 2011).

While much research has been devoted to learning experiences and leadership development programming, little research has been done on the perceived environmental factor of organizational culture as a factor of influence on leadership aspirations in the community college setting.

Organizational Culture

Organizational culture is “the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its external adaptation and internal integration problems” (Schein, 1983, p. 12). Schein (1992), oft lauded as the founding father of organizational culture, designated three levels of the cultures of an organization: level one – artifacts (organizational structures and actions); level two – espoused values (i.e. organizational values such as represented by mission statements); and level three – basic underlying assumptions which ultimately determine behavioral norms and the organization’s values. Schein (1992) contends that at its essence, leadership is the development, improvement, and when needed, the decomposition and the rebuilding of culture – and, that overseeing culture is the most important work of today’s leader. Baker (2002) posits that the key factor in determining an organization’s long-term success is in evaluation and continuous improvement of the organization’s culture along with decisions of when vital transformations of culture are needed.

Although community colleges dominate the American higher education market (Beach, 2011), the limited research on organizational culture has focused primarily on

four-year institutions. DeZure, Shaw, and Rojewski's (2014) study of university-level leadership trajectories and motivations of both administrators (executive-level leaders) and faculty revealed factors related to the organizational culture of the institution(s) that motivate or do not motivate their desire to assume leadership roles.

Motivating Factors of Institutional Influence

Administrators indicated that performing in service roles – i.e. institutional service on a committee, holding an office in a professional organization, faculty governance – provide an opportunity to develop their leadership skills gradually in minimal risk environments to determine if leadership was something they enjoyed and afforded an opportunity to learn more about the institution and the organizational structure. While some administrators were hesitant at the onset, many accepted positions because it was their turn (DeZure, Shaw, & Rojewski, 2014).

Non-motivating Factors of Institutional Influence

Respondents also mentioned other factors that would be deterrents to moving into a leadership role such as timing. Given the current climate of increased budget cuts, lack of funding for public institutions of higher learning, challenges of obtaining grant funding, and the potential of having to reduce or eliminate departments (DeZure, Shaw, & Rojewski, 2014), many of the respondents were not interested in leading at this critical juncture in higher education. The respondents further indicated that this challenge is compounded by the proliferation of regulations and compliance expectations. Another deterrent indicated in the study was the difficulty of navigating the relationships with colleagues who were once peers who would then become subordinates. Yet another challenge to assuming leadership role is the lack of clarity on what the scope of the

leadership position despite having been oriented and participating in leadership development. Additionally, the participants felt like the orientation and leadership development provided did not adequately prepare them for the challenges they were confronting in the new role (DeZure, Shaw, & Rojewski, 2014).

As previously stated, Social Cognitive Career Theory (SCCT) cites perceived environmental factors (Lent, Brown, & Hackett, 2000), such as organizational culture, as influences on career choice and career development. The limited research (DeZure, Shaw, & Rojewski, 2014) indicates a link between the perceived environment and leadership aspirations. More research is needed to determine whether this is a positive or negative factor of influence in the aspirations of executive-level leaders to seek the role of community college president. This study will examine this possibility in the first step of research design by the use of a survey instrument – the Organizational Culture Assessment Instrument (OCAI).

Organizational Culture Assessment Instrument (OCAI)

Cameron and Quinn (1999) developed the Organizational Culture Assessment Instrument (OCAI) based off the work of Quinn and Rohrbaugh's (1981) Competing Values Framework (CVF). Quinn and Rohrbaugh (1981) questioned what makes organizations effective. From this question, the Competing Values Framework (CVF) was developed and used to measure culture based on two sets of competing factors: 1) flexibility and discretion OR stability and control and 2) the level of internal or external forces on the two sets.

The OCAI measures the views of individuals within an organization to determine what they *perceive* as the current organizational type that exists and what they *prefer* the

organizational type of the organization to be. The OCAI utilizes four quadrants to define the organizational culture: Clan, Adhocracy, Hierarchy, and Market.

Figure 3.2 illustrates the combination of the cultural dimensions of the CVF with the four quadrants of the OCAI.

Figure 3.2 – The Competing Values Framework (CVF) and the Organizational Culture Assessment Instrument (Cameron and Quinn, 2006)



The Clan (or *Collaborate*) organizational culture type focuses on the internal mechanisms of the organization. Individuals in the Clan culture type tend to stake a high level of ownership of their work. Teams in the Clan Culture type are high-performing and decisions are made by consensus. The Clan type resembles that of a family and the focus is on development of human potential and exhibit a strong sense of loyalty. Smart and Hamm (1993) assert that the Clan culture is the most effective in the field of higher education.

The Adhocracy (or *Create*) culture is somewhat similar to the Clan culture in terms of adaptability and flexibility. The Adhocracy type tends to be more dynamic, more entrepreneurial in spirit and tends to take more risks. The Adhocracy culture values innovation and creativity and being on the cutting edge. Decision making is typically decentralized to allow for rapid response processes to meet the demands of external entities. Medium-sized, multi-campus community colleges indicate a preference for the Adhocracy culture (Kuster Dale, 2012).

The Hierarchy (or *Control*) culture places an emphasis on following established rules, policies and procedures in order for the organization to operate and function efficiently and effectively. In the Hierarchy culture, the decision-making tends to be authoritarian (“top down”). Employees view this culture as formal and recognize that it tends to limit their autonomy. Community colleges, due to their history, size and organizational structure, tend to adopt a more hierarchical culture.

The Market (or *Compete*) culture, like the Hierarchy culture, centers on stability and control. The Market culture differs in that it is customer-driven and focuses on edging out its competitors. As such, internal competition is the norm. The Market culture is results oriented and focuses on achievement. Cameron and Quinn (1999) indicate that it is highly unlikely to see the Market culture in higher education at large or in public community colleges.

Research Methods

The two-phased, sequential mixed methods case study (Creswell, 2009) approach was used to determine how personal and institutional factors impact the aspirations of executive-level community college leaders/administrators in seeking the role of

community college president. During the first phase of the study, the Organizational Culture Assessment Instrument (OCAI) was administered to executive-level leaders (n=25) to measure the perceived and preferred organizational cultures at Southcentral Community and Technical College (SKYCTC). The information obtained from the OCAI survey instrument established a baseline indicator of the positive and negative institutional factors impacting leadership aspirations and was used to inform a portion of the interview questions during the qualitative phase of the study. In the second phase of the study, semi-structured interviews (n=10) were conducted of executive-level leaders to explore the personal and institutional factors that influence the aspirations of these executive-level leaders to seek the role of community college president.

Setting

Purposive sampling allows a researcher to eliminate and/or narrow the pool of information sources by deciding who to, what to, and what not to consider in the study (Erlandson, Harris, Skipper, & Allen, 1993). Purposive sampling will provide “information-rich” participants matching the overall purpose of the study (Creswell, 2009). When using purposive sampling, it is important to seek sites that will provide an understanding of the phenomenon. In our case, we wanted to study individuals employed at an institution that exhibited specific leadership characteristics that were considered to be important to our research. Based on the knowledge of the population and the purpose of the study, the researchers used purposive sampling to select Southcentral Kentucky Community and Technical College (SKYCTC), one of 16 community colleges in Kentucky Community and Technical College System (KCTCS) as the site of our case study.

The site of the research study was Southcentral Kentucky Community and Technical College (SKYCTC), one of 16 community colleges in Kentucky Community and Technical College System (KCTCS). Unlike the other colleges within KCTCS, SKYCTC's formation was not the result of a merger between an area community college and technical school. Since its inception as Bowling Green Technical College, created by the passage of the Kentucky Postsecondary Education Improvement Act of 1997, the college has become a comprehensive community and technical college offering certificates, diplomas, and associates degrees in over 30 credit program offerings. In 2012, the name of the college was changed to Southcentral Kentucky Community and Technical College (SKYCTC).

SKYCTC is a mid-sized college within KCTCS. In fall 2013, SKYCTC had a full-time equivalent enrollment of 2,492 students. The college has six campuses located in a ten-county service area. SKYCTC also has a strong partnership with local business and industry. Through their Workforce Solutions department, SKYCTC serves over 6,000 individuals and 600 companies annually.

In 2013, SKYCTC named Dr. Philip Neal as their President and CEO. Neal was promoted from within the college where he served as the Provost from 2008 to 2013. Neal came up through the faculty ranks to his present position as college president. Neal has co-authored/edited a textbook about leadership, *The Creative Community College: Leading Change through Innovation* (Rouche, Richardson, Neal, & Rouche, 2008). Neal has made a marked pledge to the continual growth of his employees. He preserves professional development dollars in the midst of budget crises, provides faculty leadership opportunities in conjunction with a reduced course load, and most recently, he

tasked college administrators with creating an internal leadership development program similar to the KCTCS President's Leadership Seminar (personal communication, P. Neal, 2014). Under his leadership, SKYCTC has been named as one of the winners of the Best Places to Work in Kentucky since 2012.

Research Design

Survey of Executive-Level Leaders for the Initial, Preliminary Phase (Quantitative)

In order to address the institutional factors that informed part of the research question and subsequent interview questions, data was needed on the organizational culture of the institution. The Organizational Culture Assessment Instrument (OCAI), developed by Cameron and Quinn (1999), gauges the perceptions of the “perceived” and the “preferred” cultures of an organization along a continuum which features four dimensions of culture – Clan, Adhocracy, Market and Hierarchical.

The OCAI survey responses cover three distinct areas (see Appendix A). In the first section, participants provided rank responses to questions covering six components: “dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphases, and criteria of success” (Cameron and Quinn, 1999, 2006). In the second section, participants had the opportunity to respond to open-ended questions regarding the strengths of the institution, areas of improvement, as well as a space to make other comments. In the third section, participants were asked to respond to questions of demography pertaining to leadership roles and tenure in those roles, leadership aspirations, and willingness to participate in an interview for the next phase of the research.

The rationale for initially collecting the quantitative data (Creswell, 2009) is the lack of research and guiding theory on the institutional factors that influence the leadership aspirations in the community college setting; specifically, those of executive-level leaders to assume the role of community college president.

Data Collection

Dr. Kim Cameron, who developed the OCAI, approved the use of the OCAI for this research study (see appendix I). The OCAI was administered online to the executive level leaders of SKYCTC (n=25) with a response rate goal of 70%. These institutional factors were also assessed by team researcher Erin Tipton of this companion study, who administered the OCAI to full-time faculty (n=78). Exempt-level administrative staff (n=37) were also included in the study.

Three days prior to the administration of the survey, the President of SKYCTC sent an e-mail to executive-level leaders, exempt-level administrative staff, and full-time faculty to encourage their participation in the survey. The survey was sent via e-mail three working days following the President's e-mail and was open for a two-week period with periodic reminders (1 week after the survey was launched; 3 days prior to close). The survey was extended for a three-day period.

Data Analysis

The results from the OCAI were used in determining the current perceived organizational culture(s) at SKYCTC and the preferred organizational culture(s). Survey results were tallied from the software program offered through the electronic version of the OCAI to establish the mean scores for the overall current perceived culture and preferred culture type. The mean scores for each type were computed by adding all of the

responses from the four culture types (Clan, Adhocracy, Market and Hierarchy). The end of the survey asked for three areas of strengths and three areas for improvement for the institution in open-ended response format. These results were coded and examined for themes. The culture profile results from the OCAI administered to executive-level leaders at SKYCTC were compared with the culture profile results of faculty at SKYCTC to determine potential similarities and differences among perceptions and preferences of organizational culture types.

Results

OCAI – Section 1 (Survey Responses)

The overall response rate of completed OCAI surveys was 54% as illustrated in Table 3.3. The survey was partially completed by 7 employees indicated as “I-Some” and was opened but not completed by 16 employees indicated as “I-None.” 40 employees did not open/take the survey indicated as “Not Taken.”

Table 3.3 – OCAI Overall Response Rates

	SURVEYS	PERCENT (%)	
Complete	75	54.35%	Complete
I-Some	7	5.07%	Some/Complete
I-None	16	11.60%	Opened
Not Taken	40		
ONLINE TOTAL	138		

Table 3.4 outlines the response rates by level. “Leader” is the term used to denote executive-level leaders as defined by this study. The response rate goal for executive-level leaders to complete the OCAI was 70% and this goal was exceeded for a total response rate of 76%.

Table 3.4 – OCAI Response Rates by Participant Employment Status⁴

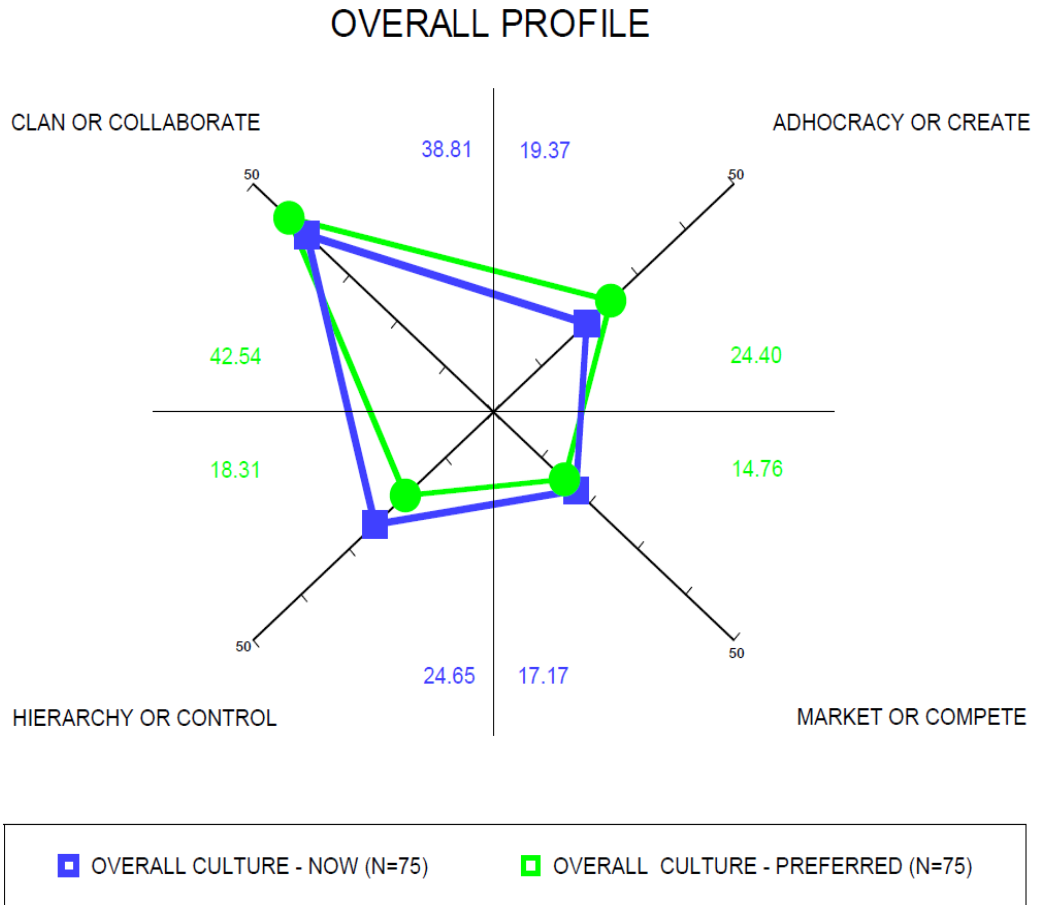
LEVEL	TOTAL/UNIT	#COMPLETE	% COMPLETE
FACULTY	102	51	50.00%
LEADER	25	19	76.00%
ADMINISTRATIVE STAFF	11	5	45.45%
Total	138	75	54.35%

The OCAI was administered to determine the perceived and preferred culture types (*Clan or Collaborate; Adhocracy or Create; Hierarchy or Control; or Market or Compete*) at SKYCTC.

⁴ The term “Leader” in this OCAI table denotes Executive-Level Leader as defined in this study (Provost, Vice President, Dean, Campus Director, Director, and Coordinator). The term “Administrative Staff” refers to exempt-level administrative staff (non-faculty) who do not hold a formal leadership role as defined by this study.

The results (Figure 3.3) indicate that all respondents perceive that the current (Now) organizational culture of SKYCTC is the Clan or Collaborate Culture, and that this Clan or Collaborative culture is also their preferred organizational culture type.

**Figure 3.3 – Organizational Culture Assessment Inventory (OCAI)
Overall Profile at SKYCTC of All Respondents
(N=75)**



The perceptions and preferences of respondents were tabulated and averaged with mean scores, as illustrated in Table 3.5. The overall average (mean) scores for the *Clan or Collaborate* Quadrant for the Perceived (Now) and Preferred cultures are 38.81 and 42.54 respectively.

