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CHIEF ACADEMIC OFFICERS AND THE AACC'S LEADERSHIP COMPETENCIES

by

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A Dissertation Submitted to the Faculty of
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ABSTRACT

CHIEF ACADEMIC OFFICERS AND THE AACC'S LEADERSHIP COMPETENCIES

Josh Philip Lavorgna
Old Dominion University, 2020
Director: Dr. Mitchell R. Williams

Chief Academic Officers (CAOs) hold one of the most vital senior leadership positions at community colleges. Typically thought to be the second person in charge, directly under the president, their impact on the community college is crucial. CAOs have historically been considered the next in line to the president, and community college presidents were often CAOs before assuming their first presidency. The American Association of Community Colleges (AACC) publishes Leadership Competencies for hopeful and current community college leaders. This study examined the perceptions of community college CAOs regarding the AACC Leadership Competencies for Aspiring Chief Executive Officers (CEOs), or presidents.

A survey instrument was distributed to CAOs with AACC member institutions. Demographic information was collected based on the number of years as a CAO, race, gender, and terminal degree status. Data were collected and analyzed by the researcher and guided by the purpose statement and research questions. The researcher accepted 102 surveys from which to collect data for the current study. The study results showed that CAOs are confident with focus areas: organizational culture, institutional leadership, and personal traits and abilities. They are least confident with focus areas: fundraising and relationship cultivating, information and analytics, and institutional infrastructure. CAOs identified the top three competencies that would keep them from pursuing an open presidential position: fundraising, familial impact, and budgeting.

Keywords: AACC, CAO, CEO, community college, president, leadership, competencies, vice president for academic affairs, instructional affairs, dean, and chief academic officer

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This dissertation is dedicated to my family. To my partner and better half, Darren, thank you for standing beside me through thick and thin. To Nancy, thank you for always being there and "not keeping score". To Rose, thank you for the cheerleading, support, and encouragement. To my brother, Brian, thank you for being a wonderful big-brother I know always has my back. To my beautiful niece, Amilia, this is for you – follow your dreams, and you can achieve what you want to accomplish! I'll be by your side. To my Grandmother, Barbara, thank you for being my #1 fan and teaching me to appreciate the finer things in life. To my Dad, Greg, thank you for constantly being there for me through the highs and the lows. To my Mom, Nona, what can I say? You are the most selfless person I know, and I thank you for everything you have done for me to make me the person I am today. I honestly would not be here if it weren't for you in more ways than you know. Lastly, to my inspiration to continue on this journey, thank you to my Grandfather, Philip. I credit you with my will to keep going and the work ethic to achieve whatever you put your mind to! I love you all!

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CHAPTER I

INTRODUCTION

Community colleges across the nation have been experiencing a leadership crisis. As senior leaders of these institutions rise to retirement, the colleges are left to figure out how to manage these leadership gaps. The average age of community college presidents has risen as many presidents reach retirement age; this has been considered a crisis in senior-level community college leadership positions (McNair, 2015). McNair (2015) estimated that 90% of community college leaders would retire by 2030. Community colleges often do not have formal leadership succession plans, and vacancies are frequently handled on an emergency basis (Cavanaugh, 2017). Institutions would benefit from identifying future leaders early to enable the college to mentor and guide them in developing their professional leadership skills. Concerning college presidents, Selingo, Chheng, and Clark (2017) believed the pipeline to the presidency is quickly drying up. Previously it was Chief Academic Officer (CAO) – sometimes with the title Provost – who was the likely choice for succession into a presidency.

This study focused on individuals who serve as CAOs at community colleges in the United States. As noted, the CAO position has historically been considered a direct pipeline to the presidency, but this appears to be changing. Selingo, Chheng, and Clark (2017) stated: "While the provost's office remains the most common launching pad for presidencies, there is evidence from surveys of sitting provosts that many no longer aspire to the top job" (p.8). Additionally, as the roles and responsibilities of the presidency changes, the provost may not be as prepared for the position as they would have been in the past.

According to Forthun and Freeman (2017), the American Association of Community Colleges (AACC) identified the leadership crisis at an early stage. This awareness led to the

creation of the AACC's Leadership Competencies, developed to assist colleges in identifying and selecting candidates for leadership positions and, further, to assist community college leadership programs with updating their curriculum.

Background

The Chief Academic Officer of a community college is a key position at the institution. As the person in charge of all academic programs, curricular development, and faculty development, the CAO is the center of the college's academic offerings and curriculum (Murray, Murray, & Summar, 2000). Standard titles of the CAO at community colleges include Vice President for Academic Affairs, Vice President for Instruction, Academic Dean, Academic Vice President, Dean, Instructional Dean, and Provost. According to Murray, Murray, and Summar (2000), the title of executive vice president has become an increasingly popular title for the individual associated with the duties of CAO; in many institutions, the CAO is the second person in charge, directly under the president.

At most community colleges, the CAO leads the largest division of the college, academic affairs. In some cases, the CAO may also lead the student services division in a joint leadership role of both academic and student affairs. The CAO is expected to know and participate in establishing academic programs, identifying budget items, and creating new programs. The role of the CAO varies greatly depending on the institution. Further, the CAO is responsible for hiring as well as evaluating and overseeing faculty promotion procedures (Anderson, Murray, & Olivarez, 2002).

The CAO position has long been considered a steppingstone to the community college presidency (Keim & Murray, 2008; Sethna, 2015). However, although this position, of all the senior leadership positions, has been recognized as the most common path to the presidency, it

may no longer fully prepare aspiring presidents with all the leadership competencies they may need to assume the presidency. The CAO position at community colleges has also experienced a higher turnover as some CAOs left the position to assume the presidency, while others reach retirement age themselves. Keim and Murray (2008) found that one-quarter of all chief administrators will retire within the next few years; this is particularly alarming when considered in conjunction with the expectation that individuals holding these positions are most likely to become the next community college presidents.

According to Appiah-Padi (2014), the role of the president is very different from the role of the CAO because a CAO is managing academic affairs, the focus of the CAO tends to be directed internally to ensure the smooth and organized flow of academic requirements; as the role of presidents has evolved, their focus has turned increasingly to external affairs such as fundraising, board, and administration relations, and community outreach. This significant difference may be a factor in why CAOs do not want to pursue a presidency; they may find it a major career change rather than a natural advancement. Appiah-Padi (2014) also discovered that 70% of CAOs are likely not to participate in development/leadership skills outside of their institutions.

The AACC's Leadership Competencies were published as tools for colleges to make better hiring decisions and for candidates to better prepare themselves for senior leadership positions, with particular focus on the community college presidency (AACC, 2019). The competencies are published in a way that community college employees can review them based upon an employee's area of interest; they are broken down by category: faculty, mid-level leaders, senior-level leaders, aspiring chief executive officers (CEOs), new CEOs (two years on the job), and CEOs (three years on the job and beyond). The latest version of the AACC's

Leadership Competencies was published in 2018; they are regularly updated as the community college environment and needs are continually changing.

The current study focused on the competencies of aspiring chief academic officers. According to the AACC (2018), the competencies are Organizational culture; Governance, Institutional Policy, and Legislation; Student Success; Institutional Leadership; Institutional Infrastructure; Information and Analytics; Advocacy and Mobilizing/Motivating Others; Fundraising and Relationship Cultivation; Communications; Collaboration; and Personal Traits and Abilities.