The average (mean) scores are indicative of additional factors about the overall current perceptions and preferences of the organizational culture at SKYCTC. The preferences of the Respondents indicate a desire for more of an Adhocracy (*or Create*) environment than they currently perceive at SKYCTC, and less of both the Market (*or Compete*) and of the Hierarchy (*or Control*) Quadrants than currently exist at SKYCTC.

Table 3.5 –Mean Scores of Organizational Culture Assessment Inventory at SKYCTC of All Respondents (N=75)

ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.81	42.54
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.37	24.40
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.17	14.76
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	24.65	18.31

Executive-level leader responses also indicated the Perceived (Now) and Preferred Culture as the Clan or Collaborate culture, as indicated in Figure 3.4.

**Figure 3.4 – Organizational Culture Assessment Inventory (OCAI)
Profile of Executive-Level Leaders at SKYCTC
(N=19)**

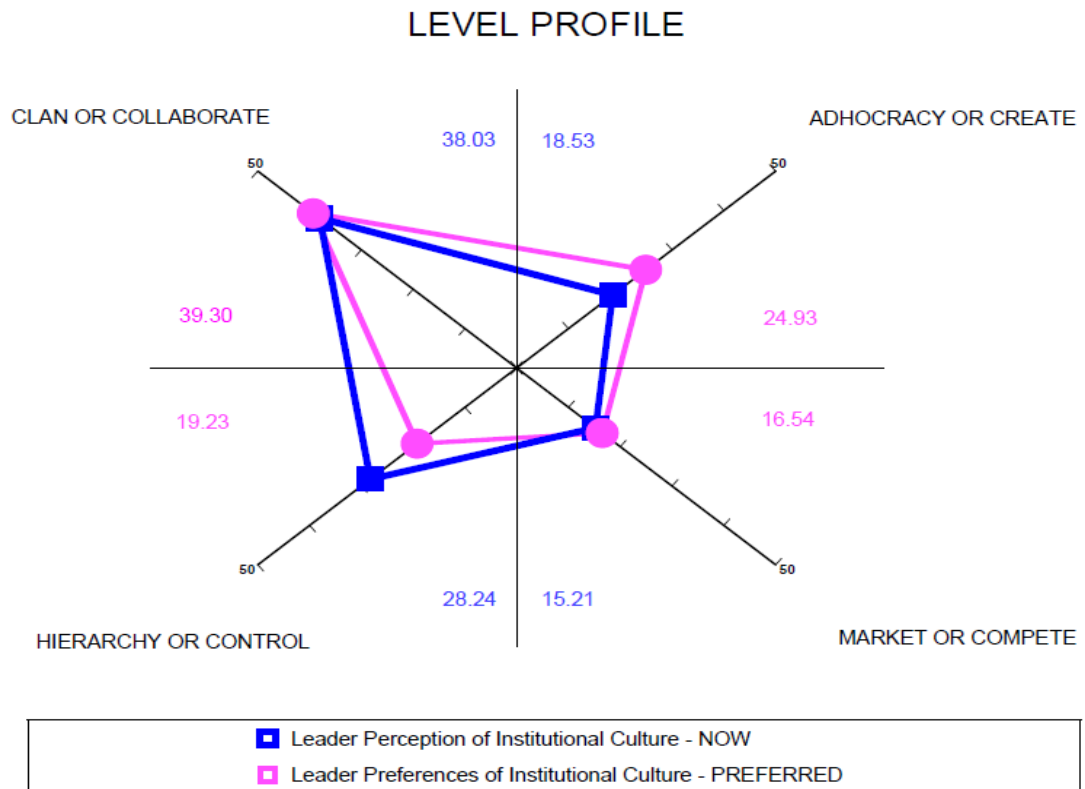


Table 3.6 illustrates the perceptions (Now) and preferences (Preferred) of Executive-Level Leaders. The overall average (mean) scores for the *Clan or Collaborate* Quadrant for the Perceived (Now) and Preferred cultures amongst Executive-Level Leaders are 38.03 and 39.3 respectively.

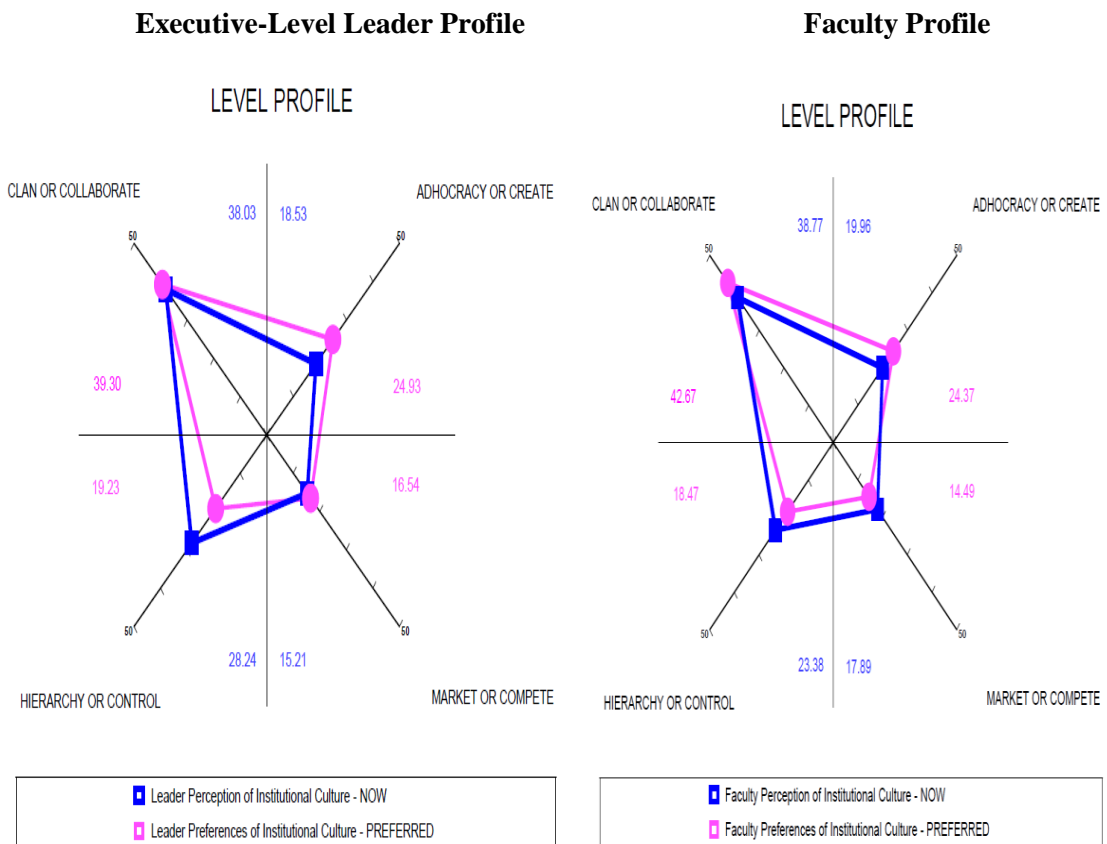
Table 3.6 – Mean Scores of Organizational Culture Assessment Inventory at SKYCTC of Executive-Level Leaders (N=19)

ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.03	39.30
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	18.53	24.93
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	15.21	16.54
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	28.24	19.23

The results of the OCAI survey indicate a preference among executive-level leaders to operate in a slightly more externally focused, entrepreneurial manner (*Adhocracy or Create Culture*) than what is currently happening at the college. The results of the OCAI survey among executive-level leaders further indicate a preference to operate in a less Hierarchical *or Controlled* culture than what is currently happening at the college.

Tipton (2015) served as the Principal Investigator / Researcher of a comparative study of the perceptions and preferences of faculty members. The results of Tipton's (2015) study of faculty were compared with the executive-level leaders. Figure 3.5 exhibits the side-by-side comparison of both groups. Executive-level leaders and faculty at SKYCTC both perceive and prefer the *Clan or Collaborate* culture.

Figure 3.5 – Comparison of Organizational Culture Assessment Inventory (OCAI) Perceptions and Preferences Profiles of Executive-Level Leaders (N=19) and Faculty (N=51) at SKYCTC



(Waggoner, 2015)

(Tipton, 2015)

The examination of each data set in Table 3.7 indicates that both executive-level leaders and faculty prefer a slightly higher level of the Clan (*or Collaborate*) culture, less Hierarchy (*or Control*) and less Market (*or Compete*), and more Adhocracy (*or Create*) than what they perceive is currently happening at SKYCTC.

Table 3.7 – Mean Scores of Organizational Culture Assessment Inventory of Executive-Level Leaders (N=19) and Faculty (N=51) at SKYCTC

Executive-Level Summary			Faculty Summary		
ORGANIZATION TYPE	NOW	PREFERRED	ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.03	39.30	CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.77	42.67
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	18.53	24.93	ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.96	24.37
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	15.21	16.54	MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.89	14.49
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	28.24	19.23	HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	23.38	18.47

(Waggoner, 2015)

(Tipton, 2015)

The survey results of executive level leaders using the OCAI were compared to the responses of faculty to the same survey. The results from the executive-level leaders at SKYCTC were compared with those of the faculty to ascertain similarities and differences of these groups in their perceptions and preferences of the type of organizational culture at the institution. The key findings of executive-level leaders and faculty are that they share similar views of the overall climate of the college, both in terms of their current perceptions and their preferences. The perceived and preferred culture of administrators and faculty is the Clan Culture. Both groups indicated a desire

for an environment which offers more opportunities for creativity and a desire for less of a hierarchical or controlled environment in which to work. These results provided a gauge of the temperature of the college and to measure the role of institutional (environmental) factors in the career decision-making process to seek higher level positions of authority. Further, these results were used to inform the interview questions for the core qualitative phase of the study.

OCAI – Section 2 (Strengths / Areas of Improvement (Opportunity) / Other Comments)

In the second section of the OCAI survey, respondents were asked to identify three strengths of SKYCTC, three areas of improvement (opportunity) and make other comments. These open-ended responses were coded and themed individually and then reviewed with the research team.

Respondents identified the top three strengths of SKYCTC as caring (that exists among faculty, staff and students) / “culture of caring,” collaboration, and leadership. Other strengths were identified as, but are not limited to, trust, community oriented, and friendly work environment.

Respondents identified the top three of improvement (opportunity) as communication, professional development, and processes (i.e. admissions, advising). Other areas of improvement (opportunity) were identified as, but are not limited to, more risk taking and entrepreneurial mind set, increased student success and retention, food on campus, and increase in salary.

Respondents were given space to make additional comments (non-specified) and the responses ranged from feelings about the survey to feelings about SKYCTC. The

dominant theme of the respondent's comments is the positive work environment at SKYCTC. One of the respondents commented:

SKYCTC is truly one of the Best Places to Work. This is in large part due to the culture of caring which exist among the leadership, faculty and staff in the college. All levels at the college are truly concerned with student success and finding ways to help all students reach their goals and highest potential.

Another respondent shared:

There is a wonderful positive spirit here, where most everyone truly cares about their work and each other. I love working here and I love what I do, who I'm doing it for, and who I'm doing it with.

One of the other respondents stated:

SKYCTC is an excellent work environment, directed by people who both strive for excellence in the work place and are concerned with the people who work for them.

The results from sections 1 and 2 were used to develop four interview questions that were asked of the executive-level leaders (see Appendix F):

- The overall results of the OCAI survey indicate common themes in the strengths of SKYCTC as being the caring atmosphere for students, faculty and staff; trust; community-oriented; strong leadership; professional development; and friendly work environment. How do these characteristics align with your professional values, level of motivation, and leadership aspirations?
- The results of the OCAI survey indicate that the Clan or Collaborative culture is the perceived and preferred culture at the college (and among executive-level leaders). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this Clan or Collaborative culture supports/does not support your desire to assume the position of president.
- The results of the OCAI survey indicate a preference among executive-level leaders to operate in a slightly more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe what factors (internal and external) contribute to this preference?

- The results of the OCAI survey among executive-level leaders indicate a preference among executive-level leaders to operate in a less Hierarchical or Controlled culture. Much of the context of the Controlled culture surrounds rules, policies, procedures and overall efficiencies with decision-making and authority tends to be top-down. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to become a community college president?

OCAI – Section 3 (Respondent Demography)

Respondents were asked about their tenure at SKYCTC, their leadership experience, their desire to become a community college president, and their willingness to participate in an interview.

The demographic information of the overall respondents (n=75) indicated that 84% of have tenure of 0-10 years at SKYCTC; 42.7% of respondents currently hold a formal leadership position at SKYCTC; 18.9% have held a formal leadership position at other higher education institutions. Two thirds (69.3%) desire a formal leadership position in the future; 8% desire to become a community college president. Of the overall respondents who indicated a desire to become a community college president, four of 19 respondents indicated a desire to become a community college president and the remaining 15 respondents indicated a lack of desire to become a community college president. Based on the responses of the participants in this survey, executive-level leaders indicated a desire to ascend to the community college presidency at twice the rate of the faculty respondents.

The results from the OCAI survey were used to establish baseline data about the organizational culture of SKYCTC which laid the foundation for the examination of institutional factors that may positively or negatively influence leadership aspirations in the main phase of the study. In Social Cognitive Career Theory (SCCT), “how

individuals construe the environment and themselves also affords the potential for personal agency in one's career development" (Lent, Brown, & Hackett, 2000, p. 37). The personal-cognitive variables and the environmental element of the organization's culture were further explored in the next phase of the study.

Interviews of Executive Level Leaders for the Primary, Focal Phase (Qualitative)

Data Collection

The main phase of the study was to conduct semi-structured interviews of executive-level leaders at SKYCTC to investigate the relationship between leadership development and organizational culture and the desire of executive level leaders to seek the role of community college president. The purpose of these interviews was to investigate the personal and institutional factors that influence the desire of executive-level leaders to move into the role of president, and to discover how these factors/characteristics have been affected by the culture at SKYCTC.

The interview questions were informed, in part, by the results of the OCAI. Four of the interview questions were based specifically on the results of the OCAI. Three of those four questions were asked of both executive-level leaders and of faculty (by Principal Investigator/Researcher Erin Tipton).

Participants were identified from the question at the end of the OCAI survey which asks if the respondent is willing to be interviewed. When asked about their willingness to participate in an interview, 26.7% of respondents indicated their interest by responding "yes" to the question and by adding their contact information. Eight executive-level leaders consented to an interview based on this method, and two

additional executive-level leaders were asked, and consented to, an interview. The interviewees represented three of the six campuses of SKYCTC.

The target number (n=5) was exceeded by three, and was expanded to include two executive-level leaders who were asked, and consented to, an interview for a total of 10 interview subjects: 7 males, 3 females. The target number was doubled for several reasons: 1) to be comparative to the number of interviews of fellow researchers (Borregard and Tipton) in the companion study who interviewed eight and nine participants, respectively; 2) to be inclusive of administrators across the spectrum of executive-level leaders; and 3) to “convince skeptics” (Becker, n.d., p. 15) that the findings are accurate based on the number of subjects interviewed.

Six of the ten interviewees were definitive in their responses to their level of desire to ascend to the position of community college presidency – two indicated a strong desire and four indicated a total lack of desire. The remaining four were undecided.

Due to the lack of guiding theory on the personal and institutional factors that shape leadership aspirations, an inductive approach was used to “allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies” (Thomas, 2003, p. 2).

Data Analysis

The semi-structured interview results were analyzed using the Rapid Assessment Process (Beebe, 2001). The Rapid Assessment Process was used to investigate situations where issues are not well defined and where there is a lack time or other resources for traditional, more long-term qualitative research. Each interview was transcribed to ensure accuracy of data obtained during the interviews. Using an inductive approach to

qualitative data analysis served as an “aid in understanding the meaning in complex data through the development of themes or categories from the raw data” (Thomas, 2003, p. 3). Interview data was reviewed and transcribed immediately following each interview.

The research team reviewed the data repeatedly to allow major themes to emerge. The interview data of executive-level leaders was coded based on established themes agreed upon by the research team. The data was then grouped into tables (Beebe, 2001; Yin, 1994) which was used to create “a framework to develop a model of the underlying structure of experiences captured in the study” (Thomas, 2003, p. 2). Themes from the interviews with faculty conducted by Researcher Tipton (2015) were also coded for themes and presented in tables. The data sets from the interviews with executive level leaders (Waggoner, 2015) and faculty (Tipton, 2015) were then comparatively analyzed to identify themes and variations within the two groups.

Results

At-a-Glance: Profiles of Executive-Level Leaders in the Study

The profiles of the executive-level leaders are intentionally limited to the focus of the study: the level of desire to become a community college president and the factors that influence this decision. This deliberate emphasis serves to address ethical issues in the research and to protect the identities of the participants (Yin, 2011), as do the purposeful use of androgynous pseudonyms. While issues of equity (i.e. race, gender) as well as other factors may be attributed to the decision to seek the role of community college president, these other factors were not the focus of this study.