The CAO position, previously considered the natural steppingstone position to the presidency, no longer fully prepares an individual for the job of president. Some of the leadership competencies for aspiring CEOs identified by the AACC do not fall within the purview of the traditional CAO duties. CAOs who aspire to become presidents must have an awareness of these leadership competencies to prepare themselves for becoming a community college president. Although the AACC competencies are meant to be aspirational, and individuals will not be confident with all the competencies identified by the AACC, they reflect a series of goals for aspiring candidates **(**AACC, 2019).

Purpose Statement

The purpose of this study was to examine CAOs' perceptions of the leadership competencies developed by the AACC. The study began by asking whether the participants are interested in pursuing presidential positions, explore the reasons some CAOs are not interested in the presidency and whether certain AACC leadership competencies keep them from pursuing a presidency.

Research Questions

1. What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies?
    a. For which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared?
    b. For which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared?
2. Which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing open presidential positions at community colleges?
    a. Which of the competencies are most likely to deter a male CAO?
    b. Which of the competencies are most likely to deter a female CAO?
    c. Which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years?
    d. Which of the competencies are most likely to deter a CAO who has been in the position for more than five years?
    e. Which of the competencies are most likely to deter a CAO who is White?
    f. Which of the competencies are most likely to deter a CAO who is from a historically underrepresented racial group?
    g. Which of the competencies are most likely to deter a CAO who has earned a doctoral degree?
    h. Which of the competencies are most likely to deter a CAO who has not earned a doctoral degree?

Professional Significance

According to McNair (2015), 90% of community college presidents are expected to retire by the year 2030. As community colleges face significant turnover in their presidents and senior leadership teams, an understanding of the necessary skills needed for new leaders is essential. The Chief Academic Officer (CAO) of a community college is a vital position within the institution as he or she is responsible for all academic and faculty matters (Murray, Murray, & Summar, 2000). As the reality of the leadership shortage takes hold, community colleges will struggle to find a well-qualified pool of candidates from which to choose new leaders (McNair, 2015).

Most of the literature concerning the leadership shortage revolves around the president, overlooking the fact that the CAO is another crucial position for a community college (Cejda, McKenney, & Burley, 2001). What makes this study unique is that the competencies, geared towards college presidents, will be researched with CAOs. The differences between CAOs that have aspirations of being a college president versus those who do not will be examined. The primary purpose of this study is to inform future and current community college leaders of the competencies needed in the CAO position to prepare for a seamless transition into the top position at the community college. The research could prove useful for institutions during CAO searches, for growing future leadership within the institution, and for assessing current CAOs. Another benefit of this study is that practitioners who are interested in pursuing CAO or president positions will be able to see what competencies are needed for the CAO position; further, the study will show those competencies the CAO position might not provide for a person pursuing a presidency and could provide alternative pathways to securing those qualifications. Those who currently are a CAO with presidential aspirations will be able to use this information

to identify the qualifications they lack and to enable them to pursue other methods of gaining experience in the missing competencies.

Overview of the Methodology

This study utilized a quantitative approach using a cross-sectional survey. Participants will be asked to assess their abilities in all the AACC's leadership competencies. Demographic information was also collected, including race and gender. Participants were asked to provide the number of years they have served as a CAO, whether they hold a doctoral degree, and if they aspire to be a community college president, a key point of this study. A cross-sectional survey was chosen because data are collected during the one administration of the survey (Creswell, 2014). The survey was sent electronically to ensure a timely administration and to reduce the cost of mailing out surveys.

Context. This study was conducted in the spring of 2020. Colleges that are members of the AACC were targeted; for each college, the CAO was identified and emailed with an invite to participate in the survey. The National Council of Instructional Administrators (NCIA), an affiliate organization of the AACC, was contacted to encourage CAOs to participate in the survey. The NCIA "supports the principles, goals, and objectives of the American Association of Community Colleges and is committed to leadership, innovation, advocacy, and development for the improvement of teaching and learning" (NCIA, 2019). The organization was founded in the early 1970s to support deans and vice presidents that held academic or instructional leadership positions.

Participants. All members of the AACC that hold the title of Chief Academic Officer (CAO) at their institutions were invited to participate in the survey. The CAO is the individual who is responsible for all academic and faculty matters at an institution (Murray, Murray, &

Summar, 2000). Surveys for the study were sent out to all CAOs who could be identified from the AACC membership list; responses were collected. Although the NCIA does not allow their mailing list to be shared, members of the executive team of the NCIA were willing to encourage CAO members to participate in this survey of CAOs. Any surveys that were submitted by an individual who did not identify themselves as a current CAO at a community college were discarded. No pre-selection of participants was done.

Data Collection. Data were collected using a survey with three sections. The first section is in regard to demographics, which included: race, gender, number of years as a CAO, and doctoral degree status. In addition to these points, participants were asked about their desire to seek a presidency. The second section used a Likert-type scale; participants ranked their experience/comfort level with each of the AACC's Leadership Competencies. The third section asked participants whether or not they planned to pursue a community college presidency. If they answered yes, they were asked to rank the top three leadership competencies that would keep them from pursuing the presidency. Reminders were sent to hopeful participants to encourage them to take the time to participate in the survey. After the data were collected, an Excel spreadsheet was created to enter the data. After all the data are collected, the data can then be transferred into the SPSS Statistical Software; SPSS was used to analyze the data.

Data Analysis. Descriptive statistics of the data were calculated. These include mean, median, mode, standard deviation, and spread of the distributions. The primary comparison was between CAOs who wish to pursue a presidency versus those who do not. Descriptions were made using the additional variables related to time as a CAO, gender, race, and those who hold a doctoral degree or not.

Delimitations

The following are delimitations of this study, some of which are general issues researchers experience with quantitative research although others are specific to this particular study.

- The surveys for this study were sent to CAOs who work at institutions that are a part of the AACC. No differentiation was made between rural and urban community colleges. This lack of distinction could have a potential impact as CAOs at rural institutions may need to have broader job duties than those at urban institutions where a vice president may handle more than what a typical CAO would be responsible for on a day-to-day basis.
- Surveys were emailed and followed up with reminder emails to invite and encourage participation in the study. This particular method of surveying individuals does not always lead to a robust response rate.
- Using a quantitative design by its nature limited the study to the data reported on the survey tool. These data were useful for examining trends and overall perceptions but will not provide answers to the question of why CAOs feel these competencies are important. A future study using qualitative research would have to be explored to find individuals' lived experiences.

Operational Definitions

- American Association of Community Colleges (AACC): Advocacy organization for community colleges.

- AACC Leadership Competencies: A list of competencies that are regularly updated by the AACC in order to encourage a grow-your-own mindset within institutions and, also, to guide Ph.D. leadership program content (AACC, 2019).
- Chief Academic Officer (CAO): the person at a higher education institution who is responsible for all academic matters. Typically, the CAO reports directly to the president and oversees deans, department chairs, and other academic departments (Erwin, 2000).
- Chief Executive Officer (CEO) of a community college: typically, the president of the college. Sometimes referred to as the chancellor.
- National Council of Instructional Administrators (NCIA): an affiliate council of the AACC whose mission is to support the needs of community college academic administrators through professional development along with providing a voice in policy and advocacy.
- Provost: Another typical title for a chief academic officer at an institution.
- Vice President for Academic Affairs: One of the typical titles for a chief academic officer at a community college.