Casey. At this point in life and career, Casey does not desire to become a community college president. Casey indicated that age, family and the stress level of the

position were the primary factors for this decision. When asked if there would be anything that would cause Casey to reconsider, the response was that if there was a “high need.”

Dominique. Although Dominique loves facilitation and bringing people together for collaboration, arguably qualities necessary to be an effective community college president, this is not a career path that Dominique has set sights on. Dominique would only consider the role if asked and/or there was an absolute need.

Hayden. In terms of career objectives, Hayden stated the desire to become a community college president was “pretty low” due to age, not having the doctorate degree, being content in current position, and the stress level of the position. Hayden would consider in the right circumstance but it would depend on the environment and “the condition of the school you’re taking over.”

Jamie. Jamie’s ambition to advance to a higher level of leadership does not include becoming a community college president. A number of factors would attribute to the decision to take move to this level of leadership including the role of president, the work load, location and size of the institution, and the loss of direct contact with students.

Jordan. While Jordan aspires to an advanced leadership role, this does not include a desire to become a community college president. Jordan’s concern about being a president is the loss of contact with faculty and students and the political aspects of the position. However, Jordan would reconsider if there was a high need.

Morgan. For Morgan, while the desire to move to a higher level is there, the desire to become a community college president is not; however, Morgan “wouldn’t rule out” the possibility. Morgan mentioned age and personal life as factors that would

negatively affect the decision, as well as the culture of the institution where the presidency would be. If the culture was, or could become, a “culture of caring” which exists at SKYCTC, Morgan might consider becoming the president. Another institutional factor that might sway Morgan’s decision to not pursue the role is the “unknown” aspects of the position.

Pat. Pat desires to become a community college president and would be very selective about the type of institution and its composition before accepting the role. Pat would thoroughly research such factors as the size, the board membership and how it functions in context to the college, the faculty and faculty perceptions; the overall campus culture and climate, opportunities for growth, the community that institution resides, and the diversity of the college and the community.

Peyton. Peyton indicated that the desire to become a community college president was “pretty low” due to age, the “fit” of current leadership role, and the role of the president as more of a “fundraiser.” Peyton stated that consideration would be given if there was a certainty that this position could be used “to make a difference.”

Riley. Riley desires to become a community college president, and emphasized the primary factor of influence as a personal mission to help others and the ability to influence change in the role. Riley indicated that there were not any factors that would cause reconsideration. When prodded, Riley stated that a concern would be the amount of time involved in the position but indicated that even that would not be a deterrent to the desire to become a community college president.

Taylor. Taylor indicated that the level of desire to becoming a community college president is currently “60%” leaning towards the role. Presently, however, Taylor is

focused “on the now” – family and personal obligations, and the current projects within the existing leadership role. Factors of consideration for the presidency include the culture of the institution and the politics.

Summary of Executive-Level Leadership Aspirations

The interviews revealed the level of desire of the participants in the study to ascend to the role of the community college president. The participant responses were summarized and tabulated into Table 3.8. Twenty percent of respondents (n=2) indicated a desire to ascend to the community college presidency; 40% of respondents (n=4) were either unsure and/or waived in the response (i.e. “60%” considering; 40% not considering; “pretty low,” “fairly low,” and “wouldn’t rule out”); and 40% of respondents (n=4) definitively stated “no” to indicate their lack of desire to ascend to the community college presidency.

Table 3.8 – Leadership Aspirations of SKYCTC Participants to Ascend to the Community College Presidency

Level of Desire	Response Rate
Yes	2
Uncertain	4
No	4

Of the 80% of respondents who waived or indicated a lack of desire, three indicated a desire to move to a position of higher authority on the executive-level leader track, but not to ascend to the community college presidency.

The research findings indicated emergent themes related to the personal and institutional factors that positively and negatively influenced the aspirations of these executive-level leaders to ascend to the community college presidency. In examining the personal factors, the themes of age, family, and work-life balance were deterrents which contributed to a lack of desire for upward mobility. The personal factors of intrinsic

motivation – making a difference and influencing change, being asked, and helping others – were catalysts which contributed to a desire to become a community college president. The institutional factors of influence that emerged as themes are the culture of the institution (“culture of caring”) and leadership development which contributed to the desire for advanced leadership. The politics, the state of the institution, and the unknown were disincentives for seeking the role.

Personal Factors

Age “At This Age, At This Stage”

One of the emergent themes of influence was the personal factor of age, particularly the notion of whether to pursue the position of community college president “at this age, at this stage” of the professional work cycle. This concern corresponds to survey findings from the Harvard Business Review (Torres, 2014) and Bloomberg (Grant, 2015) which indicated that age is a factor of influence on seeking advancement opportunities. Both surveys found that “young workers were more likely than older workers to be aiming for promotion, which makes more sense given that they are early in their careers and see more opportunity for advancement” (Lebowitz, 2015).

The American Council on Education’s 2012 Report of the American College President indicated that the average age of college presidents is 60 (Freeman & Gasman, 2014). Three of the participants self-identified age as a factor of influence but did not self-disclose and were not asked to reveal their ages. In order to address ethical issues of the study and to protect the identities of the subjects (Yin, 2011), age was not an identifier in the study. The three respondents who stated that age was a factor of

influence indicated that the passing of time in their professional lives was a deterrent to their aspirations to seek the role of community college president. Morgan stated:

I haven't really given a lot of thought about being a college president. I'm not a young whippersnapper anymore. I'm doing okay, but I'm not ... I'm also in the stages of life where I've got a lot of life priorities, a lot of different personal life priorities now and things like that.

Peyton concurred:

I'm old enough now that I'm set in my career. That may sound funny, but I don't have a strong desire to sit there and keep moving up and become the president... It's not there. I think that occurs with age. When you're really young, you just want to conquer the whole world and you want to get to this position and you're not going to be happy if you don't get there.

Justifiable or not, both of these statements clearly indicate that these participants correlate the energy required of a presidency with youth.

Hayden shared:

Personal factors would be do I want to do it at my age?...Would I want to do that after having worked already 30-some years and I've seen all of this stuff. Do I have the energy and the desire to fight through all of that? It's like starting over again. You get to a point where you feel well, I can go fishing now. I can enjoy. I can leave at a reasonable hour. Do you want to turn around and go back into that grind? Those are the kind of things I would have to think about. Yeah, the money might be good, but you know what you're giving up when you step into a situation like that. Those are the factors that I would have to consider.

While Hayden also associates the vibrancy of youth with being a president, Hayden suggests an additional element of concern: the shift of work-life balance as a priority (DeZure, Shaw, & Rojewski, 2014; Torres, 2014). Having been seasoned in a career that spans 30+ years and a variety of roles, Hayden has gained wisdom and insight into the field of higher education and the changing role of the community college president. Hayden is now focused more toward retirement and a more relaxed lifestyle versus the energy and stamina required to become a community college president.

Family “Family First”

Another personal factor of influence on the desire to ascend to the community college presidency is the importance of family. Three of the interviewees indicated that family was a key factor of personal influence that would dissuade them from the role.

Morgan asserted:

I think first and foremost it would be personal, would it be the right move for my family?

Peyton remarked:

My kids, I've always, you know, been...I'm a family person. I believe in God and family and then the job.

Hayden declared:

I need to be where my family is...We just need to be right where we are right now.

The findings of DeZure, Shaw, and Rojewski (2014) indicate that family was a factor for administrators and faculty alike. SCCT suggests that the contextual factor of family has a direct correlation on the decision-making process in career development and states that “the wishes of influential others may hold sway over the individual’s own career preferences” (Lent, Brown, & Hackett, 2000, p. 38). This notion of influential others holding sway is an overarching theme of the study.

Work/Life Balance “Striking the Right Balance”

The balance of family and work was also mentioned as a factor of personal influence that would discourage these executive-level leaders from seeking the community college presidency. Pat avowed:

I want to be a president. I get this red flag that pops up and says, if I do that, will I get to have a family? Will I get to see my family? That made me take a step back but then I get to a place like here and I see it being done right or it's possible to do it where you can still have a family. You can get home by 5 or 6 and make it to tee-ball games and things like that.

The findings of this study indicated that being older, fulfilling family obligations and balancing the demands of work & life influenced a number of administrators to not pursue the position of community college president. DeZure, Shaw, and Rojewski (2014) also cited this as a key factor in the decision-making processes of both administrators and faculty in assuming higher levels of responsibility.

Positive factors that influence the aspirations of executive-level leaders to ascend to the community college president role were intrinsic in nature: making a difference and influencing change; being asked; and helping others.

Affecting Change “Change Maker”

One of the intrinsic motivations that influence many of the executive-level leaders interviewed was the desire to make a difference and influence change at the level of president. Peyton, who admittedly does not want to become a community college president, acknowledged that being able to make a difference could shift the level of aspiration from “no desire” to “desire”:

...yes, I could be convinced...if I saw this is an opportunity to make a change...not just to continue what's going on and not to make small, double changes and things like that.

Jordan, who also does not aspire to the presidency, agreed that the prospect of affecting change would be a motivating factor:

You can do some things grassroots...but to affect policy and to affect the way things move forward you really do have to be in an executive leadership position.

It's that that drives me to want to move into a position like that, is to have an influence over where we're going.

Riley, who indicated a desire to become a community college president, emphasized the significance by acknowledging the ability, as president, to influence change a lot quicker than in other positions.

Riggs (2009) contends that the current function of community colleges is outdated, outmoded, and archaic, and that change is necessary to sustain the future, especially in the area of leadership. Riggs (2009) argues that instead of falling into common traps in filling administrative vacancies – alternately playing it safe by relying on the appointment of an interim or an internal candidate, or by taking a risk by hiring a job hopper or someone nearing retirement who is looking at the position as a way to increase retirement savings – community colleges should confront the leadership challenge head on.

Being Asked to Lead “Just Ask”

A second emerging theme related to the intrinsic value of executive-level leadership aspirations to move to the position of community college president is that of “being asked” to do so. Inherent in this request to being asked is the need to be needed. Of those who indicated a lack of desire to assume the presidency, one of the factors that would cause reconsideration is the notion of “being asked” and, hence, explicitly being needed.

Casey indicated:

If there was a need for it and I was asked to pursue to a higher level of authoritarian position, then I would definitely do that if it would help the school in general. If there was a definite need for it and I was asked to do it, it would be like what I'm doing now. I would do the best possible job that I could in that position.

Dominique confirmed:

If they would say...If for some reason I need to step up, I would just do it. That's what you do.

Peyton discussed the notion of being asked and being needed with the opportunity to create change, all of which are motivating factors to consider the position of community college president. Peyton revealed:

...if there were some reason why I was convinced that I was the only one that can do it to make that change or that I was the best person to make that change and something needed to happen and that, when I got in that position, that I knew what I wanted to do, and I have something specific that I wanted to change, now, if there's something and I said, "Okay, I see. I can do this better and faster, and the whole college would be much better for our students," or if someone said, "I want you to be the president of this new college we're creating. And this is the reason why we're creating it. And it's going to be topnotch...for students.

The theme of being asked was also present in half of the participants' responses to the question of the advanced leadership opportunities they had led. Dominique, Jordan, Morgan, Peyton, and Pat had all been asked to step into various leadership roles, including spearheading projects and leading groups; assuming interim leadership appointments and other advanced leadership roles; leading professional development, and accepting special assignments.

Desire to Help "I Want to Help"

The desire to help others was also an emerging theme of personal factors that influence leadership aspirations of executive-level leaders to assume the presidency. One of the leaders stated "I'd like helping" while Peyton posed the following scenario as giving pause to consider:

Do you want to be a president of a college that's going to take people...from where they are, poor and, you know, can't even make ends meet really from day

to day, to a...that's well-respected that now they're able to provide for a child and they're so much happier?" yes, I can get on board.

Riley, who indicated a desire to ascend to the presidency, affirmed:

I'm driven by my commitment to serving others, my desire to make sure that I'm doing my part to give back and invest in others, because others invested in me when I didn't know what the heck I was doing...the need to help others and just to make sure that as I grow or for me to grow, I need to do my part to help others grow.

Pat, who also indicated a desire to become a community college president, averred:

For me, it's a desire to help others. That is the first and foremost. I don't think you get into education unless you really want to help others personally, or I hope you don't, and looking at how many others can I help. For me, the goal is to get to a point in which I can help the most people I can while still being connected to those people.

Inherent in the desire to help is the notion of self-efficacy which is inherent in SCCT (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009). Individuals who are confident in their abilities and/or have predispositions (Lent, Brown, & Hackett, 2000) towards helping are more apt to seek career mobility.

The intrinsic motivations of being able to make a difference and influence change, being asked to lead, and the desire to help others are positive factors that influence the aspirations of executive-level leaders to ascend to the role of the community college president.

Institutional (Environmental) Factors

Of the institutional factors of influence cited in reference to the institution itself, the dominant ones were the culture of the institution ("culture of caring") and the perceived environmental factor of leadership development. Other themes that emerged as institutional factors of influence were politics and the unknown.

Organizational Culture **“Culture of Caring”**

The “culture of caring” theme in the interviews is in alignment with the results of the OCAI survey which found that the perceptions and preferences of SKYCTC’s organizational culture are the Clan (*or Collaborate*) culture. Ninety percent of the executive-level leaders interviewed responded that the Clan (*or Collaborate*) culture supports their desire to ascend to the community college presidency. Organizational culture is a perceived environmental factor of SCCT (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009).

Morgan questioned:

What is the culture of the place where I’m going? Are there people and leaders there that would buy in to creating a culture of caring? I think a lot would depend if I felt like it was a fertile environment to go that direction, it would probably be a great opportunity.

Another interviewee stated that if the culture of the institution was like that of SKYCTC, it is “much more likely” that the respondent would seek the position of the community college president. Yet another interviewee stated the collaborative culture of SKYTC is “a good thing” in considering the role of president.

Riley, who indicated a desire to seek the community college presidency, said “I want people to have a culture of caring, a culture of energy, and a culture of innovation and not have a culture of fear.”

Pat, who also indicated a future desire to assume the role of the community college president, cited the “culture of caring” as an institutional factor of influence and expressed “that’s not something that you find everywhere.”

Leadership Development “Grow Your Own”

The findings of the study indicated that leadership development was another dominant emergent theme as being a factor of institutional influence on the desire to seek the role of community college president. Nine of the ten interviewees asserted that the culture of SKYCTC supports their leadership development. Both executive-level leaders and faculty (Tipton, 2015) have a strong sense that the leadership at SKYCTC supports their development as leaders.

Jamie cited the creation of the “Assistant to the Dean” position as an example of how the leadership at SKYCTC is providing a way for those aspiring to leadership to gain practical experience in an executive-level role. Lent, Brown, and Hackett (2000) state that “the types of career role models to which one is exposed and the sort of support or discouragement one receives for engaging in particular academic or extracurricular activities” (p. 37-38).

Dominique alluded to the fact that SKYCTC provides opportunities to participate in leadership development at the national level at conferences such as League of Innovation, National Institute for Staff and Organizational Development (NISOD), American Association of Community Colleges (AACC), and the American Association for Women at Community Colleges (AAWCC). Peyton made reference to the national speakers that the college administration brings to SKYCTC as enhancing leadership development. Jamie, Peyton, and Riley made reference to McCall’s Leadership Academy (MLA), formerly known as President’s Leadership Seminar (PLS), as a state system level opportunity for participants to explore advanced leadership opportunities such as the community college presidency.

While the participants acknowledged that the leadership of the college is supportive of leadership development, the respondents also indicated that this is still an area of improvement for the college. When asked about the aspects of SKYCTC's culture that do not support their leadership development, Jordan outlined:

Within faculty it's a pretty well defined promotional chain. For staff, it's not quite as clearly defined. I know that we are working on that, the college is working on that, but there's not a clear-cut path or route. As far as I can see, it's...For example, for me, there's no clear-cut where would I go from here, what would be my next step if I wanted to move up. Right now, the way that works is I talk to my supervisor and say I'm interested in more responsibility, but in terms of clear-cut progression for staff I don't think it's there.

Jordan asserted that the college can improve upon this "lack of path progression" by providing "a little bit more clear-cut pathways to what you can do and places that you can progress to, natural lines of progression."

In addition to the development of clear-cut pathways of progression, respondents also indicated the need for a formalized, structured leadership development program. When asked specifically about leadership opportunities for those who seek the community college presidency, Jamie stated that "for the presidency...there's really nothing formal." The interviewee added: "Faculty are probably encouraged to complete further education because obviously it's going to take a doctoral degree," and concluded that "I do think now would be a great time for administration to look at putting some more things in place."

Pat applauded the college for its support of leadership development, but also confirmed the need for improvement in this area.