Conclusion

Much of the literature and research in community college leadership is based on a community college president. Although senior leaders are considered in the publication of the AACC Leadership Competencies, this study was conducted with a focus on the CAO of a community college.

CHAPTER II

REVIEW OF THE LITERATURE

There are many studies that have looked at community college presidents and the pipeline to the presidency. Many of these studies discussed the leadership competencies and experiences a new president may endure. As community colleges face more retirements of senior-level leaders, institutions need to make opportunities and experiences available to all potential future leaders. Such institutions will give individuals experience with a variety of leadership competencies that an aspiring new community college president will need.

Importance of the Chief Academic Officer

The Chief Academic Officer (CAO) of a community college is a vital position within the institution as he or she is responsible for all academic and faculty matters (Murray, Murray, & Summar, 2000). This position is also often considered a clear pipeline to the presidency (Keim & Murray, 2008). According to McNair (2015), due to the recent retirements of many executive-level leaders at community colleges across the country and the brief tenure of individuals in this position, there has been a high rate of turnover of senior-level administrators.

CAOs typically report to the Chief Executive Officer of the institution and have chairs, academic deans, and other directors that report to them (Erwin, 2000). They work closely with other vice presidents in student services, administration, financial services, and development. Erwin (2000) also found that CAOs report dedicating most of their time to academics and instruction and little time on budgeting.

The Chief Academic Officer is responsible for programs the college offers; in the community college setting, this responsibility has been extended beyond the college community. The CAO requires an understanding of programs that benefit the surrounding community.

Hodges (2016) stated that it is imperative for CAOs to create good relationships with those around them, both inside and outside their own institution, including relationships with local school superintendents and high school principals. The CAO cannot merely focus on the internal affairs of the college but instead must look outside the institution to forge new partnerships and continue old ones; dual-enrollment programs are a gateway to begin these conversations. Many partners from the community want to work with the college; academic affairs programs are the products the college has to sell (Hodges, 2016).

The Chief Academic Officer is often titled Vice President for Academic Affairs and Academic Vice President. Other titles include Vice President for Instruction, Executive Vice President, Academic Dean, and Dean of Academic Services. Often the CAO of a community college is the second-highest in charge of the institution, falling just below the president (Murray, Murray, & Summar, 2000). Community Colleges also may give the CAO the title of Campus Provost.

Community Colleges and the Leadership Crisis

As of 2012, the average age of the community college president was 60 at two-year degree-granting institutions (Kim & Cook, 2012). As these presidents retire, a shortage will ensue. Given this leadership void in community colleges, more turnover at the vice president level is inevitable as individuals have the potential to move up to new positions.

Over 90% of community college presidents are expected to retire within 15 years (Duree & Ebbers, 2012; McNair, 2015). In addition to the loss of experienced leaders in this position, the community college sector will be losing years of institutional knowledge and history as these senior leaders transition into retirement (Duree & Ebbers, 2012). Duree and Ebbers (2012) believe high turnover within the senior leadership positions will continue to cause concern as

there are less qualified applicants available for these positions. Faculty who have the experience, and who at one time would have been willing to step up into administration, are less common than they used to be. The lack of interest could be because of the negative perception seen in people who hold some of these senior-level positions.

Using a qualitative research design, McNair (2015) studied eight first-time community college presidents. This study was purposely designed for first-year presidents to get a real sense of the skills they felt they lacked as they navigated their first year in a community college presidency. Many presidents did not intend, at the early stages of their careers, to seek a presidency. Their experiences and leadership development may have been factors in their career path (McNair, 2015). Keim and Murray (2008) polled a random sample of 300 CAOs from the AACC Membership. An important finding from this study was that one-quarter of all Chief Academic Officers were set to retire within a few years. Although this study is over ten years old, this researcher found no recent studies targeting community college CAOs' intentions to retire. If the results of this study remain valid today, the concern over the leadership void will only increase because current CAOs make up a large percentage of the pool of candidates eligible for the presidency.

Chief Academic Officers moving to a presidency. Research results vary on the topic of CAOs taking on the role of a presidency. Most people who end up as college presidents did not necessarily have this as a career goal. In the past, those in CAO positions were most likely to be the individuals to move up to the presidency (Sethna, 2015); this trend may be changing (Appiah-Padi, 2014). CAOs are not as likely to aspire to a college presidency as had historically been the case. This lack of interest adds to the leadership crisis that community colleges are facing. Appiah-Padi (2014) argued that it is critical for leaders to understand how the pipeline

from CAO to college president is changing in order to make improvements to future pools of candidates.

Appiah-Padi (2014) studied why CAOs were not interested in presidencies. Of the Chief Academic Officers who were not interested in the presidency, one reason cited was their lack of interest in the nature of the job. The CAO is often the administrator closest to the president, and they see the daily stresses of the job. Additionally, because of the different nature between the two positions, some CAOs felt taking on a presidency would be a stressful career change. Of respondents in the Appiah-Padi (2014) study, 21% believe they are not prepared for the presidency. Ottenritter (2012) stated that some presidents might be retiring because of a change in the role of president. As an example, they cited fundraising as an example of an increasingly important role of the president; perhaps this has caused lower job satisfaction for presidents. If they are nearing the end of their career, it may lead to them opting for retirement sooner than expected.

Sethna (2015) used data from a 2011 survey of college presidents called *The American College President 2012*. This survey had 1,662 participants, and a critical finding for the current study was that the most likely route to the presidency is through a CAO position. According to the study, this path accounts for roughly 34% of presidents. As vacancies in presidential positions increase, the likelihood of vacancies for CAO positions will as well.

According to Anderson (2014), there was a positive correlation between those in a CAO position and those looking to advance to a presidency. Anderson studied the social roles of community college CAOs; she classified each CAO, in her study, as either being local or cosmopolitan. Anderson (2014) studied the correlation between those classified as local versus those classified as cosmopolitan regarding their desire to become a community college president.

These data show that we will be dealing with a leadership crisis in our community colleges for the foreseeable future.

Filling the CAO position. Some research suggests that the pipeline of qualified candidates to fill the CAO position is also shrinking, similar to the shortage of qualified candidates for the presidency of community colleges (Keim & Murray, 2008). Keim and Murray (2008) studied the Chief Academic Officer position specifically. The study concluded that the crisis of filling the position of community college presidents is important, but filling the CAO position at a community college may be a more daunting task.

Sethna (2015) found that 80% of presidents had previous jobs in higher education; in addition to the 34% who were previously CAOs, 11% came from an academic dean level, 4.5% came from a student affairs position, 7.4% from college administrative areas, and 3.5% from chair/faculty positions. The 14.3% who rose to a presidency from an academic dean, chair, or faculty role bypassed the CAO position, still leaving a gap in the Academic Affairs Unit of the college. These data illustrate why filling the role of CAO may be challenging; college personnel from various areas bypass the role of CAO and move into a presidency.

Cejda, McKenny, and Burley (2001) wrote that the best candidate for the CAO position is an individual who understands community college academics and has also been in the classroom; 80% of CAOs surveyed began their careers in the classroom. Roughly 50% of community college presidents held a CAO position prior to their presidency, making research in this area very important for academic affairs. As we have more turnover in presidents, we will see a direct impact on the academic affairs unit of a college, as the CAO has a good chance of moving up to the presidency. Murray, Murray, and Summar (2000) found the tenure of a CAO at an institution is short, with a mean of 6.4 years and with 90% of the respondents holding this

position for nine years so less. The reasons for these findings have not been uncovered – it is likely to be a combination of factors, including the stress of the job as well as the possibility to further one's own career?

The study conducted by Murry, Murray, and Summar (2000), although older, focused on community college CAOs. Overall, their findings expressed that CAOs at community colleges were satisfied with their work and their position; 82.6% of respondents confirmed their overall job satisfaction. Although this finding was positive, 37.7% of the same respondents indicated that they would likely be seeking a new job within the next three to five years.

Cejda, McKenny, and Burley (2001) agreed that community colleges are well served to have future leaders in their sights and found that the best pool of candidates would rise from the institution's faculty. The early identification of faculty members that have an interest in future leadership positions would benefit institutions; identifying the potential experiential gaps of qualified individuals for leadership positions can give colleges time to plan and establish a way to remedy their under-preparedness. "A means to identify faculty interested in administration, leadership training and professional development programs, and opportunities to move upward are key aspects for institutions that desire the full advantages of an internal labor market" (Cejda, McKenny, & Burley, 2001, p. 28). Altbach (2016) reminded leaders to keep in mind that the number of tenured faculty members is decreasing as institutions leave tenured faculty positions open and by making up the difference with adjunct faculty. Hull and Keim (2007) suggest that presidents should look to help vice presidents prepare for a presidency, if that is a career goal for them, and vice presidents should help the emerging leaders from their areas grow to become eligible for a vice president position. McNair (2015) shared a story about one particular president, who stated that although she was working on climbing up the chain, her president

asked her what her next goal for her career was. She responded that being a vice president would be her next step. The president then handed her a job description for a vice president position and asked her to identify what qualifications on the list she could not satisfy; he then made it a point to help her grow those skills in her current position to gain the experience in all of these areas that she possibly could. "A tap on the shoulder" or "tapping" is the term that has been given to identifying future educational leaders.

Carroll and Wolverton (2004) found that only 20% of department chairs move onto an administrative position after their term as chair. Department chairs who wish to move into an administrative position above the chair are often characterized as being representatives of the administration. Leaders cannot overlook the fact that some individuals who may be identified as good leadership candidates simply may not be interested in pursuing leadership positions (Cejda, 2012). Planning for leadership succession can happen at the local level by encouraging individuals within an institution to apply for leadership positions.

Garza Mitchell and Eddy (2008) reported that most mid-level administrators had not planned on a community college administrative role. Participants in their study reported they ended up in the leadership roles by "accident." Many of the mid-level administrators have teaching experience or come from the faculty; they enter their leadership positions without formal training. In most cases, participants were able to identify a mentor, whether it was formal or informal, that guided their handling and operations of their position.

For many community colleges, the CAO was promoted from within that same college more often than any other senior-level administrator (Allen & Cejda, 2007). According to Sypawka, Mallett, and McFadden (2010), today's community colleges are reliant on emergent leaders who can navigate the administrative, political, and economic environments of their

academic setting. Anderson (2014) studied the CAOs and college presidents in regard to their loyalty to an institution. The study centered on latent social roles. Latent social roles are defined as "the way individuals are perceived and classified by others in our culture" p. 1170 (Anderson, 2014). Anderson (2014) found that the majority of community college CAOs had a strong local latent social role; this was interpreted to mean that the CAOs had a strong connection to their institution and their community. These individuals were less likely to aspire to a community college presidency as they were less likely to relocate to pursue a job.

Leadership Development

The top three-time consuming roles reported by CAOs were leader, liaison, and disseminator, according to Anderson, Murry, and Olivarez (2002). It is essential for individuals considering a move into a CAO position to be mindful of the leadership roles they may assume, which in turn have the potential to create positive job satisfaction for CAOs. Much of the literature examines aspects of the job that presidents were lacking when they began in their new positions, but there is a lack of information on the qualifications CAOs lacked when they began that role.

Leadership training. As the future crisis of community college leadership was recognized in recent years, organizations such as the American Association of Community Colleges (AACC) developed leadership training (Eddy, 2013). These competencies will be discussed later in this chapter. Eddy (2013) also found that respondents in her study reported that the training which helped them the most was in their PhD or EdD programs. Two-thirds of college presidents who were considered outstanding held doctorate degrees in education (McFarlan, Crittenden, & Ebbers, 1999). The State of California recognized the leadership crisis that colleges were facing and reworked their master plans to allow their state universities to

begin offering doctoral programs in community college leadership (Keim and Murray 2008). Piland and Wolfe (2003) stated that community colleges need to undertake the responsibility of developing their future leaders; many colleges are only now beginning to realize this.

According to Eddy (2013), much of the research is based on four-year institutions; there is now attention focused on research related to community college leadership. As the leadership crisis began in the community college sector, the doctoral programs addressing the community college perspective have been studied more carefully, according to Friedel (2010). It was vital for these programs to address the relevant current trends in community colleges. Doctoral programs are now utilizing the community college competencies put out by the AACC.

Not all future leaders will utilize training programs even if they are available (Garza Mitchell & Eddy, 2008); sometimes, because of the expense of such programs, but it also could be that leaders are comfortable with their current positions. They do not feel the need to move further up the ladder.

Leadership candidates. There are fewer faculty interested in stepping up to take on mid-level and senior-level leadership positions in community colleges (Piland & Wolfe, 2003); partly due to the trend of colleges to have less full faculty employed. Further, Piland and Wolfe (2003) discussed as the crisis continues, institutions will be forced to turn to individuals outside of higher education and outside of community colleges to fill these senior-level positions; this could include politicians and government officials who may lack understanding of higher education and its inherent academic values.

Eddy's (2013) study, concentrating on rural community colleges, found that many leaders at rural community colleges were learning on the job. They had not had formal training before taking on the position of vice president or president. These leaders also worked under highly

stressful conditions. Eddy (2013) further reported that their organizational strategy was limited; often, the leader's view was narrow in regard to issues they might face or solutions to problems. The issues that come up at a rural community college differ from those at other institutions. According to Eddy (2013), it is important to understand these differences. For example, transportation might be a challenging issue at a rural community college, although it would be less so at an urban community college.

Community colleges are also facing more challenging times with budgeting, as state governments provide less and less support for the community colleges, which rely on their local governments for funds (Bahr & Gross, 2016). As hopeful CAOs prepare for taking on this role, they will benefit from in-depth experience with budgets – as well as the development of their understanding of finance. The financial needs of community colleges will only become more complex as time goes on (Bahr & Gross, 2016). Eddy's (2013) participants stated that they needed practice with a budget and supervisor competencies, but they learned by making mistakes.

In the Eddy (2013) study, respondents also reported they learned on the job by trial and error. Many held different positions at the institution before moving to the executive level. Many of these executive-level leaders in this study came through an academic pipeline, so the challenge was not in the instructional aspects of the community college but with the strategic planning and budgeting. Interim positions were also used for some of these leaders as an opportunity to take a chance and try out a leadership role. Once again, learning on the job was key to their success; they had to figure it out on their own (Eddy, 2013; Garza Mitchell & Eddy, 2008).