It's one that I think we can still improve upon, but just the fact that they support it [leadership development] and have days in which it's offered to employees is great. Moving forward, I'd love to see them offer different tracts, almost. Staff really don't care about what happens in the classroom unless they're planning to

go into teaching, which is not a lot of them. You have to make sure that the professional development you're offering is not only for faculty, which is, I think, a lot of what's happening so far...

When further probed about the need for improvement in the area of leadership development, Pat added:

It's huge and it's beneficial not only for the employee, it's beneficial for the college as well. Everything that that employee goes to learn, especially when it's directly related to what they're doing, it's an investment with 100% payback for the institution. That person may be preparing themselves to get a job and go off somewhere else but while you have them, they're going to be the best employee that you can have. That's 100% worth it to the institution.

Leadership development is an institutional influence that would positively impact the decision to seek the position of the presidency.

Politics “The Great Debate”

While organizational culture and leadership development clearly emerged as the dominant themes with regards to institutional factors of influence, other themes emerged as well, one of which was the political aspects of the role of the community college president. Taylor defined the political nature of the role as “politics inside an institution. Politics at the local level, magistrates, county judges, executive city commissioners. Politics at the state level...” and further stated that this would be a negative factor of influence.

Jordan agreed:

...Whereas once you get to the president, there's a lot more ... your level of political involvement has to go up a great deal, and I am not interested in the political side of things.

Pat, who wants to become a community college president, stated that politics was a concern in the larger context of state-supported funding.

State support is huge. Do they have local taxation? If not, is the state supporting it at a level at which you're comfortable with Is it a state in which the politics are trending towards maybe, and this is where it gets ... Are they trending towards being a Tea Party type state, where they're going to cut back on all governmental funding including education? Or are they a state that is supportive of education and is willing to fund that?

The political aspects of the position of community college president were a negative factor of institutional influence on the decision to pursue the role.

Unknown Aspects “The Great Unknown”

For several of the participants, not knowing what the role of the community college presidency would fully entail was a factor of influence. According to Romero (2004), the role of the community college president has become even more complex. The complexities, coupled with what is not known about the position and what it entails, is a deterrent for many of the respondents. Morgan clarified: “I think it's just the unknown of what a position of higher authority entails and what the demands would be. That unknown, it gives you hesitation.” Morgan also conveyed that the unknown is a factor of influence and would have to know “the type of leader” and be able to “see the next level” before considering the role of community college president.

Dominique related a discussion with another professional colleague about the community college presidency and whether the position is more “internal” or “external” and stated that to even consider the role, “It would depend on what that particular position was.”

The unknown aspects of the position were a negative factor of influence of executive-level leaders to seek the community college presidency.

Comparison of Findings of Executive-Level Leaders and Faculty

The interview coding and themes of executive level leaders at SKYCTC were compared to the responses of faculty (Tipton, 2015) to determine themes and/or variations between the two groups. The common factors of influence among executive-level leaders and faculty outlined in Table 3.9 are affecting change, “being asked,” the culture (“culture of caring”), and leadership development.

Table 3.9 – Comparison of Factors of Influence of Executive-Level Leaders and Faculty

Factor of Influence	Executive-Level	Faculty
Age	X	
Family	X	
(Work-life) balance	X	
Making a difference / influencing change	X	X
“Being asked”	X	X
Desire to help	X	
Culture – “culture of caring”	X	X
Politics	X	
State of the institution	X	
Unknown	X	
Peer and mentor influence		X
Leadership development	X	X
Promotion		X
Challenge of the leadership role		X
Reluctance to leave the classroom		X

Waggoner (2015) *Tipton (2015)*

These motivating factors would positively impact the aspirations of both executive-level leaders and faculty to seek advanced leadership opportunities. This is not surprising as the literature suggests that many administrators were once faculty (Amey & VanDerLinden, 2002). This information illustrates that executive-level leaders and faculty are motivated by similar things. KCTCS can use this information to develop

leadership programs and programming to motivate individuals to move into leadership roles.

Recommendations

Based on the quantitative and qualitative research findings of this study, the following recommendations for practice are offered.

1. Assess the Culture of the Institution and Analyze the Perceptions and Preferences of Faculty, Staff and Administrators.

The organization of the institution was a dominant theme in determining the institutional factors that influence the decision to assume the community college presidency.

Administration of a survey instrument which measures the *perceived* and *preferred* cultures of an institution provides the leadership of said institution to assess its culture, and determine the level of, and readiness for, change within the institution. This can be particularly helpful in the development of strategic plans and for preparation for new initiatives and/or new leadership at the college.

Additionally, executive-level leaders, as well as faculty (Tipton, 2015), indicated that organizational culture supports their leadership development.

2. “Ask” Executive-Level Leaders to Assume Advanced Leadership

Opportunities. According to the participants in this study, many leaders will respond to advanced leadership opportunities simply by being asked to do so. Research findings indicated that even among those who lacked the desire to assume the community college presidency, they would accept the position if asked. Administrators at the system-level or the local college president can provide opportunities for executive-level leaders to take on special projects to

hone their skills and to prepare them for advanced leadership opportunities in the future.

- 3. Develop a Formal Leadership Development Program.** The participants in this study also indicated that the college would benefit by developing a formal leadership development program. The creation of such a program would define the pathways to progression and provide opportunities for advancement and promotion. As part of this leadership development program, a position similar to the “Assistant to the Dean” that is currently in place at SKYCTC could be developed – an “Assistant to the President” as training ground for those who have aspirations to ascend to the community college presidency. This position would also serve to assist those who are uncertain of their desire with goals clarification to ascend to the presidency by allowing them to see the position firsthand and remove the barrier of not knowing what the position entails.

Limitations of the Study

While the findings of the study will potentially advance the research on the personal-cognitive and institutional (environmental) factors that impact leadership aspirations and the decision to seek the position of the community college presidency, there are limitations of the study. One limitation of this study is the examination of only one community college within one state system consisting of both urban and rural settings. This study could be replicated and expanded to other institutions. This would contribute to the limited research available on this topic.

Another limitation of the study is in the administration of the OCAI, the data was not further disaggregated by race and gender. Further research in this area would

contribute to the field, particularly if the focus is on the community college, of which there is scant research. Nor did the study as a whole investigate the impact of race and gender on leadership aspiration, which are variables in Lent, Brown, and Hackett's (2000) Social Cognitive Career Theory (SCCT).

Despite these limitations, an understanding of the factors that contribute to career choice of executive-level leaders can assist senior administrators in planning to fill the looming vacancies of community college presidents.

Implications for Practice & Future Research

Social Cognitive Career Theory (SCCT) argues the important convergence of personal-cognitive and institutional (environmental) factors in career trajectories (Lent, Hackett, & Brown, 2000). My research confirms this. For example, in several instances, when asked directly about the level of desire to become a community college president, eight of the executive-level leaders indicated a complete lack of desire or waived citing personal-cognitive factors and institutional (environmental) factors as variables. When asked what might make them reconsider, these same eight participants again cited personal-cognitive and institutional (environmental) factors as variables.

The institutional (environmental) factor that emerged as a recommendation in this study was to assess the organizational culture's capacity to recognize and diagnose change is fundamental to meeting the needs in today's current climate in higher education. Bal and Quinn (2012) postulate that "managing the fit between an organization's culture and its leadership development efforts is vital to building sustainable leadership capacity" (p. 86). The interviews generated additional data about the relationship between leadership development and organizational culture. Participants

were asked: *What aspects of your college's culture supports your leadership development?* Six of 10 respondents indicated that the college's culture supports their leadership development. The top responses were "culture of caring" and "collaborative nature/collaboration."

One of the executive-level leaders commented:

Probably the culture of caring is probably the biggest thing. This college does, I think, truly care, not only about the students, but about the faculty and staff. That has helped me a lot, I think, be able to make some of the decisions that I've been able to make about dealing with faculty and so forth with that. That, I think, the trust, and the communication. Feeling valued...

Another executive-level leader stated:

I definitely would want to stay with SKYCTC. If somebody outside the envelope was looking for somebody to come to work for them that was doing something similar to what I'm doing here, I would tell them no because I'm happy where I am. I feel like this is where I'm supposed to be. I feel like I'm effective where I am. I feel like I'm doing God's work.

Yet another replied:

I think the dedication to professional development is a big one. It's one that I think we can still improve upon, but just the fact that they support it and have days in which it's offered to employees is great. Moving forward, I'd love to see them offer different tracts, almost. Staffs really don't care about what happens in the classroom unless they're planning to go into teaching, which is not a lot of them. You have to make sure that the professional development you're offering is not only for faculty, which is, I think, a lot of what's happening so far.

Researchers (Bal & Quinn, 2012; Mozaffari, 2008) agree that the link between organizational culture and leadership/leadership development has long been overlooked and recommend that organizations examine this relationship.

Hasler (2005) concurs by stating that "...if transformational leaders achieve their organizational transformation through the culture, then there must be a link between leadership development and culture if both are critical to organizational success" (p.

1001). The recommendations of the study to just “ask” future leaders assume more advanced leadership roles and to create a formal leadership development program within the institution are also key in sustaining leadership capacity.

Organizational Culture and Leadership Development

Community colleges, and their leaders, are realizing the external and internal dynamics within their organizations which embody the organizational culture. A closer examination of these dynamics can assist community colleges and their leaders in preparing for the impending vacancies. One lens with which to view the college’s landscape and level of preparedness is a focus on the connection between organizational culture and leadership development (Bal & Quinn, 2012; Bridgespan Group, 2011; Hasler, 2005) and the best way for organizations to deliver systematic support for the development of leaders (Bal & Quinn, 2012). “Organizational culture is a major part of this context, so managing the fit between an organization’s culture and its leadership development efforts is vital to building sustainable leadership capacity” (Bal & Quinn, 2012, p. 86). Researchers (Bal & Quinn, 2012; Mozaffari, 2008) agree that the link between organizational culture and leadership/leadership development has long been overlooked and recommend that organizations examine this relationship.

Hasler (2005) conducted an analysis of the literature to determine the relationship between leadership and culture, leadership and leadership development, and culture and leadership development. This study focused on the foundational works of Bass (1985), Burns (1978), and Schein (1985) as well as recent literature on the subject. Hasler (2005) asserts that the amalgamation of environment, organizational culture, existing pipeline, technological advances, and committed leadership has a huge impact on leadership

development and its context. The author describes the lack of current research on the topic and concludes that the gap is a contributing factor in the inclusion of organizational culture in the planning of leadership development models.

Utilizing the Competing Values Framework, Smart (2003) stated that balance is needed in the four organizational types and distinguished the types by assigning roles to each type. Smart's (2003) study of full-time faculty and administration of a statewide system consisting of 14 community colleges indicate a correlation between perception of organizational effectiveness and each campus' culture, and the leadership of executive level leaders. For the future of community colleges, Smart (2003) recommends that leadership programs for current and rising leaders be focused on the ability to "diagnose, change and lead campus cultures" (p. 699).

The Bridgespan Group (2011) examined the relationship between organizational culture and leadership development with non-profit agencies and found that leadership development and succession planning were the dominant weaknesses of non-profit organizations. The article contends that the narrow definition of succession planning contributes to the failure in adequately preparing future leaders and offers a new definition of succession planning: "a *proactive and systematic investment* in building a pipeline of leaders within an organization so that when transitions are necessary, leaders at all levels are ready to act" (Bridgespan Group, 2011, p. 2). The Bridgespan Group recommends six interconnected practices to create leadership capacity within organizations: 1) engagement of the highest-ranking leaders; 2) being cognizant of future needs; 3) helping future leaders grow and advance; 4) hiring external candidates when

needed; 5) measurement, analysis and continuous improvement; and 6) creating a culture that espouses leadership development.

The review of the literature indicates that a relationship exists between organizational culture and leadership development. There is lack of research on how these factors impact the desire of executive-level leaders to assume the role of the presidency. More research is needed in these areas.

Formal Leadership Development Program

Riggs (2009) suggests both a meaningful professional development program personalized to each leader as well as the development of a year-long administrator internship program which will provide new college leaders with an opportunity to develop their skills before assuming the administrative role full-time. Riggs (2009) also encourages community college leaders to provide financial assistance and support for their future leaders by funding memberships in professional organizations and attendance at regional/state meetings and release time for doctoral work. Riggs (2009) recommends that community college leaders develop succession plans and reorganize the college structure which will allow college administrators to have various responsibilities.

Conclusion

With the impending mass exodus of senior level leadership (McNair, 2010; Shults, 2001; Whissemore, 2011), community colleges will be faced with the challenge of filling key leadership roles, including the presidency. One of the key factors in determining who will fill this crucial leadership role is to investigate the aspirations of current leaders. This study used the Social Cognitive Career Theory (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009) as a conceptual framework to explore the

personal-cognitive and institutional (environmental) factors of influence on the aspirations of executive-level leaders to ascend to the presidency. Upon examination of the personal factors of influence, key findings revealed age, family, work-life balance, affecting change, being asked, and the desire to help others. These findings confirm and extend the study of DeZure, Shaw, and Rojewski (2014).

The findings of this study indicated that the results of the OCAI survey designated the *Clan or Collaborate* culture as the perceived and preferred culture of executive-level leaders at SKYCTC. The findings of the study revealed institutional factors of influence as the state of the institution, organizational culture (“culture of caring”), leadership development, politics and the unknown. One distinction of this body of research is the administration of the OCAI to diagnose both the current perceptions of the organization’s culture and the preferred organizational culture type. This study is one-third of a companion dissertation in which one of the other researchers (Tipton) conducted an analogous study of faculty aspirations and the findings were incorporated into a comparative analysis of the aspirations of both executive-level leaders and faculty. This multidimensional case study adds to the scant research on this topic for community college leadership. Not only does this confirm the previous research on organizational culture (Cameron and Quinn, 2006), this adds support to the theoretical framework of Lent, Brown, and Hackett’s (2000) Social Cognitive Career Theory (SCCT) in which environment is one of the contextual factors that future researchers need to keep in mind. That’s what this study brings to the literature: the perceived and preferred cultures play a role in the leadership aspirations and the desire to move up to a higher position.

This intentional study adds to the limited research on the aspirations of executive-level leaders to ascend to the presidency. The research provides leadership across KCTCS a richer, more detailed lens through which to understand the current challenges and opportunities of leadership pathways within the system.

CHAPTER FOUR

THE SEARCH AND RESEARCH FOR SIGNIFICANCE: PROBLEMATIC AND PROMISING PRACTICES IN COLLABORATIVE RESEARCH AND RESEARCH DESIGN

A good dissertation is a done dissertation.
- *Ancient Grad Student Proverb*

The components of the doctoral program - coursework, dissertation proposal, qualifying exams, research study and dissertation – have contributed to my development as a knowledge-based professional (Shulman, 1987). I have learned so much from this experience. However, Gibbs (1988) posits: “It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost...” (p. 9). With this intention, I reflect on both the promising and problematic practices in collaborative research and research design to produce a dissertation that is both good *and* done.

Decisions, Decisions: Conceptual Framework

Both the collaborative dissertation and the research design required a series of decisions that held implications for the completion of the research study. In making these decisions, and any others of significance, my conceptual framework was, and is, the seven-step Decision-Making Model (“Decision-Making Process,” n.d.) which combines analytical and critical thinking with creative thinking. I used this framework in my choices of collaborative research and research design. I wanted to be as intentional and methodical as possible to ensure evidence-based decision-making in making choices about dissertation format, research team members, research design, and my contributions to the collaborative research.

**The Big Three – Me, Myself and I vs. The Three Musketeers:
Individual or Collaborative Dissertation**

*If you want to go fast, go alone. If you want to go far, go together.
- African proverb*

The first decision to be made was whether the dissertation process would be an individual or collaborative one. While my personal tendency is to work alone, my professional experiences have largely been working as a member of collaborative teams, committees and workgroups (Interprofessional Education Collaboration Expert Panel, 2011; Orchard, Curran, & Kabene, 2005). For the dissertation, I was intrigued by the thought of working collaboratively which meant first thoroughly researching this option. The University of Kentucky (UK) is an original participant in the Carnegie Project on the Education Doctorate (Carnegie Project, 2015; University of Kentucky College of Education, 2015), a consortium of over 80 colleges and corresponding schools of education whose intent is to enhance the Doctor of Education (EdD) degree. UK's Department of Educational Policy Studies & Evaluation has worked with the Kentucky Community and Technical College System (KCTCS) in providing educational cohorts for faculty, staff and administrators throughout the state. In the first cohort associated with CPED, which began coursework in the fall of 2007, the vast majority of the 28 participants engaged in collaborative studies and produced companion dissertations. McNamara, Lara-Alecio, Irby, Hoyle, and Tong (2007) clarify the definition and scope of the "joint, cluster, collaborative, or coordinated dissertation" as utilizing "two or more different target populations yet ... focus on the same problem, phenomenon, or topic" (p. 1).