Hornak and Garza Mitchell (2016) believed that training in decision-making needs to be a part of graduate programs. As leadership in community colleges becomes more complex, the thought processes of decision-makers also have become more complex. Decision-makers will need to learn how to address the complexity of the decisions they are required to face, especially when these decisions may conflict with their own ideas and values about the role of community colleges and higher education in general.

Regardless of a CAO's background, coming into a new leadership role of CAO will vary from institution to institution (Land 2003). Although CAOs in the past tended to be internally focused, the job is changing – now, CAOs are expected to have accountability to external agencies. Diverse skills are absolutely necessary for success. Typically, CAOs have begun in the classroom and move up the ladder to the department chair, division chair, and academic dean (Cejda, McKenny, & Burley, 2001). Land (2003) argued, the CAO is often put into a mediator role; CAOs mediate between faculty and other areas of the college, such as student services and budget /finance. He also suggested looking for potential CAO candidates who are not the traditional faculty members, including people such as those in student affairs, legal affairs, or institutional advancement. The argument is that CAOs have to encompass an aspect of all these positions. New ideas and insight can be brought in from other divisions. Land (2003) stated, "The CAO needs to be more of an academic manager than a discipline expert" (p. 19).

When presidents ranked what area they liked most in their jobs, they reported the top three activities as community relations, strategic planning, and fundraising (Sethna, 2015). The three areas in which presidents reported feeling least prepared included fundraising, technology planning, and risk management/technology issues. Interestingly, these are three areas in which a CAO might be ill-prepared. Academic issues ranked lower on the list, an interesting

consideration for CAOs who are looking to seek a presidency. Duree and Ebbers (2012) asked current community college presidents to identify the most challenging issues a president will face at present and going into the future; the challenges they see, in order of importance, are in the areas of fundraising, enrollment and retention, legislative advocacy, economic and workforce development, and faculty relations.

Anderson (2014) found that CAOs who had the cosmopolitan latent social role were more likely to become presidents. These individuals will learn the leadership of fundraising more quickly than their counterparts who exhibit a local latent social role. McKenney and Cejda (2010) found that 22%-26% of CAOs, depending on gender, moved out of state to obtain their CAO position. Appiah-Padi (2014) found that 70% of CAOs who responded to their study reported that they had no opportunity for outside leadership; they did not get the chance to lead or experience some of the challenges with which a person in the presidency would have to deal. As we look to find future leaders, we will have to keep in mind making opportunities for CAOs to train on some duties that the president will encounter.

Cejda, McKenny, and Burley (2001) wrote that the person in the CAO position needs to be an individual who understands community college academics and has been in the classroom. According to Keim and Murray (2008),

> The arena in which the CAO must now play includes a large set of players, all with demands of their own. The CAOs' constituencies include the faculty, students, trustees, the president, other senior administrators, mid-level administrators, parents, various community groups, taxpayers, and oftentimes local and state legislators. (p. 122)

80% of CAOs surveyed began their careers in the classroom. Roughly 50% of community college presidents held a CAO position prior to their presidency.

Two groups that work closely with the CAO are department chairs and academic deans. Along with the changes to the CAO position over the years, the position of department chair has gone through its own changes. Department chairs are potential future candidates for CAO positions. New department chairs are often moving from the role of faculty to one of leadership within their department, which deals with student affairs, academic affairs, budgeting, supervising support staff, and overall office management (Sirkis, 2011). Chairs are the liaisons between faculty and administration. Chairs have three groups whose needs they must address – students, faculty, and administrators. As a result, department chairs are often prone to an "us versus them" mentality when trying to resolve faculty and academics problems (Sirkis, 2011). Understanding these challenges will better prepare future CAOs and presidents – to assume a role that has potentially conflicting requirements to be handled.

Roughly 40% of respondents in the study by Murray, Murray, and Summar (2000), reported they would most likely search for a new position after three to five years. The longer a person held the CAO position, the more likely they are to respond that their role within academic affairs was to be aware of both the external and internal environment related to academic affairs and how it relates to the effectiveness of the college (Anderson, Murray, & Olivarez, 2002).

Appiah-Padi (2014) found that certain CAOs who were not interested in pursuing a college presidency because of the subjective attributes of the job. These subjective attributes included: uncertainty with the nature of the position, life balance concerns, time commitment of

the job, living in a fishbowl, and unsure about their own abilities for the position (Appiah-Padi, 2014). The subjective attributes had the highest impact on job desirability.

The future of the community college system will depend on its leaders (Sypawka, Mallett, & McFadden, 2010). Although the chief executive officer tends to get the attention of most researchers, as shown in the literature above and also the date of the research, more detailed information regarding the CAO position is necessary for understanding our community colleges. CAOs must be leaders who can manage the needs of the faculty while representing the president's office at the same time (Anderson, Murray, & Olivarez, 2002).

Piland and Wolf (2003) believed that community colleges would be best suited to create their own leadership programs. Piland and Wolfe (2003) say:

> Leading is extremely important. It is hard work. Leaders do not just happen. Excellent leadership results from the combination of motivated talent, the right leadership opportunity, and appropriate preparation. Are the community colleges themselves ready to do something about the one element they can reasonably control? (p. 98)

They suggest that these programs involve the president of the college, other senior-level administrators, and faculty/staff that are interested in leadership. Further, they discussed that individuals should be identified who have leadership qualities to foster development.

Eddy, Sydow, Alfred, and Garza-Mitchell (2015) stated that the faculty and staff of the future would look different than what we see today; a number of generations are coming together. They discuss the idea of old and new power within an institution and how colleges are dealing with this collision of differing views and approaches. This phenomenon will be something a new leader will need to address in terms of shaping how their faculty and staff build relationships and adjust current ones. The point is that everything related to the community

college structure is open to questioning. A few examples include the fifteen-week semester, demonstrated learning through grades, and the definition of a credit (Eddy et al., 2015), all of which will need to be managed by our future leaders.

AACC's Leadership Competencies

The American Association of Community Colleges' (AACC) Leadership Competencies were developed as a guide to help grow the leadership skills of future senior leaders of community colleges. Forthun and Freeman (2017) stated the AACC recognized early, in the 2000s, that the leadership crisis would affect the community college sector significantly in the coming years. To this end, the AACC secured a grant to begin the AACC Leading Forward Project in 2003. The project was designed to research the national need for community college leaders (Ottenritter, 2012). As part of the project, the AACC organized leadership summits to reveal what college presidents and other senior-level community college leaders identified as necessary leadership competencies from their perspectives. According to Ottenritter (2012), community colleges have their own culture. It was crucial for leaders within the community college setting to develop the competencies to ensure a smooth transition as older leaders retired.

The AACC worked on the results from summits and surveys to develop the original leadership competencies in 2005. The goal was for future leaders to understand what they needed to prepare before entering leadership positions. The AACC Leadership Competencies would help prepare, attract, and create successful transitions for future leadership changes in community colleges. The competencies were flexible by design with the idea that they could be shaped and refined over time (Ottenritter, 2012). Besides, these leadership competencies can be used by community colleges as a critical element of the foundation for hiring purposes and grow-your-own leader programs (AACC, 2019). These leadership competencies have helped shape

and establish doctoral programs in higher education (McNair, 2009). The AACC Leadership Competencies are now on their third revision. They have been adjusted over time to reflect the changing environments facing community colleges.