At the beginning of our coursework, the second cohort members were strongly encouraged to use this approach but were not required to do so. All students were expected to address problems of practice with direct application to KCTCS or home institution, as this EdD program was developed with and for KCTCS. What is unique about the collaborative dissertation process is that the problem of practice is approached from multiple dimensions with each dissertation team member focused on individual aspects; these dimensions are jointly researched, have an article (a technical report) in common, and the team members succeed or fail as a group. Drs. Browne-Ferrigno and Jensen (2012) outlined UK's requirements for completion of the doctoral program in an article published in *Innovative Higher Education*.

Each cohort member's manuscript-based companion dissertation consists of three chapters presented in the same order: (a) the team's collaboratively written technical report for the system office, (b) the individual's research report that contributed to the technical report and that can be used for dissemination as a conference paper or journal article, (c) the individual's scholarly essay regarding some aspect of her or his doctoral education experience and future career plans. To enhance reader understanding of the portfolio dissertation, following the typical opening pages of a dissertation is a short introduction (1-2 pages); and a short conclusion (1-2 pages) appears at the back. Each chapter closes with references relative to that particular writing. (p. 416)

Research goals for dissertation studies are to advance knowledge, contribute to the field, and fill a gap in the literature, all of which can be accomplished as an individual or as a

member of the team. I did seriously consider completing this process individually, knowing that with my hectic work schedule and other commitments, this might be the best option. Working alone, I could make planning decisions based on my schedule, have an intentional focus on my work, and make revisions solely on my own work. However, on further consideration, I realized that this could either invigorate me to finish quickly or enervate me which would hinder my progress.

In the end, I chose to work as a member of a collaborative team due to the additional benefits and unique opportunities for my professional and personal growth that working independently would not have provided. These included the opportunity to reflect on the collaborative process, to present research findings to KCTCS officials, and to participate in a promising practice. While these opportunities exist for the individual dissertation as well, these are requirements of the collaborative process in UK's cohort EdD in Educational Policy Studies and Evaluation (EPE). I describe the opportunities presented by the collaborative dissertation below.

Reflection. The format of the collaborative dissertation includes a fourth chapter on researching problems of practice in collaborative and individual research. I chose the method of self-reflection to review the process. My rationale for using self-reflection was to assist other doctoral students in their decision-making process by learning from my experience and to use self-reflection as a tool of assessment on the decision-making process and as a model of research practice for future studies. The goals of self-reflection are “to challenge your assumptions, to explore different/new ideas and approaches towards doing or thinking about things, to promote self-improvement, and to link practice and theory” (Lia, n.d., p. 2). The use of self-reflection afforded me the opportunity to

develop as a knowledge-based professional (Shulman, 1987) and as a reflective practitioner (Gibbs, 1988).

Presentation of findings to KCTCS officials. The first manuscript of the collaborative dissertations is required to be a problem of practice within KCTCS which is presented as a technical report or white paper addressed to key stakeholders of the research. Unique to most dissertations, this is a co-authored piece, written together by the collaborative team members from the intersection of their linked individual projects. The team is expected to present these research findings to KCTCS officials. This has the potential to inform policy and practice within the system. Leadership capacity, the focus of our three-part collaborative dissertation, is both an immediate and future issue within the system. The timeliness of the study for an immediate impact on how the system might enhance existing leadership pipelines or create new ones, was an opportunity that I did not (and do not) want to miss.

Promising practice. In weighing the pros and cons of both individual and collaborative research, the collaborative research option held the most promise. The combination of working both independently and collaboratively created a “win-win” scenario that balances my personal and professional preferences and proficiencies. While some might view the additional time commitment and increased level of accountability with the collaborative dissertation as off-putting and problematic, I knew this would keep me focused and encouraged, leading to both a *good and done* dissertation. Without these additional elements, I could easily remain ABD. The prospect and process of working collaboratively was promising. The faculty at UK prepared me for collaborative work during coursework by working “to create the environments, the learning opportunities

and activities, and the expectations that initiate and support collaborative cultures, generative learning, and the skill building essential to accomplishing effective group research” (Browne-Ferrigno & Muth, 2012, p. 13). Although the collaborative dissertation is still a relatively new concept, I wanted to participate in what could be a promising practice down the road.

Seek and Find: Selection of Research Team Members

In order to engage in the collaborative process, I needed to become part of a research team. The search for research team members was limited by the size of our cohort and by research interests. The size of the first cohort was approximately 28 while the initial size our second cohort was 15. By the end of coursework and qualifying exams, nine of us were immediately ABD. Having worked so closely together, we all knew what our interest topics were so I knew who had expressed interest in leadership. The key factors were finding those who were interested in leadership aspirations and building leadership capacity for the future, and finding teammates who met certain criteria – a high level of commitment to completion; organization and planning skills (i.e. establish and meet deadlines, attention to detail); ability to handle stress well; flexibility; available (i.e. for regularly scheduled meetings/discussions), and possesses empathy, compassion and care. I found these requisite skills (and many more), along with similar research interests, in my two (2) research team members – Andrea Borregard and Erin Tipton.

Andrea. I met Andrea in the cohort and had an opportunity to work with her during our coursework. We were not paired together very often during our coursework, but I was impressed by Andrea’s work ethic, level of preparedness for class discussions,

and how she encouraged other cohort members during the process. Andrea's analytical skills, communication skills, and advocacy and negotiation skills are exceptional. I got to know Andrea better during our "down time" and enjoyed her sense of humor, her wit and characterizations, and our lively discussions about leadership and the possibilities of collaborative research. Andrea is a great leader. She flexible and adapts well to change. She is a motivator and an encourager. I knew she would be great to work with.

Erin. I met Erin Tipton a few years prior to the start of the cohort. Erin and I completed a leadership program at KCTCS – President's Leadership Seminar (PLS) which is now known as McCall's Leadership Academy (MLA) – in 2010. During our large group discussions and our interactions during the breaks, I got to know Erin as a leader, a colleague and as an individual and learned of her professionalism and her leadership skills. When I began coursework at UK, Erin and I were often placed together in groups and I again experienced the same level of professionalism and passion for what she does. Having met her before, I knew firsthand of Erin's work ethic and her interest in leadership and felt confident that we would work well on a collaborative research project. This was proven to be true during our coursework. In our course on qualitative methods, we completed a study of the leadership and professional development at the two largest colleges within KCTCS – Bluegrass Community and Technical College in Lexington, Kentucky and Jefferson Community and Technical College in Louisville, Kentucky. We collaboratively developed research design and methodology of semi-structured individual interviews with executive-level leadership (n=5); joint, semi-structured interview of the presidents/CEO of the two institutions; and field observations of executive-level leadership meetings. I got to know Erin even better during these interactions. What I

learned about Erin is that she has excellent communication skills (i.e. diplomatic and tactful while simultaneously open and honest); she is focused, driven, and task-oriented; and she is a good sounding board for brainstorming ideas, seeking advice, and venting. Erin holds a demanding leadership position and handles stress extremely well.

Once we formed as a team, we reviewed the process. As previously mentioned, McNamara et al. (2007) defined the scope of the “joint, cluster, collaborative, or coordinated dissertation” as utilizing “two or more different target populations yet...focus on the same problem, phenomenon, or topic” (p. 1). Our three-member team addressed the impending leadership gaps across the college by exploring the motivations of grassroots leaders (Andrea); faculty (Erin) and executive-level leaders (Reneau) to assume leadership roles in the future. This aspect of the collaborative dissertation was clearly delineated by each of us in our respective areas of focus. We set ground rules, and we were clear on our own and UK’s expectations in working individually and collaboratively to produce the compulsory manuscripts. In the beginning of the dissertation process, we met (and spent the night) in Elizabethtown, Kentucky to determine key elements of the research design. Throughout the dissertation process, we established timelines to complete individual and group components, and supported one another along the way.

I have often been advised to follow my instincts and this was certainly true in becoming part of the research team alongside Andrea and Erin. As I got to know them on a deeper level throughout frequent phone meetings, e-mails and face-to-face meetings, they did not disappoint. We stayed on task, encouraged one another through revisions,

and kept our sense of humor. We moved from being doctoral students and professional colleagues to firm friends.

**Which Came First: The Chicken or the Egg?
Selection of the Team or Selection of the Format?**

Did I select the team first or the format first? The decision was not made in a sequential, linear order as is presented in this article. In actuality, I weighed both simultaneously. During our course work, I worked independently on other research interests (i.e. developmental education reform, retention of African American males) and I worked in groups on various projects. Having had the “best of both worlds” – working individually and as a member of a team – provided an essential and formative context of evidence-based decision making. I compared and contrasted the experiences of working on individual projects with working on a team. There were pros and cons to each. The synergy is in being able to connect the dots to which will work better for me situated where I am now. In this space, I assessed my own lived experiences, and I realized that I wanted, and in some ways needed, the true experience of a cohort, not just for coursework but for the dissertation as well.

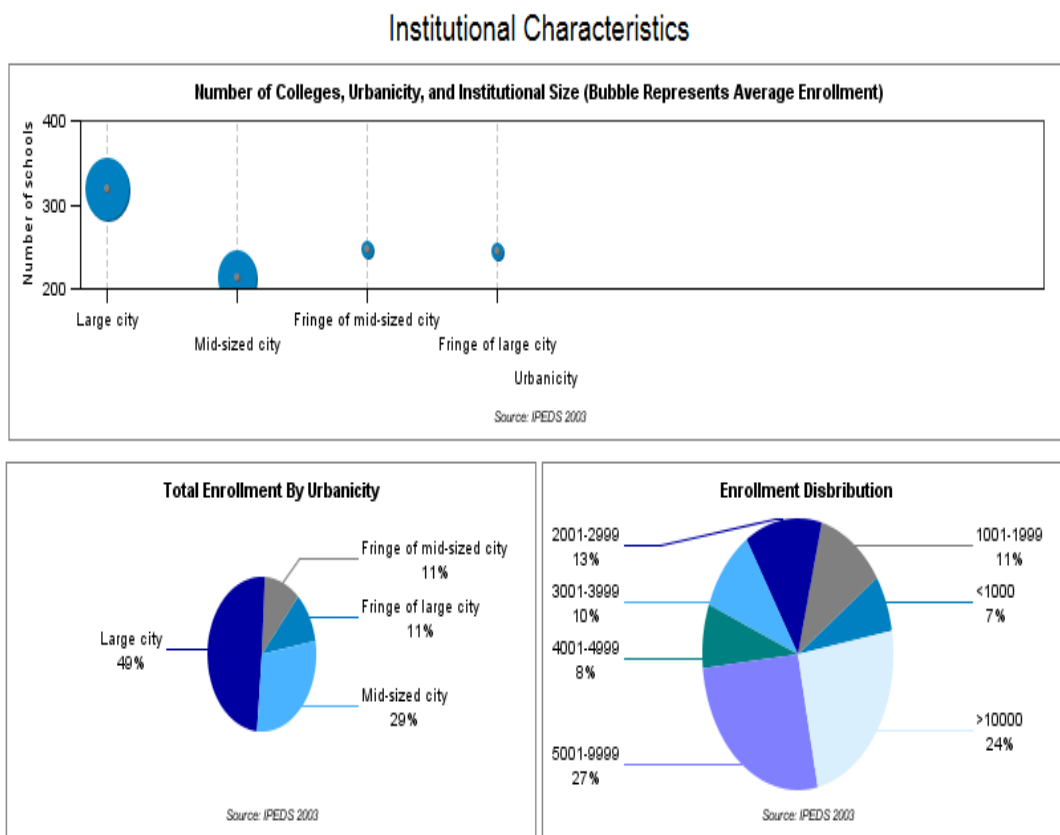
***The Big Picture:
The Setting***

As previously mentioned, the requirement of the cohort is to identify a problem of practice within KCTCS. As a researcher, an important first step was to situate KCTCS in the national landscape of community colleges.

The American Association of Community Colleges (AACC, 2015) highlights the national institutional characteristics of community colleges by the number of colleges, whether they are urban or rural, and by the enrollment indicators by location and student body in Figure 4.1.

Figure 4.1 – Institutional Characteristics of Community Colleges

Institutional Characteristics of Community Colleges



The Kentucky Community and Technical College System (KCTCS) is representative of these characteristics with urban (large), mid-sized, and rural colleges within the system. KCTCS’s national recognition as a “premier community college system in the nation” places this system at the forefront of the leadership landscape

(KCTCS, 2015). As the setting for our problem of practice researching leadership, KCTCS had a changing leadership landscape throughout the dissertation process. Dr. Michael McCall, the president of KCTCS since its inception in 1997, retired in January 2015. Dr. Jay Box was named the second president of KCTCS and assumed the helm in January 2015. Since assuming the role, Dr. Box has completed three presidential searches for individual colleges in the system with two more active searches underway, and several others on the horizon.

As indicated in Table 4.1, three of the sixteen KCTCS presidents have been in office since shortly after the consolidation process in 1998.

Table 4.1 – Tenure of KCTCS College Presidents (as of March 2016)

Years of Service	No. of KCTCS Presidents	KCTCS Institution
Interim	2	Gateway, Hazard
< 1	3	Big Sandy, Jefferson, Owensboro,
1-5	5	Ashland, Hopkinsville, Maysville, Southcentral Kentucky, Southeast
6-10	2	Bluegrass, Henderson
11-15	1	West Kentucky
16+	3	Elizabethtown, Madisonville, Somerset

Considering presidential appointments in the past five years, two out of eight of the presidents were promoted from within the institution and one president prior experience as an academic vice president at a KCTCS institution. All others had no professional experience within the Kentucky system. The pipeline matches the research of Amey and VanDerLinden (2002) which shows that “only 22 percent of presidents were promoted from within their present institution, whereas 66 percent were hired from other community colleges; 12 percent came to the presidency from other sectors, including four-year colleges and public schools” (p. 2).

Examining KCTCS as a setting authenticated the timeliness of the research our team conducted regarding the pipelines to leadership. What we learned during examination also assisted us with site selection.

Site Selection

Part of the site selection process involved reviewing the sixteen colleges within the KCTCS to determine the locus of the leadership study. As researchers, we adhere to ethical standards of research (Resnik, 2015). As such, our three-member team eliminated our own institutions for consideration – Bluegrass Community and Technical College (BCTC), Jefferson Community and Technical College (JCTC), and Owensboro Community and Technical College (OCTC) – to reduce any question of bias, to reduce limitations of the study, to protect the integrity of the work, and to be sensitive to the fact that we are working professionals within the system we are studying. We hoped that participants in the study would be more comfortable and forthcoming in their interview responses if we had no direct professional link to their institution. Also, we would be unfamiliar with the discussion points of the participants, which would reduce personal biases in our interview interpretations and analysis.

In beginning our search, we reviewed *Metamorphosis*, a 10th anniversary celebration of KCTCS from 1998-2008 (Lane, 2008) to learn more about each institution. This background knowledge guided our discussions as we moved through the selection process. We chose Southcentral Kentucky Community and Technical College (SKYCTC) in Bowling Green, Kentucky, as our site. To us, this site held the most promise in our study of leadership aspirations.

***Look Into the SKY:
Southcentral Kentucky Community and Technical College System (SKYCTC)***

Site selection was a point of much discussion and we collaborated on the decision-making process as well as the decision itself. We initially considered using Appreciative Inquiry (AI) to select a site for our study. Appreciative Inquiry is a positive psychology and organizational behavior framework that “captures the practice of asking questions into a dynamic when participants can take stock of what was positive in that moment” (Conklin & Hartman, 2014, p. 286). AI can essentially be applied to most any topic, ranging from “peak learning, leadership, communication, personal relationships, leading or being led, and so forth” and by focusing on the “system’s strengths...can be compared with what...they already do well” (Conklin & Hartman, 2014, p. 287). AI embraces the notion that focusing on the strengths of an organization can heighten positive potential and lead to further growth and development based on those strengths (Conklin & Hartman, 2014). However, the specified stages of the AI study did not fit the application of research methods chosen by respective team members.

Instead, we chose purposive sampling. Purposive sampling allows a researcher to eliminate and/or narrow the pool of information sources by deciding who to, what to, and what not to consider in the study (Erlandson, Harris, Skipper, & Allen, 1993). Purposive sampling can provide “information-rich” participants matching the overall purpose of the study (Creswell, 2009). When using purposive sampling, it is important to seek sites that will provide an understanding of the phenomenon. In our case, we wanted to study a campus with a particular reputation where you might explore individual’s aspirations for leadership.

By using this approach, we narrowed our site selection to the following colleges within KCTCS: Jefferson Community and Technical College, Somerset Community College, Southcentral Kentucky Community and Technical College, West Kentucky Community and Technical College and Somerset Community College. Our preliminary research is outlined below.