According to Eddy (2012), the original AACC Leadership Competencies were published in 2005. They included six competencies designed to prepare/shape an individual into a senior-level leadership position at a community college. The six core competencies established in 2005 included: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (Duree & Ebbers, 2012; Eddy, 2012; McNair, 2009).

Eddy (2012) and McNair (2009) conducted studies using these original leadership competencies. Eddy (2012) interviewed 75 individuals from a dozen institutions; she interviewed presidents, senior-level leaders, and faculty leaders. McNair (2009) surveyed community college leaders in California. Eddy (2012) discussed how the presidents in this study used the competencies in their careers. Presidents were all from different backgrounds – black/white, male/female, and urban/rural. Eddy (2012) found the competencies really worked well in clusters. She broke up the competencies into the following clusters: Inclusivity, Framing Meaning, Attention to the Bottom Line, and Systems Thinking. Most of the presidents utilized some or all of these competencies in their careers. Eddy (2012) believed the competencies fit well into these four clusters, which may utilize one or more competencies. Further, Eddy (2012) found that “seasoned leaders” were able to draw from their previous experiences in leadership positions where new leaders would have to test the waters.

McNair (2009) found that Organizational Strategy was nearly unanimous in being essential to the leader's success. Resource management was also one of the competencies that

came up as being essential but in more specific topics under the broader heading. For example, 84.5% agreed that it was important to "ensure accountability in reporting," while only 56.7 % agreed that it was necessary to "use the accreditation process to assess programs and allocate resources" (McNair, 2009). McNair (2009) asked participants what skills they believe would be best suited to learning in a graduate program versus learning on the job; the answer with the highest percentage was Organizational Strategy. Overall, participants in the McNair (2009) study preferred learning these competencies on the job or with professional development.

Boswell and Imroz (2013) studied the AACC Leadership Competencies with senior-level administrators (presidents, vice-presidents, and deans) in Pennsylvania. A survey design was used to reach as many of these senior-level administrators as possible. Boswell and Imroz (2013) were interested in the importance of the AACC Leadership Competencies for community college leaders and which competencies most supported these leaders in their own development of the competencies. The findings of this study showed that all the AACC Leadership Competencies were rated essential or extremely important by the participants (Boswell & Imroz, 2013). Further, as the McNair (2009) study found, participants believed that on-the-job experiences were most effective in developing the leadership competencies.

According to Duree and Ebbers (2012), it is beneficial for community college presidents to have their terminal degree before becoming a president. Doctoral programs that utilize the AACC Leadership Competencies in both curriculum development and outcomes should be sought; other ways to gain these competencies could be through internships/mentorships and experience in other senior-level positions (Duree & Ebbers, 2012).

Duree and Ebbers (2012) offered further advice to aspiring and sitting community college presidents. From the results of their study, they found that community college presidents are

very likely to have earned a doctoral degree before becoming a president, that most presidents came from an academic background prior to taking on the presidency, more than half of the presidents in the survey had been involved with some sort of leadership program (outside of a degree program), that many current presidents have developed a grow-your-own leadership program within their institutions, and many of the current community college presidents have been involved with mentor-protégé programs. In addition, they note that many community college presidents have their doctorates in their discipline rather than in higher education or, specifically, community college leadership (Duree & Ebbers, 2012). However, they do acknowledge that a terminal degree is not the only way to become prepared for a community college presidency; experience and guidance from other leaders also is a viable pathway to the presidency.

Wilson and Cox-Brand (2012) studied the competencies through a "feminist lens". Their study utilized a discourse analysis with the original 2005 competencies. Their findings revealed that the AACC Leadership Competencies were troubling for a few reasons. The version of the competencies used masculine verbs and supported directive leadership, which clashes with participatory leadership, which the AACC Leadership Competencies promote (Wilson & Cox-Brand, 2012). They added that the competencies seem broad, giving the example of open communications for leaders. If this competency is to be employed, it may not be advisable with all decision making. In making this point, Wilson and Cox-Brand (2012) argued that the reader's gender and race would influence how the competencies are interpreted, among other human identity characteristics. They believed that the competencies should be read as "contextless" and "storyless" (p.82).

Garza Mitchell (2012) studied community college presidents in conjunction with the AACC Leadership Competencies with a particular focus on ethics. They found that competencies can be viewed differently depending on the ethical nature of the reader. Garza Mitchell (2012) found that there are different ethical foundations of leadership styles. Leaders should be aware of their leadership style and the ethics associated with that leadership style.

Eddy et al. (2015) stated, "new leaders are faced with drinking from a fire hydrant of issues, and how they deal with this is influenced by the skills they have – or have not – acquired along the way" (p 94). The book was published before the new iteration of AACC Leadership Competencies (2019) was completed, demonstrating that the community college sector is changing rapidly. The AACC is responding to these ever-changing needs of current and future leaders.

According to the AACC (2019), the release of the third edition of the Leadership Competencies followed two years of hard work by the Commission on Leadership and Professional Development under the AACC. The Commission had been charged with taking on a revision to the popular AACC Leadership Competencies. The AACC had solicited recommendations from their board of directors, from members of the Commission, leaders of doctoral programs in community college leadership, and from individuals who were in attendance at the 2018 Presidents Academy of the AACC. The competencies were designed to be viewed as something for individuals to achieve rather than be proficient in each area. Further, the competencies were arranged in such a way that individuals looking to move into leadership positions can assess what category they belong in based on their prior experience and their career aspirations.

Additions to the third edition of the AACC Leadership Competencies are student access and success for community colleges, institutional transformation, and guidelines for career progression and to improve in their current position (AACC, 2019). Student access and success has been at the forefront of community college leaders since the change in focus of concentrating on success rates of community colleges. Institutional transformation is discussed in light of the constant change community colleges face, including change in the student of today, financial barriers that were not present in the past, and developing leaders who can influence change. Finally, the addition of guidelines for career progression enables individuals who seek more leadership responsibility a series of categories to review, which they can assess in relation to their current employment/experiences and what position they strive to achieve.

AACC Leadership Competencies for Aspiring CEOs

The current edition of the AACC Leadership Competencies contains the following focus areas: Faculty, Mid-Level Leaders, Senior-Level Leaders, Aspiring CEOs, New CEOs, and CEOs (AACC, 2019). For the purpose of this study, the competencies for Aspiring CEOs were targeted and used.

Reviewing the AACC (2019) Leadership Competencies for the Aspiring CEOs Focus Area in the AACC Leadership Competencies, there are 11 distinct categories with each category containing two to eight individual competencies. The complete competencies with the associated behaviors can be found in Appendix A, on the survey for aspiring CEOs. The 11 categories and their competencies are listed below with a brief description:

1. Organizational Culture - described as the leader respecting an institution's past as they try to create a future for the institution. The competencies associated with this category are the

mission, vision, and values of the community college, as well as the culture of the institution and its service region.

2. Governance, Institutional Policy, and Legislation - which describes the leader's ability to work with shared governance at their institutions. The competencies associated with this category are organizational structure of the community college, governance structure, college policies and procedures, and board relations.