Jefferson Community and Technical College

Jefferson Community and Technical College (JCTC) utilizes the Achieving the Dream™ National Reform Network as a model for instituting change based on evidence-based decision-making. JCTC was also used in a study by Erin and me during our coursework so we had background knowledge of the site. However, we as a team had already agreed that we would not use our own institutions for the study, so we eliminated JCTC.

Southcentral Kentucky Community and Technical College

Southcentral Kentucky Community and Technical College (SKYCTC) has been recognized for its Workplace Ethics Initiative. The National Institute for Staff and Organizational Development published a best practices article on Workplace Ethics (May 2012), the League of Innovations recognized the initiative as an Innovation of the Year (May 2013), and the Community College Survey of Student Engagement has requested that SKYCTC publish Workplace Ethics as a national best practice.

Southeast Kentucky Community and Technical College

Southeast Kentucky Community and Technical College (SKCTC) has twice been named as “one of the nations’ 120 top community colleges” (n.d.) and competed for the Aspen Prize for Community College Excellence, awarded by the Aspen Institute.

West Kentucky Community and Technical College

West Kentucky Community and Technical College (WKCTC) has received the Aspen Prize for Community College Excellence (awarded by the Aspen Institute) as a Finalist-with-Distinction twice and has been on the top 10 list of finalists every year since the award was created in 2011 (Null & Lochte, 2015). WKCTC is the second KCTCS college to join the Achieving the Dream™ National Reform Network (Null & Lochte, 2015).

Based on the knowledge of the population and the purpose of the study, Andrea, Erin, and I selected Southcentral Kentucky Community and Technical College (SKYCTC) as the site of our case study. The following delineates this decision process, accounting for SKYCTC's history within the context of KCTCS, its size and demography, its unique characteristics and its leadership.

History

Unlike the other colleges within KCTCS, SKYCTC's formation was not the result of a merger between an area community college and technical school. Since its inception as Bowling Green Technical College, created by the passage of the Kentucky Postsecondary Education Improvement Act of 1997, the college has become a comprehensive community and technical college offering certificates, diplomas, and associates degrees in over 30 credit program offerings. In 2012, the name of the college was changed to Southcentral Kentucky Community and Technical College.

Size / Demography

We gave considerable consideration to the size of the institution. We wanted our choice to be representative of KCTCS and wanted to select a mid-sized college with multiple campuses (see Table. 4.2).

Table 4.2 –KCTCS Colleges by Enrollment

KCTCS College	City (Main Campus)	Number of Campuses	Enrollment (2014)
Jefferson Community & Technical College	Louisville, KY	6	13,667
Bluegrass Community & Technical College	Lexington, KY	6	10,961
Elizabethtown Community & Technical College	Elizabethtown, KY	4	7,353
Somerset Community College	Somerset, KY	6	7,017
West Kentucky Community & Technical College	Paducah, KY	3	6,505
Big Sandy Community & Technical College	Prestonsburg, KY	4	4,659
Gateway Community & Technical College	Florence, KY	5	4,594
Madisonville Community College	Madisonville, KY	4	4,434
Owensboro Community & Technical College	Owensboro, KY	3	4,162
Southcentral Community & Technical College	Bowling Green, KY	6	4,115
Southeast Community & Technical College	Cumberland, KY	5	3,661
Hopkinsville Community College	Hopkinsville, KY	3	3,568
Maysville Community & Technical College	Maysville, KY	3	3,510
Hazard Community & Technical College	Hazard, KY	6	3,465
Ashland Community & Technical College	Ashland, KY	3	3,356
Henderson Community College	Henderson, KY	2	2,000

For our purposes in site selection, we defined small (n=2) as 3,999 or fewer students; mid-size (n=8) is 4,000 – 7,999 students, and large (n=2) is 8,000 or more students (see Table 4.3). Within one year, SKYCTC moved from being a small to a mid-sized college within KCTCS. In fall 2013, SKYCTC had a full-time equivalent enrollment of 2,492 students (FTE = total credit hours/15). In the fall 2014, SKYCTC enrollment increased to 4,115.

Table 4.3 – Enrollment & Size of KCTCS Colleges

Enrollment	Size	Number of KCTCS Colleges
8,000 and Above	Large	2
4,000 – 7,999	Medium	8
3,999 and Less	Small	6

The college has six campuses located in a ten-county service area. SKYCTC also has a strong partnership with local business and industry. Through its Workforce Solutions department, SKYCTC serves over 6,000 individuals and 600 companies annually.

Unique Characteristics

In choosing SKYCTC, we also examined some of its distinct characteristics. SKYCTC is unique as it is only one of two (of sixteen) KCTCS colleges with no tenured or tenure-track faculty. SKYCTC has been selected as a Best Place to Work in Kentucky every year since 2012.

Leadership

Strong leadership is crucial to the development, expansion, and continual improvement of Southcentral Kentucky Community and Technical College. We've made great strides under the guidance of President and CEO Dr. Phillip Neal.

SYCTC Website – “Our Leadership”

We contacted Dr. Phillip Neal to ask permission to utilize SKYCTC as our research study site. Dr. Neal was named the President and CEO of SKYCTC in 2013. Neal was promoted from within the college where he served as the Provost from 2008 to

2013. Neal's leadership pathway includes faculty rank to executive-level leadership in administration to his present position as college president. Neal has co-authored/edited a textbook about leadership, *The Creative Community College: Leading Change through Innovation* (Rouche, Richardson, Neal, & Rouche, 2008).

Following our initial contact, Dr. Neal invited us to the main campus of SKYCTC to meet with him, along with two (2) other members of his executive cabinet, to explain our study. Dr. Neal, in turn, provided more background about SKYCTC so that we could determine if SKYCTC would be suitable for our study. He has made a marked pledge to the continual growth of his employees. He preserves professional development dollars in the midst of budget crises, provides faculty leadership opportunities in conjunction with reduced course load, and most recently, tasked college administrators with creating an internal leadership development program similar to KCTCS President's Leadership Seminar (personal communication, P. Neal, 2014). After the meeting, we reviewed our research questions and research goals, and decided that we still wanted to utilize SKYCTC. We confirmed our decision with Dr. Neal, who granted us formal permission to use SKYCTC as our research site. As a proponent of leadership development, Dr. Neal is a huge proponent of leadership development and welcomed a leadership study at his institution, so much so that he invited the three of us to a campus-wide forum (their "Welcome Back" event) in January 2015 for introductions and to promote the study and encourage participation.

On the surface, Dr. Neal, in his leadership of SKYCTC, models good practices of leadership growth and has a commitment to the leadership development of others. These are important concepts in the research and policy leadership and the pipeline to

leadership and growth from within an institution. We used this as part of our criteria in choosing SKYCTC as the focus our case study.

By identifying a college which has been recognized as a vanguard of innovative leadership practices, we expected our research to generate recommendations useful for system-wide leadership development.

Other Considerations

There were also feasibility considerations in our decision to use SKYCTC. Jorgensen (1989) contends that site selection is based on three (3) factors: “(1) whether or not you can obtain access to the setting, (2) the range of possible participant roles you might assume, and (3) whether or not this role (or roles) will provide sufficient access to phenomena of interest” (p. 41).

Access. The research team garnered the support of the president of the college to utilize SKYCTC as the site for their research study. SKYCTC is in the middle of the site map, centrally located in Kentucky. Further, the site was an accessible location for the three-member team in terms of number of miles and length of travel time from their respective residences to the main campus in Bowling Green, Kentucky (see Table 4.4).

Table 4.4 – Accessibility of the Site for the Researchers

Name	Residence	Miles	Length of Travel Time
Andrea	Owensboro, KY	70.1	1:04
Erin	Danville, KY	139.4	2:12
Reneau	Louisville, KY	121.8	1:47

Participant Roles and Phenomena. While our primary role was as researchers, we are also colleagues and fellow practitioners. We also serve, have served, in the capacities that we planned to study: grassroots leaders, faculty, and executive-level leaders.

The discussion of these finer points in site selection was our first collaborative process that helped us to form and gel as a team. As individuals, we could each have chosen other institutions within the system. Since we knew we would be working as a team, we worked to develop the process by which we would use to make the decision – purposive sampling – and then moved to a thorough review of each of the schools by reading Lane’s (2008) *Metamorphosis*.

**The Blueprint:
Collaborative Research Design**

*There’s no “I” in team.
- Anonymous*

Creswell (2009) argued that “designing a study is a difficult and time consuming process” (p. xxv). This is certainly true of collaborative research design. The level of difficulty and the amount of time involved were compounded by the parallel study that Erin and I conducted (which impacted our individual research and the technical report), and the fact that Andrea utilized a different case study approach (which impacted our technical report).

Conceptual Framework for the Study

Erin and I had many conversations about our research design. We knew that the main focus of our individual case studies would be qualitative in nature and that we would conduct semi-structured interviews to explore the personal and institutional factors that influence the aspirations of faculty (in Erin’s case) and executive-level administrators leaders (in my case) to ascend to positions of higher authority. We knew that the richness of the subjects sharing their lived experiences would allow us to code for common and contrasting themes and would also allow us to further explore the results of

the survey instrument used to assess organizational culture. Our conceptual framework for the study was Social Cognitive Career Theory (SCCT) which proposes that personal-cognitive variables and environmental (institutional) factors can influence an individual's career aspirations (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009).

Environmental (institutional) factors include learning experiences and organizational socialization (Lent, Brown, & Hackett, 2000; Ramly, Ismail, & Uli, 2009). Since the literature abounds on learning experiences, we chose to focus on organizational culture which has not been studied to any extent in the community college setting.

Quality and Quantity: Choosing the OCAI as Survey Instrument

With SCCT as the guiding principle for the study of organizational culture (Lent, Brown, & Hackett, 2000), Erin and I had to choose a survey instrument for the initial phase of our study. Jung et al. (2009) reviewed the literature about the instruments for examining organizational culture. Jung et al. (2009) completed a table that lists 79 possible instruments (pp. 1089-1090). Upon review of the list, I removed two categories of possible instrument: approaches (i.e. laddering, repertory grids/n=13) and those specific to the health care industry (i.e. Hospital Culture Scales, Assessment of Organizational Readiness for Evidence-Based Health Care Interventions/n=13). After this initial individual review, Erin and I set up a meeting to discuss the literature. We agreed on the elimination of the approaches and those specific to health care. When we discussed the remaining instruments, we identified the theme of competing values framework which led us to the Organizational Culture Assessment Inventory (OCAI). The OCAI diagnoses the perceived culture of the organization as well as the

measurement of the preferred culture of the organization which indicates the perception of the need for and level of change within the organization.

We also researched the validity and reliability of the OCAI. The OCAI has been administered to over 10,000 organizations and “sufficient evidence has been produced regarding the reliability of the OCAI to create confidence that matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences” (Cameron & Quinn, 2006, p. 155). The OCAI has recently been used in higher education studies and has been used more than any other instrument of organizational culture. The use of the OCAI would provide a more robust study due to its characterization of the perceived and preferred organizational types within an institution. The only comparable instrument was Denison Organizational Culture Survey (Denison & Neale, n.d.) which similarly measures the organizational culture using the Competing Values Framework. However, neither the Denison Organizational Culture Survey nor the other instruments reviewed have the additional element of assessing the cultural preferences of the respondents.

The research is limited to the personal-cognitive variables and the environmental (institutional) factors of influence. We know both experientially and empirically about the role of structure and governance of higher education institutions and how these environmental factors contribute to faculty movement through the leadership pipeline as highlighted in Erin’s study (Tipton, 2015). What we did not know was the strengths and weaknesses of the environment from the perspective of prospective leaders and whether the organizational culture of the institution were factors of influence for the faculty and administrators of SKYCTC. This is why we chose the OCAI.

Design Approach

The research design was the most challenging to contend with as a team due to the parallel, mixed methodological study track of faculty and executive-level leaders and the qualitative nature of the study of grassroots leaders. Andrea elected a purely qualitative study, while Erin and I chose to use mixed methods in parallel studies of faculty and executive-level leaders. Erin and I chose sequential, mixed methods as a way to further the studies of Social Cognitive Career Theory (SCCT). This theory posits that there are cross-sectional links between an individual's personal-cognitive variables, the environment and behavior (Lent, Brown, & Hackett, 2000). The use of survey data to sketch the perceptions and preferences of the organizational culture was used to inform the interview questions. This information provides an opportunity for a much richer discussion in which participants, in telling their stories, outline the objective and perceived aspects of the environment (Lent, Brown, & Hackett, 2000) and how these influence their career choices. In our study, first, all full-time faculty (N=78), all exempt-level administrative staff (N=37), and all executive-level leaders (N=25) at SKYCTC were invited to participate in the Organizational Culture Assessment Instrument (OCAI) survey with a response rate goal of 70%. Coupling both quantitative and qualitative methods of research provided a more comprehensive investigation of faculty motivation to formal leadership roles and executive-level leaders to ascend to the presidency.

Erin and I analyzed the survey responses individually and made our own notes about the perceptions and preferences of organizational culture at SKYCTC prior to

meeting to discuss and share our individual findings. We compared the results of Erin's study of faculty with my study of executive-level leaders

Our process was to analyze the collective data and then our individual sections of the data separately. In the open-ended responses, we coded for themes individually and compared our individual work to determine the themes as a team. This was a time-consuming process. Following the survey, we scheduled a joint meeting with our faculty co-chairs to discuss our findings.

We used the survey responses as baseline data to inform the second and larger qualitative phase of the study. Generating quantitative data informed three of Erin's questions and four of my questions that were asked of the participants during the subsequent semi-structured interviews.

In addition to informing some of the interview questions for the core qualitative phase of the study, these results provided a gauge of the temperature of the college and as a measurement of the role of institutional factors in the decision to seek higher level positions with increased authority.

Q&A: The Interview Process

I had a two-week window set aside for the interview process and was able to schedule the interviews within this timeframe. Nine of the ten interviews were completed during this two-week window. One had to be scheduled a few weeks out due to an unforeseen scheduling conflict. During the interview process, I found myself having to take off my human resources hat. I worked in human resources for over seven years prior to moving to higher education and it is ingrained in me not to veer from the questions. I had to put on my qualitative researcher hat and give myself permission to ask follow-up

questions based on the responses I received. When I caught myself wanting to follow the script, I would reflect on our coursework, where we participated in a focus group activity with an interviewer and a note-taker to gain practice in qualitative research. We were asked questions about our experience in the cohort program, and one of my team members talked about how “isolating” it was and there were several nods and verbal assent. The interviewer moved on to the next question. When we finished the activity, our faculty member led us into a discussion about the process and what we could have improved; what we learned was that it is important to be present in the moment, and to use the participants’ responses to guide the direction of the conversation. By not pursuing additional questions about isolation, we had potentially missed out on an important theme. Although most of the interviews were approximately one hour, I did not limit myself or the participant to a specific timeframe so that we could thoroughly discuss their leadership aspirations. I grew as a researcher and practitioner through this experience of moving outside of my comfort zone and training.

Three the Hard Way: The Technical Report

Teamwork makes the dream work...
John Maxwell

The team approach works well – in theory. In practice, it proved to be problematic, specifically and singularly in writing the technical report. The technical report was the most challenging of the entire study. As mentioned earlier, Andrea chose a purely qualitative study which we had to mesh with our parallel mixed methods approach. On our initial attempt at consolidating our studies, we decided to create a skeleton document with the various components and then cut and paste our information

into the document. This gave us to a starting point (not to be confused with a rough draft).

We used DropBox to store our multiple versions of the technical report. We scheduled one of many phone meetings to discuss and knew that it was choppy and had three (3) distinct voices. We also realized that we did not include an Executive Summary in the first drafts. Each of us, depending on our schedules, took turns with the Technical Report. The three of us e-mailed frequently and had phone conferences at least one day per week to discuss. The format of the report went through several revisions. Currently, we have over 50 saved files on DropBox.

However, in subsequent drafts, we repeatedly received feedback that the document still did not read as one voice and the formatting was off. We discussed this at one of many of our weekly meetings and agreed that instead of trying to separate each of our individual pieces of work into separate sections, we would be better served by combining our work. Again, we took turns on completing this. It alternated throughout the numerous drafts. In the beginning, Andrea created the skeleton. We each added our information to it. After the first draft, I took the lead on making edits. Then, Erin would take the next turn and then Andrea. We followed this process until we completed the final draft. Our significant changes enhanced the technical report and enabled us to complete the writing journey.

Conclusion

In conclusion, I have found that the search for significance in research led me to use evidence-based decision-making with the Decision-Making Model (“Decision-Making Process,” n.d.) as my conceptual framework. The use of this model was critical

in making decisions about the format of the dissertation, selecting research team members, research design and subsequent writing, as well as in this reflection. As a result, I am a more reflective learner (Gibbs, 1988) and I have grown as a knowledge-based professional (Shulman, 1987). And, I have a “done dissertation.”