3. Student Success – a focus on access, retention, and success of the entire institution. The competencies under this category are student success, consistency between the college's operation and a student-focused agenda, data usage, program/performance review, and evaluation for improvement.

4. Institutional Leadership – leading a student-centered college by utilizing interpersonal relationships and management skills. Competencies under this category include: Be an influencer, Support team building, Performance management, Lead by example, Problem-solving techniques, Conflict management, Advocate for professional development across the institution, Customer service, and Transparency.

5. Institutional Infrastructure – the college needs to be led in such a way that it utilizes planning (strategic, facilities, and technology) to manage all key areas of the college. Competencies include strategic and operational planning, budgeting, prioritization, and allocation of resources, accreditation, facilities master planning and management, and technology master planning.

6. Information and Analytics – data must be used to understand the institution's success and issues. Competencies include Qualitative and quantitative data and Data analytics.

7. Advocacy and Mobilizing/motivating others – a successful leader is able to motivate others to embrace the community college mission and values. A leader who is able to take action with stakeholders to best benefit the college community. Competencies include community college ideals, stakeholder mobilization, media relations, and marketing and social media.

8. Fundraising and Relationship Cultivation – an effective leader is able to bring people together to advance the mission of the community college. The competencies in this area include fundraising, alumni relationships, media relationships, legislative relationships, public relations, and workforce partnerships.

9. Communications – strong communication skills are essential for leaders. The leader must embrace the role of the community college spokesperson. Competencies include presentation, speaking, and writing skills; active listening; global and cultural competence; strategies for multi-generational engagement; email etiquette; fluency with social media and emerging technologies; consistency in messaging; and crisis communication.

10. Collaboration – an effective leader is able to gain and keep relationships that will be beneficial to both parties and promote the success of the community college mission. Competencies include interconnectivity and interdependence, work with a supervisor, institutional team building, and collective bargaining.

11. Personal Traits and Abilities – leaders must possess personal traits that are able to be used in such a way to promote community college. Competencies include authenticity, emotional intelligence, courage, ethical standards, self-management, and environmental scanning, time management and planning, familial impact, forward-looking philosophy, and embrace change (AACC, 2019).

As illustrated in this chapter, the concern for future senior leaders at community colleges is more important now than ever before. Many researchers have investigated the career paths and pipelines of people who are presidents. There is much less research available for those in a CAO position.

CHAPTER III

METHODOLOGY

This chapter will begin with the purpose statement and research questions, as seen in Chapter One. From there, the research design will be detailed, followed by the sections: the context of the study, participants, instrumentation, data collection procedures, data analysis, and limitations.

Purpose Statement

The purpose of this study was to examine CAO's perceptions of the leadership competencies developed by the AACC. The study began by asking whether the participants are interested in pursuing presidential positions, explore the reasons some CAOs are not interested in the presidency and whether certain AACC leadership competencies keep them from pursuing a presidency.

Research Questions

1. What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies?

    a. For which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared?

    b. For which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared?

2. Which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing open presidential positions at community colleges?

    a. Which of the competencies are most likely to deter a male CAO?

    b. Which of the competencies are most likely to deter a female CAO?

c. Which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years?

d. Which of the competencies are most likely to deter a CAO who has been in the position for more than five years?

e. Which of the competencies are most likely to deter a CAO who is White?

f. Which of the competencies are most likely to deter a CAO who is from a historically underrepresented racial group?

g. Which of the competencies are most likely to deter a CAO who has earned a doctoral degree?

h. Which of the competencies are most likely to deter a CAO who has not earned a doctoral degree?

Research Design

This study was a quantitative study utilizing a cross-sectional survey. Using a survey allowed the researcher to make inferences regarding characteristics and attitudes (Creswell, 2014). This research design provided data to obtain the incidence, frequency, and distribution of certain characteristics in the population (Leedy & Ormrod, 2016). Using a survey, the researcher can make inferences regarding the characteristics, behavior, and attitude of the population from the participants of the study (Creswell, 2014). In addition, the use of a survey creates an economical way of collecting data using a large sample size.

Effectiveness of the Design. This study's design is effective at answering the research questions stated earlier because the study was designed to measure the competency level that CAOs believe they possess regarding each of the AACC's Leadership competencies for aspiring CEOs. With the use of a survey, the researcher collected data from a large group of CAOs from

all over the United States. Fowler (2014) stated that surveys are useful for gathering quantitative data and analyzing the data in a study.

Setting and Context

The study took place during the spring of 2020 at community colleges throughout the United States who are members of the AACC. The study only used data collected from individuals who were a current CAO at a community college at the time they completed the survey. This study provided a unique setting because the researcher only sought the perceptions of the CAO concerning their abilities as related to the AACC Leadership Competencies; the researcher did not study community college presidents.

Within this context, the researcher focused upon each of the participants, CAOs at community colleges who are members of the AACC, to identify how they perceive their abilities as compared with the AACC Leadership Competencies. Participants were asked to evaluate their own competency level with each of the AACC Leadership Competencies using a Likert-type scale.

Variables. The variables that were identified in this research study are twofold. Participants were asked to state their gender and the number of years they have held a CAO position. The dependent variables in these cases were the participant's perception of their abilities related to the AACC Leadership Competencies.

Access to Data. Obtaining access to the AACC membership list was not a problem. As a member of the AACC, the membership list is available. As such, the researcher reviewed the list to identify all of the CAOs at member community colleges to establish a population for this study.

Participants

Participants of this study were drawn from the American Association of Community Colleges' membership list. All member community colleges were examined to determine who holds the position of CAO. A list of CAOs' email addresses was developed; member colleges of the AACC have a list of their chief officers, including the CAO. All identified CAOs were sent an invitation to participate in the survey. The researcher did not plan to choose any specific characteristics of the community college from which the CAOs were invited to participate in this study come. All were invited and may complete surveys that were utilized in this study. Any surveys not completely filled out were discarded. Due to typically lower response rates to surveys, all member institutions of the AACC were used as a group from which to determine a population where a CAO can be identified.

Due to the COVID-19 pandemic, the survey was kept open longer than initially planned. The survey was sent out just before the pandemic began to close down the United States on March 10th, 2020 (Appendix A). The first follow-up letter was sent eight days after the initial launch of the survey on March 18th, 2020, via email (Appendix C). The second follow-up was scheduled to be sent eight days later, but the researcher delayed the reminder; CAOs were in the midst of dealing with the challenge of moving all instruction to a remote format. The reminder went out on April 7th, 2020, 28 days after the initial launch of the survey (Appendix D). A final notice was sent on April 19th, 2020, as the last chance to participate in the survey (Appendix E). Due to the crisis that our country was facing, higher education was in turmoil; the researcher had the survey available for more than 45 days.

Sample Size. The researcher sent the invitation for participation to over 650 CAOs from community colleges all across the United States. The sample was collected from AACC

Members. No segregation of community colleges was used. The population for the study included all CAOs that were able to be identified. A large sample size was chosen so that the researcher can ensure enough participation to make the data meaningful. A higher response rate was expected in this study because participants were drawn from CAOs at community colleges; these were professional people who are in the field of higher education.