Robinson (2015) contends that a done dissertation is not necessarily a good one. This is a matter of perspective. I get the point: the sacrifice of time, money and other pursuits warrants the researcher’s best work (Robinson, 2015). I would concede, to a point. If this was the last research I will ever conduct and publish, then I would agree that yes, done does not necessarily equal good. In addition to accomplishing research goals of advancing knowledge, contributing to the field, and filling a gap in the literature, my other goal is to move from ABD to EdD. As I reflect upon the decisions I made in the process, the best ones are that I stayed the course, that I chose to work collaboratively, that the dissertation is done, and that yes, by using evidence-based decision-making and working collaboratively, the dissertation is also good.

CHAPTER FIVE

CONCLUSION

When I began the doctoral program, I had several ideas on what my dissertation topic would be, all of which were based on my professional interests and experiences. As a faculty member in the field of developmental education, I considered various studies including the positive and negative indicators of acceleration and redesign of curriculum. During our coursework, I read an article about the acceleration of developmental education which debated whether such efforts would lead to desegregation given the disproportionate number of students of color who test into remedial courses. I thought to myself “this is it!” During this time, our college became a member of the Achieving the Dream™ (AtD) National Reform Network which focuses on student success particularly for low-income and students of color. The AtD agenda emphasizes issues of equity (i.e. poverty, race). I thought this might be the focus of my study, particularly the low retention rate of African American students given both the national trend and our own institutional data. I was also interested in exploring the orientation and training, mentoring/coaching and professional development of adjunct faculty who are increasingly being hired to teach at community colleges. I was, and am, interested in all of these. However, I did not choose any of these for my research topic.

Instead, I thought about the common thread amongst all of these issues of higher education and decided to focus on leadership. My primary thought was: You can implement strategies, you can change curriculum, you can offer professional development, and you can even start programs (i.e. mentoring), but without a good leader, all of these efforts are for naught. My research topic solidified while taking the

field studies course. Erin Tipton and I conducted research for one of our courses on the topic of leadership and professional development. This project included semi-structured individual interviews with executive level leadership (n=5/53); joint, semi-structured interview of two of the sixteen community and technical college presidents in the Kentucky Community and Technical College System (KCTCS): Dr. Anthony Newberry (Jefferson Community and Technical College, Louisville) and Dr. Augusta Julian (Bluegrass Community and Technical College, Lexington); and field observations of executive level leadership meetings. The findings from this study revealed the succession planning at these institutions and leadership development. Leadership development was also a motivating factor of institutional influence in this current study. The project also caused me to question what level of leadership I aspire to ascend to. I've been asked to assume advanced level leadership roles and I have accepted. I have participated in leadership development programs, conferences, and have a mentor. I have led a state organization. I am obtaining my EdD and yet the answer was and still is...I don't know.

What I know for sure is that the study of the aspirations of executive-level leaders to ascend to the community college presidency will contribute to the literature in the field of higher education. As I stated in the abstract, our research is unique in its use of the Organizational Culture Assessment Instrument (OCAI) as a component of a social cognitive career theory (SCCT) approach to understanding aspirations toward leadership in the community college setting. We used the OCAI to survey administrators, faculty and staff about current perceptions of their college's culture and their preferred organizational culture type. The results of the survey provided a basis for understanding

the environmental (institutional) dimension of career aspirations. We then used the OCAI results to formulate a subset of the interview questions asked in the semi-structured interviews that explored the personal and self-esteem dimensions of leadership aspirations. Additionally, another subset of interview questions posed in the semi-structured interviews was framed around leadership preparation and leadership development.

The study is timely, given the current level of faculty and executive-level leadership retirements within the Kentucky Community and Technical College System (KCTCS). It provides the leadership across KCTCS a richer, more detailed lens through which to understand the challenges and opportunities of leadership pathways within the system and to consider how to fill the impending gaps in leadership.

Reflection on Collaboration

*Coming together is a beginning;
keeping together is progress;
working together is success.*

- Henry Ford

Whenever I am called upon to make presentations specifically on the topic of leadership, I always tell the story of how I have evolved as a professional. The object lesson is on the power of teamwork and collaboration. That has been easy for me to say, and very hard to do. I learned this lesson when I came to work in higher education. Having moved into the field from the corporate sector of business and industry, I was shell-shocked when I obtained my first position as Developmental Advising Coordinator in a community college. I moved from a position of almost complete independence (not having to rely on others to complete my work tasks) to a position of almost complete

interdependence (having to rely on others for the majority of my work tasks). I am grateful to work at an institution where the word “team” is not just a buzz word and is actually true. I am part of a wonderful community of scholars who care deeply about academic scholarship and the success of our students. The leadership positions I have held since then have become subsequently more collaborative which worked well when I decided to complete a collaborative dissertation.

I learned this lesson well when our collaborative team was formed. Browne-Ferrigno & Jensen (2009) stated that “the collaborative nature of the group dissertation will require team members to support one another throughout this last phase of their doctoral studies to assure their collective and independent success” (p. 5). I am fortunate to have worked with two individuals who were committed to the research and to supporting each other. We each could have chosen a different route and completed the dissertation process as single authors. However, I think the dissertation topic and subsequent research was enhanced by the collaboration. In our technical report (Ch.2), we provided the leadership landscape with a comprehensive view of the leadership capacity within KCTCS – among our grassroots leaders, faculty and staff – which has the potential to impact policy for faculty, administrators and the strategic plans for all employees of the system. As a result of this collaboration, we will have an opportunity to share our findings with KCTCS leadership. Most of all, this research was collaborative and provided a lens in which to view the leadership landscape that would not have been as scenic had I not taken this route.

I learned this lesson best by working with Andrea Borregard and Erin Tipton. I am honored and humbled to have shared this space with these talented, intelligent, driven

and inspiring individuals who forsook the opportunity to work individually which would have been far easier. That we embarked upon this journey as a collaboration has been far greater.

APPENDICES

Appendix A

Cover Letter/Email to Grassroots Interview Participants

Dear (Subject):

I am Andrea Borregard, a doctoral student in Educational Policy Studies and Evaluation at the University of Kentucky.

The purpose of this study is to explore the experiences of grassroots leaders (individuals without formal positions of power) in higher education and to gain insight into their motivations and actions. You have been identified as one of these leaders and as a result, I am inviting you to participate in this research project.

As part of the study, I will conduct interviews with you and observe various committee meetings and/or other activities pertinent to the topic. I anticipate that the preliminary interview will only take an hour at most and I would like to include a follow-up interview in the weeks following. Your voluntary response to this request constitutes your informed consent to your participation in this activity. You are not required to participate. If you decide not to participate, your decision will not affect your current or future relations with Southcentral Kentucky Community and Technical College.

This project has been approved by the University of Kentucky's and Kentucky Community and Technical College's Institutional Review Boards. If you are willing to participate, please respond with an available time to complete the interview (preferably between January 7- February 25). The interview can be conducted in your office or another agreed upon location.

Please feel free to contact me at andrea.borregard@kctcs.edu or by phone at 270-302-7780 if you have any questions. Thank you for your consideration.

Sincerely,

Andrea Borregard

Appendix B

RESEARCH SUBJECT INFORMED CONSENT FORM (*Grassroots*)

Project Title: Organizing for Change: A Case Study of Grassroots Leadership at a Kentucky Community college	Sponsors: Dr. Beth Goldstein & Dr. Willis Jones Educational Policy Studies and Evaluation University of Kentucky
Principal Investigators: Andrea Borregard Erin Tipton Reneau Waggoner	Organization: University of Kentucky College of Education Educational Policy Studies and Evaluation Lexington, KY 40506
Location: Lexington, KY	Phone: 859-257-3178

1. PURPOSE OF THIS RESEARCH STUDY

You are being invited to take part in a research study designed to look at the experiences of grassroots leaders in higher education. If you volunteer to take part in this study, you will be one of about five people to do so. Andrea Borregard, Erin Tipton, and Reneau Waggoner will be the Principal Investigators (PI) for this study. She is being guided in this research by Dr. Beth Goldstein and Dr. Willis Jones of the University of Kentucky, Department of Educational Policy. By doing this study, we hope to gain insight into the motivations and actions of grassroots leaders to initiate change.

2. PROCEDURES

The research procedures will be conducted at Southcentral Kentucky Community and Technical College (SKYCTC). The PI will contact you via email and telephone to arrange an interview time. You will be asked to answer questions regarding your grassroots change efforts.

3. POSSIBLE RISKS

Risks to participating in this research study are unknown. To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. However, any new information developed during the study that may affect your willingness to continue participation will be communicated to you.

4. POSSIBLE BENEFITS

There are no known benefits from taking part in this study. Your participation will allow for a greater understanding of the motivations and actions of grassroots leaders in a higher education setting.

5. FINANCIAL CONSIDERATIONS

There are no costs associated with taking part in the study. There is no financial compensation for your participation in this research.

6. CONFIDENTIALITY

Your identity in this study will be treated as confidential. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what that information is. Your information will be combined with other people taking part in the study. The results of the study may be published to share with other researchers, but we will not give your name or include any identifiable references to you.

7. TERMINATION OR RESEARCH STUDY

You may voluntarily choose not to participate in this study or withdraw at any time. You will not be treated any differently for deciding not to participate or for deciding to withdraw.

8. AVAILABLE SOURCE OF INFORMATION

Before you decide whether to accept this invitation to take part in the study, please do not hesitate to contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll-free at 1-866-400-9428.

9. AUTHORIZATION

I have read and understand this consent form and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.

Participant Name: _____

Participant Signature: _____ Date: _____

Appendix C
Grassroots Interview Protocol

Research Questions:

1. What kinds of experiences motivate an individual to be an initiator of change?
2. What strategies do grassroots leaders use to affect change in college policy and practice?
3. What are the major obstacles to implementing grassroots change?
4. In what ways do grassroots leaders find support, inspiration, and balance to overcome challenges and obstacles and remain resilient?

RESEARCH QUESTION	INTERVIEW QUESTIONS
<p>What kinds of experiences motivate an individual to be an initiator of change?</p>	<p>Tell me about your professional background and experience with SKYCTC.</p> <p>How would you define institutional change?</p> <p>How would you compare grassroots initiated change from other types of institutional change? What about specific examples from SKYCTC?</p> <p>Can you share with me a time when you proposed a change/initiative at SKYCTC or another educational institution?</p> <p>Please describe the chronology of events that took place leading up to your decision to engage in grassroots organizing.</p> <p>Why was this particular initiative important to you? What motivated you to pursue this change initiative?</p> <p>What specific experiences can you identify that helped you prepare for this role?</p>
<p>What strategies do grassroots leaders use to affect change in college policy and practice?</p>	<p>Describe a particular change initiative with which you were involved. (How did it begin, what it addressed, process, outcomes, people involved, etc.)</p> <p>How much time did you invest?</p> <p>What resources did you have?</p>

	<p>How did you work with existing structures and policies? With the administration? What about people outside the institution?</p> <p>What do you think was crucial to maintaining momentum for this initiative?</p>
<p>What institutional attributes, properties, or conditions enable grassroots organization?</p>	<p>How would you describe the institutional culture at SKYCTC?</p> <p>What qualities or conditions do you think need to be present to foster or promote grassroots leadership?</p> <p>Is there anything unique to SKYCTC that supported or hindered your ability to bring about institutional change?</p> <p>How does this compare to other experiences you've had with institutional change?</p>
<p>What are the major obstacles to implementing grassroots change?</p>	<p>What have been some of the frustration and/or obstacles in bringing about change? How have you adjusted as a result of these?</p> <p>Were there any key points when you felt the momentum for change was waning or gone? If so, what did you do to revive that momentum?</p> <p>Did your overall vision for your initiative change from the beginning?</p> <p>If you had to start all over with this initiative, what would you do differently?</p>
<p>Closing Questions</p>	<p>Is there any information about grassroots organization that you think would be helpful for this study?</p> <p>What are your plans for future involvement in leadership initiatives?</p>

Appendix D
Organizational Culture Assessment Instrument (OCAI)
Instructions and Survey

Thank you in advance for your willingness to participate in this survey to assess your thoughts, values and beliefs regarding the organizational culture(s) at your institution. As an identified leader at your institution, your feedback and participation is invaluable.

Below are the instructions for completing the Organizational Culture Assessment Instrument (OCAI):

1. The purpose of the OCAI is to assess six key dimensions of organizational culture.
In completing the instrument, you will be providing a picture of how SKYCTC operates and the values that characterize it.
2. Every organization will most likely produce a different set of responses, so there are no right or wrong answers. Therefore, be as accurate to your own opinion in responding to the questions so that your resulting cultural diagnosis will be as precise as possible.
3. The OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question. You will do the same for the “Preferred” organizational culture section as well. Place a higher number by the alternative which best represents the culture you would prefer in your current organization.
4. All responses will be kept confidential. Your name will not be associated in your responses. Please note, that the first pass through the six questions is labeled “Now”. This refers to the culture, as it exists today. After you complete the “Now”, you will find the questions repeated under a heading of “Preferred”. Your answers to these questions should be based on how you would like the organization to look five years from now. **Please answer the “Now” questions first and then come back to the “Preferred” questions.**
5. Lastly, at the end of the OCAI is a “Strengths and Areas for Improvement” section where you will have an opportunity to share open ended responses you believe will be helpful in better understanding the culture at SKYCTC.

Completing this section of the survey is encouraged but optional in your participation.

Finally, please do not hesitate to contact us directly at erin.tipton@kctcs.edu or reneau.waggoner@kctcs.edu or by telephone at (859) 246-6862 or (502) 213-2620 should you have specific questions on the directions for the survey.

Thank you once again for your participation in this survey!

Sincerely,

Erin Tipton and Reneau Waggoner
Doctoral Students at the University of Kentucky
College of Education
Educational Policy Studies and Evaluation

Organizational Culture Assessment Instrument (OCAI) – Survey

Note: Please answer “Now” Questions first, then come back to the “Preferred” Questions

1. Dominant Characteristics		Now	Prefer
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
	Total		
2. Organizational Leadership		Now	Prefer
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
	Total		

3. Management of Employees		Now	Prefer
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
	Total		
4. Organizational Glue		Now	Prefer
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total		
5. Strategic Emphases		Now	Prefer

A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total		
6. Criteria of Success		Now	Prefer
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.		
	Total		

**2015 Southcentral Community and Technical College Culture Assessment
Written Observations**

Strengths

We encourage you to add comments to clarify your views regarding the strengths of your department or administrative area in which you work. The next section will allow you to list the areas in need of improvement or any suggestions you have for change that would lead to improvement.

Identify three of your department's or administrative area's greatest strengths:

Strength 1:

Strength 2:

Strength 3:

Areas in Need of Improvement

We encourage you to add comments to clarify your views regarding areas requiring improvement and to add your suggestions for improvements.

Identify three things in your department or administrative area in need of greatest improvement:

Area for Improvement 1:

Area for Improvement 2:

Area for Improvement 3:

Please respond to the following items:

1. Please provide your length of employment with SKYCTC (please only include your employment at the college and not with other community colleges or KCTCS institutions):

0-5 years
 5-10 years
 10-15 years
 15 or more years

2. How long have you held your current leadership position at SKYCTC?

0-5 years
 5-10 years
 10-15 years
 15 or more years

3. Please provide your length of employment with other higher education institutions (please only include your employment outside of the college; this can include other community colleges or KCTCS institutions):

0-5 years
 5-10 years
 10-15 years
 15 or more years

4. Did you hold a formal leadership position at other higher education institutions (outside SKYCTC)?

Yes
 No

If you answered "Yes," how long did you hold a formal leadership position outside SKYCTC?

0-5 years
 5-10 years
 10-15 years
 15 or more years

5. Do you have the desire to become a community college president?

Yes
 No

6. Would you be interested in participating in an interview as a follow up to this survey?

Yes
 No

If yes, please provide your name and contact information (name, phone, e-mail).

Appendix E

Faculty Interview Protocol

Each of the nine semi-structured interviews conducted with faculty who participated in the OCAI, expressed either a desire or non-desire to assume a leadership role in the future and agreed to follow up participant interviews will be held in the participant's office at SKYCTC to help the participants feel as comfortable as possible. The interviews were audio recorded to ensure accuracy in reporting the results of each interview. The primary researcher (Erin Tipton) was present during the interviews and took notes.

Upon completion of the interviews, the researcher transcribed the interviews immediately following, and coded for themes in the data collected. The data was coded into themes and organized into charts. The following outlines the interview protocol utilized:

Introductions and Background for Interviews:

- Explained the purpose of the interview and how the data gathered will be utilized.
- Explained confidentiality, review consent form and ask for Consent signature.
- Explained participants' right to opt out of the interview at any time.

Introduction Questions:

1. What is your current position at SKYCTC?
2. How long have you been employed at the college? What have been your various responsibilities while employed at SKYCTC?
3. What formal or informal leadership positions have you held at the college? Please describe those positions and your experiences with them.
4. What types of leadership development activities have you participated in?

Research Question	Supporting Interview Questions
<p>What personal factors contribute to faculty motivation to formal leadership roles in the community college?</p>	<ol style="list-style-type: none"> 5. You have indicated a desire/non-desire (this is based upon your response to the question at the end of the Organizational Culture Assessment Instrument Survey you participated in April) to move in to a leadership role in the future at SKY. As a faculty member, what are your greatest reasons for wanting/not wanting to assume a formal leadership role? 6. In what manner do the differences in job responsibilities of an administrator in comparison to your current role as a faculty member contribute to your aspirations/non aspirations to move into a formal leadership role? 7. How do your peers contribute to your aspirations/non aspirations to assume a formal leadership role? 8. What personal factors influence or deter your desire to assume a formal leadership role? 9. Suppose you want to convince one of your faculty colleagues to assume a leadership position. How would you go about convincing this person? 10. What characteristics are necessary for a person to succeed as a leader in your department? At this college?
<p>What institutional factors contribute to faculty aspirations to formal leadership roles in the community college?</p>	<ol style="list-style-type: none"> 11. The results of the OCAI indicate the Clan or “collaborative” culture is the overall perceived and preferred culture at the college (and among faculty). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this culture contributes to or deters your aspirations to a formal leadership position. 12. The results of the OCAI also indicate a preference among faculty to operate in a more externally focused,

	<p>entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?</p> <p>13. The results of the OCAI among faculty indicate a slight change, a reduction in operating in a more competitive or “Market” culture which tends to be described as a production and results oriented culture. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?</p> <p>14. What specific aspects of your department’s culture support your leadership development? What aspects do not support your leadership development?</p> <p>15. How does the organizational structure (how the college is arranged) at SKY contribute to your aspirations to a formal leadership role? The structure (arrangement) of KCTCS?</p> <p>16. How can executive level leadership at SKY support your leadership future?</p> <p>17. Is there anything else that you can share that can help me better understand faculty aspirations or lack of aspirations to leadership at SKY?</p>
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Appendix F

Executive-Level Leader Interview Protocol

Research Question(s):

What are the personal and institutional factors that influence (both positively and negatively) the leadership aspirations of executive-level community college leaders to ascend to the presidency?

Interview Questions:

<p><i>Icebreaker and Background</i></p>	<p>Describe your leadership journey (progression to current leadership role). <i>Icebreaker</i></p> <p>What advanced leadership opportunities have you organized? Participated in?</p>
<p><i>Personal Factors</i></p>	<p>What personal/personal-cognitive factors contributed to your desire to become an executive-level leader?</p> <p>What characteristics are necessary for a person to succeed as a leader in your area? At the college?</p> <p>The overall results of the OCAI survey indicate common themes in the strengths of SKYCTC as being the caring atmosphere for students, faculty and staff; trust; community-oriented; strong leadership; professional development; and friendly work environment. How do these characteristics align with your professional values, level of motivation, and leadership aspirations?</p>
<p><i>Institutional Factors</i></p>	<p><i>(Share/show chart)</i></p> <p>The results of the OCAI survey indicate that the Clan or Collaborative culture is the perceived and preferred culture at the college (and among executive-level leaders). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this Clan or Collaborative culture supports/does not support your desire to assume the position of president.</p>

	<p><i>(Share/show chart)</i> The results of the OCAI survey indicate a preference among executive-level leaders to operate in a slightly more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe what factors (internal and external) contribute to this preference?</p> <p><i>(Share/show chart)</i> The results of the OCAI survey among executive-level leaders indicate a preference among executive-level leaders to operate in a less Hierarchical or Controlled culture. Much of the context of the Controlled culture surrounds rules, policies, procedures and overall efficiencies with decision-making and authority tends to be top-down. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to become a community college president?</p> <p>What types of professional development and/or advancement opportunities exist at SKYCTC for individuals who aspire for executive-level leadership? Presidency?</p> <p>What aspects of your college's culture support your leadership development? What aspects do not support your leadership development?</p> <p><i>Follow-up: How can the president support your growth as a leader?</i></p>
<p><i>Aspirations to Ascendancy</i></p>	<p>Describe your level of desire to become a community college president.</p> <p><i>Follow-up: What factors contribute to this decision? What would cause you to reconsider?</i></p> <p>What about the culture of the SKYCTC influenced your decision?</p> <p><i>Follow-up: What about the culture of previous institutions influenced your decision?</i></p>

<p><i>Conclusion</i></p>	<p>If you were to pursue the position of community college president, what factors (positive and negative) would influence your decision? Personal? Psychological? Institutional?</p> <p>What potential factors gave you pause in considering moving to a position of higher authority?</p> <p>What advice would you give to an aspiring leader?</p>
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Appendix G

RESEARCH SUBJECT INFORMED CONSENT FORM (Faculty and Executive-Level Leaders)

Project Information

Project Title: Pipelines of Leadership: Aspirations of Faculty and Executive Level Leaders at Southcentral Community and Technical College (SKYCTC)

Sponsors:

Drs. Beth Goldstein and Willis Jones
Educational Policy Studies and Evaluation
University of Kentucky College of
Education

Principal Investigators:

Erin Tipton and Reneau Waggoner

Organization:

University of Kentucky College of Education
Educational Policy Studies and Evaluation
Lexington, KY
Phone: 859-246-6862

PURPOSE OF THIS RESEARCH STUDY

You are being invited to take part in a research study designed to investigate aspirations of faculty and executive level leaders to formal leadership. A study of institutional and personal factors influencing faculty and executive level leaders' desire to assume leadership roles at SKYCTC will be conducted. If you volunteer to take part in this study, you will be one of about sixteen to eighteen people to do so. Erin Tipton and Reneau Waggoner are the Principal Investigators (PI) for this study. They are being guided in this research by Drs. Beth Goldstein and Willis Jones, of the University of Kentucky, College of Education. By conducting this study, we hope to gain insight into leadership at your college. This research will evaluate the institutional and personal factors among faculty and executive level leaders as it relates to aspirations to leadership.

PROCEDURES

The research procedures will be conducted at SKYCTC. The PI will contact you via email and telephone to arrange an interview time. You will be asked to answer questions regarding leadership and organizational culture from your perspective. You may opt out of this study at any time.

POSSIBLE RISKS

There are no known risks as a result of your participation in this study.

POSSIBLE BENEFITS

Your participation will allow for a greater understanding of institutional and personal factors and their influence on leadership aspirations at Southcentral Community and Technical College and KCTCS.

FINANCIAL CONSIDERATIONS

None

CONFIDENTIALITY

Your identity in this study will be treated as confidential. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is.

AVAILABLE SOURCE OF INFORMATION

Before you decide to accept this invitation to take part in the study, please ask any questions that come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Erin Tipton via e-mail (erin.tipton@kctcs.edu) or phone (859-324-0041) or Reneau Waggoner (reneau.waggoner@kctcs.edu) or phone (502-298-1720). If you have questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity and the University of Kentucky between the business hours of 8am and 5pm EST, Monday-Friday, at 859-257-9428 or toll free at 1-866-400-9428. We will give you a signed copy of the consent form to take with you.

AUTHORIZATION

I have read and understand this consent form and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.

_____	_____
Signature of Person Agreeing to Participate in the Study	Date Signed

Printed Name of Person Agreeing to Participate in the Study	
_____	_____
Name of Person Obtaining Informed Consent	Date Signed

Printed Name of Person Obtaining Informed Consent	

Appendix H

**Consent Form for Semi-Structured Interviews of
Faculty and Executive-Level Leaders**

You are invited to participate in a research study being conducted by Andrea Borregard, Erin Tipton and Reneau Waggoner, employees of the Kentucky Community and Technical College System and doctoral candidates of the College of Education at the University of Kentucky. You are being invited to participate because you are a faculty member at Southcentral Community and Technical College (SKYCTC). We are asking you to take part in this study because we are trying to learn more about organizational culture and its influence on faculty decisions to enter leadership roles in the community college setting.

Having previously responded to the Organizational Culture Assessment Instrument (OCAI), you expressed interest in participating in a follow up interview. If you agree to participate in the next part of the study, this form serves as your consent to participate in the interviews.

The information you provide during the interviews, along with the results of the OCAI survey will be kept confidential. At any point during the study you may opt out as a participant.

Signature of Person Agreeing to Participate in the Study

Date Signed

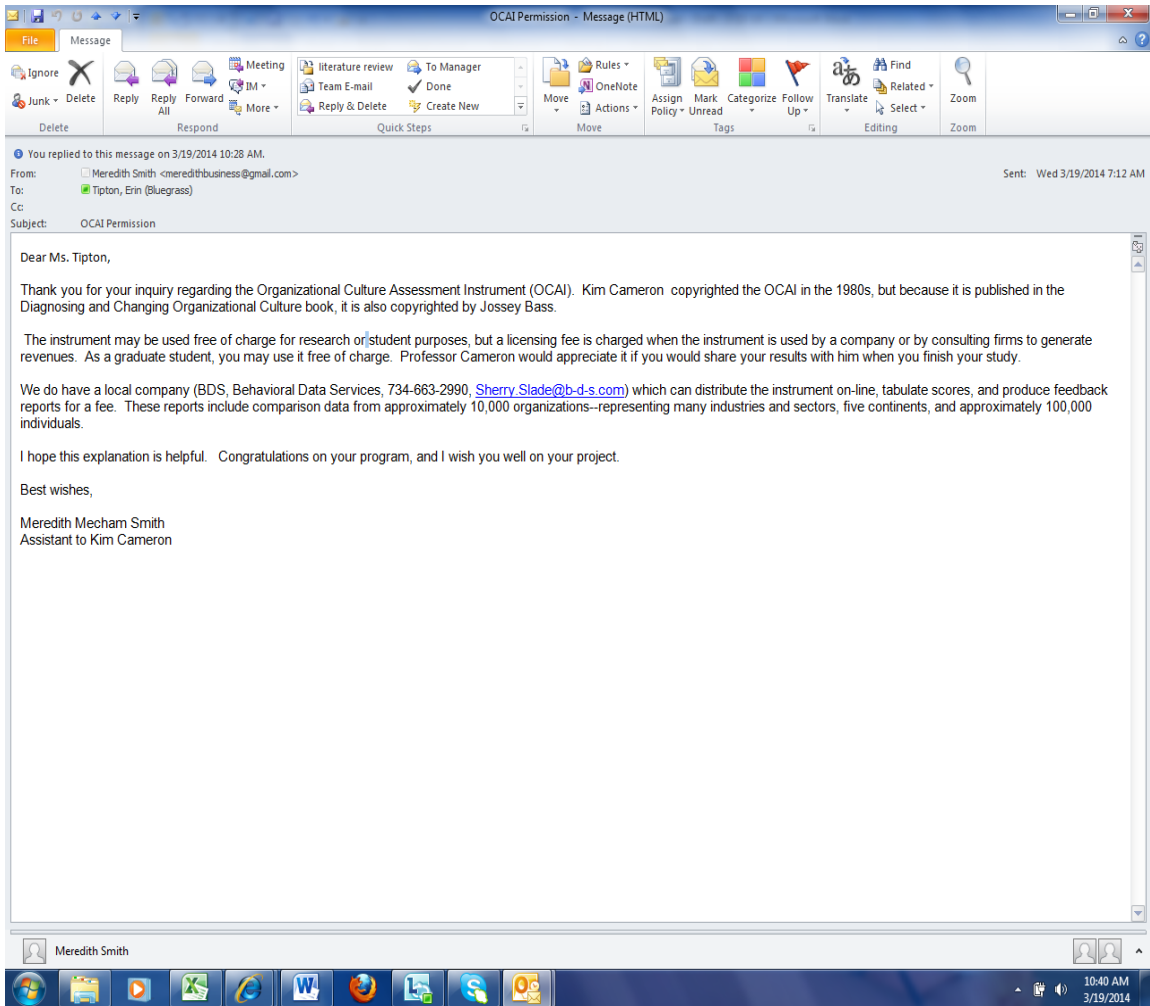
Signature of Person Obtaining Informed Consent

Date Signed

Appendix I

Permission to Utilize the Organizational Culture Assessment Instrument

(Tipton and Waggoner)




request permission to utilize OCAI - message (1/1/14)

FILE MESSAGE

Ignore X Delete Reply Reply Forward Meeting IM More
Delete Respond Quick Steps Move Move Actions Assign Mark Categorize Follow Policy Unread Tags Up
Find Related Select Zoom

Fri 9/26/2014 8:21 AM

 Meredith Smith <meredithbusiness@gmail.com>
Request Permission to Utilize OCAI

To Waggoner, Reneau Y (Jefferson)

Action Items [+ Get more apps](#)

Dear Ms. Waggoner,

Thank you for your inquiry regarding the Organizational Culture Assessment Instrument (OCAI). Kim Cameron copyrighted the OCAI in the 1980s, but because it is published in the *Diagnosing and Changing Organizational Culture* book, it is also copyrighted by Jossey Bass.

The instrument may be used free of charge for research or student purposes, but a licensing fee is charged when the instrument is used by a company or by consulting firms to generate revenues. As a graduate student, you may use it free of charge. Professor Cameron would appreciate it if you would share your results with him when you finish your study.

We do have a local company (BDS, Behavioral Data Services, 734-663-2990, Shery.Slade@b-d-s.com) which can distribute the instrument on-line, tabulate scores, and produce feedback reports for a fee. These reports include comparison data from approximately 10,000 organizations—representing many industries and sectors, five continents, and approximately 100,000 individuals.

I hope this explanation is helpful. Congratulations on your program, and I wish you well on your project.

Best wishes,

Meredith Mecham Smith
Assistant to Kim Cameron

Appendix J
Presidential Support Letter for Site Selection

Dr. Phillip W. Neal
President/CEO
1845 Loop Drive
Bowling Green, KY 42101
Telephone: (270) 901-1111

September 16, 2014

Office of Research Integrity
315 Kinkead Hall
University of Kentucky
Lexington, KY 40506-0057

Dear Members of the IRB Committee:

On behalf of the Southcentral Kentucky Community and Technical College (SKYCTC), I am writing to formally indicate our awareness of the research proposed by Andrea Borregard, Erin Tipton and Reneau Waggoner, students at the University of Kentucky. I am aware that these students intend to conduct their research at our institution by administering a written survey to our employees and conducting one-on-one interviews.

As President of SKYCTC, I am responsible for employee relations. I grant these students permission to recruit SKYCTC employees for the purpose of their research.

If you have any questions or concerns, please feel free to contact my office at (270) 901-1114.

Sincerely,



Dr. Phillip W. Neal



SKYCTC is an equal opportunity employer and education institution.

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Education

Western Kentucky University, Bowling Green, Kentucky Master of Arts, Education

University of Louisville, Louisville, Kentucky Bachelor of Arts, English

Professional Positions

Jefferson Community and Technical College, Louisville, Kentucky

<i>October 2015 – present</i>	<i>Project Director, Title III Grant</i>
<i>June 2015 – December 2015</i>	<i>Chair, Academic Services Division</i>
<i>June 2011 – present</i>	<i>Co-Leader, Achieving the Dream</i>
<i>July 2010 – present</i>	<i>Associate Professor, Academic Services Division</i>
<i>July 2009 – June 2015</i>	<i>Chair, Reading & Academic Success Division</i>
<i>July 2007 – June 2010</i>	<i>Assistant Professor, Reading & Academic Success Division</i>
<i>August 2001 – June 2009</i>	<i>Developmental Advising Coordinator</i>

Indiana University Southeast, New Albany, Indiana

<i>August 2008 – May 2012</i>	<i>Lecturer, Student Development Center</i>
<i>August 2002 – May 2003</i>	<i>Lecturer, Student Development Center</i>

Bellarmine University, Louisville, Kentucky

<i>January 2001 – May 2001</i>	<i>Assistant Director of Residence Life (Interim)</i>
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Education and Training Resources, Inc., Bowling Green, Kentucky
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<i>September 2000 – December 2000</i>	<i>Instructor/Job Developer I</i>
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Scholastic and Professional Honors

- 2016 Institutional Service Award, Black Affairs Advisory Committee, Jefferson Community and Technical College
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- 2010 President's Leadership Seminar (PLS), Kentucky Community & Technical College
- 2007 Institutional Service Award, Black Affairs Advisory Committee, Jefferson Community and Technical College
- 2007 Resolution Honor, Board of Directors, Jefferson Community & Technical College

Professional Publications

- Waggoner, R., & Galyon, M. (2014). *Designing your plan for success*. Dubuque, IA: Kendall Hunt.
- Waggoner, R., & Galyon, M. (2010). *Strategies for academic success* (4th ed.). Dubuque, IA: Kendall Hunt.
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