Of the 652 individuals identified as the CAO of a member institution of AACC, only 17 emails were returned as not deliverable. Six individuals responded to the researcher that they had retired or were no longer a CAO. The researcher tried to find the current CAO of these 23 colleges but was only successful with seven colleges through the exploration of the college's website to identify the current CAO. After the survey closed, there were 126 responses from the survey. Of those responses, six said they were not currently the CAO of their institution, so they were thrown out.

Instrument

This study used a survey distributed through the internet via Survey Monkey. A survey design is an economical way of collecting the necessary data for this study. Besides, it allows the researcher to collect the data quickly (Creswell, 2014). A cross-sectional survey allows for the data to be collected at one point in time. The survey was unique to this study. The survey was designed, using a Likert-type scale and clear language, to be suitable for current CAOs (Taylor-Powell, 1998). The survey was administered through Survey Monkey via the web; Fowler (2014) states that the internet is a good option for conducting a survey. Fowler (2014) also makes note that researchers should be aware of the respondents' ability to write, type, and have access to the internet – in this study, since the researcher will be identifying senior leaders at community colleges across the United States, this would not be of concern. This product was

chosen as the researcher has had some experience using Survey Monkey. It is convenient for both the researcher and the participant and an economical way of conducting the survey.

The researcher designed the survey for use in the study. Using the AACC's Leadership Competencies, the questions of the survey were designed to give the researcher the best possible data. According to Fowler (2014), to promote participation in a study, the survey should be written in a way to allow for ease of response and put less burden on the participants. Questions were designed so that the respondent was able to choose the best selection for each question for the first two parts. The third part of the survey asked the respondent to rank items. The survey responses were a forced-choice model. "I do not know" or "not applicable" options were not given in this survey; often, respondents will choose these options if they do not want to commit (Fowler, 2014). Since this survey was targeted to a small and specific population, participants were able to answer most, if not all, of the questions.

As stated above, the survey was designed using a Likert-type scale for most of the questions. Likert-type scales are considered to be a very reliable way of measuring a person's perception (Monette, Sullivan, & DeJong, 2010). A Likert-type scale is typically designed using multiple responses ranging from one extreme to another. For this survey, the selections for the Likert-type questions were on a scale of one to four – from completely unprepared to well prepared (Appendix A).

The survey design included three sections. The first section asked participants to state 1) whether they are the current CAO at their institution, 2) their race (white/non-white), 3) the number of years as a CAO, whether or not they have earned a doctoral degree or are in-progress to complete one, and 4) their gender. Participants were asked about each of the AACC Leadership Competencies. The survey instrument for this study was modeled from the

instrument utilized by Duree (2007) in a dissertation titled “The Challenges of the Community College Presidency in the New Millennium: Pathways, Preparation, Competencies, and Leadership Programs Needed to Survive”.

Content Validity. The validity of the survey was tested to ensure that the survey would achieve the collection of the data that the researcher is looking to gather; the survey must ensure that those accurate conclusions can be made (Leedy & Ormrod, 2016). First, an expert panel of individuals read the survey; the panel was made up of four people who have expertise in the content of this study or the methodology or both. The expert panel consisted of a community college president with an EdD, a private four-year school president with community college experience and an EdD, an associate vice-president of academic affairs who previously served as a CAO, and a math faculty member with a Ph.D. in Mathematics. The expert panel was invited to review the survey, which contained the purpose statement of the study and the research questions of the study (Appendix F). They were asked to rate and review each item on the survey and respond, in their expert opinion, if they believed that the survey would answer the research questions of the study. The researcher then looked at the responses from each of the experts to be sure the survey is appropriate. The expert panel was also asked to comment on readability and language clarity. Lastly, the expert panel was asked if there are any missing items on the survey.

The individuals in the expert panel overwhelmingly responded that the survey would answer the research questions. A few suggestions were made to the researcher and incorporated into the final survey. The suggestions included: 1) giving respondents a warning that the last part of the survey would ask them to rank the competencies that they were responding to in part two of the survey; 2) provide a list of the competencies in part three for respondents to choose

from; 3) two experts had concerns about the language in the behavior that is associated with each competency. The language of the behavior is taken directly from the AACC Leadership Competencies (AACC, 2019). With the feedback from the panel, an additional communication was added to the letter sent to potential respondents; the idea was to be clear that the competencies are geared towards an individual who will be seeking a community college presidency.

Reliability. Reliability was tested using a pilot group. A test-retest method was used to ensure reliability further. A correlation was used to measure the test-retest method with a Pearson Correlation value of .7 or higher (Sprinthall, 2012). The administration of the survey was first done as a pilot. The pilot consisted of eleven individuals who carry the titles of associate vice presidents, department chairs, and other vice presidents outside of academic affairs at community colleges. These individuals had knowledge of the CAO position but were not currently CAOs. They were asked for feedback regarding the survey. They committed to taking the survey two times, two weeks apart. The pilot study of the survey instrument included questions for the participants to respond to after they completed the survey; the questions included: 1) Was the wording of each question clear and unambiguous? 2) Was there wording in any of the questions that could be offensive to anyone? 3) How long did it take to complete the survey? 4) Were the instructions clear? Data from these questions were intended to tweak the wording of the survey items. The third item, regarding time to complete the survey, was used to provide an estimated time to complete the survey in order to encourage busy CAOs in the full study to participate. After two weeks, the survey was redistributed to the same group of pilot participants to retake the survey. Pilot participants were only asked to complete the actual

survey instrument the second time; they were not asked to answer the questions again upon completion.

Administering the survey twice to this test group assisted the researcher in establishing that the survey is reliable (Leedy & Ormrod, 2016). A correlation, Pearson Reliability, was used on data from each exercise of the pilot group with a goal result of .7 or higher. The Pearson Correlation was at .7 or higher for all items on part two of the survey. The sample surveys were exactly the same for each test participant. Additionally, all participants took the survey via Survey Monkey. By using the test group's responses to the questions, the researcher was able to determine if the questions on the survey were: 1) clearly written so that the respondent knows what he/she is supposed to answer; 2) each respondent interprets the question the same way; and, 3) there are appropriate choices for answers for the respondents (Fowler, 2014).

Of the 11 participants who took the survey the first time, ten participants took the survey the second time. The data from the one participant who did not take the survey the second time was discarded, with the exception of the initial four questions in the letter.

Table 1

Pearson Correlation Results for Pilot Study

Focus Area	Pearson Correlation
1	.871
2	.752
3	.846
4	.944
5	.888
6	.953
7	.687
8	.766
9	.785
10	.744
11	.917

Administration. The administration of the survey was through Survey Monkey, with links to the survey sent via email. The email included all the information about the study and how the information was used. Participants simply clicked on the link to the survey and began answering the survey questions. The survey was open for 45 days, and reminder emails were sent to participants who had not participated in the survey. Further, the researcher had asked for the assistance of the administration team of the National Council of Instructional Administrators (NCIA) to send out a notice on behalf of the researcher to encourage participation in the survey.

Data Collection

The survey for this study was sent out in the spring; the survey was supposed to be open for three weeks (Appendix B). As mentioned earlier, the survey remained open for over 45 days due to the pandemic. The survey was opened on March 10, 2020. A reminder email was sent out eight days after the initial invitation (Appendix C). The second reminder was sent on April 7, 2020 (Appendix D). The final reminder was sent on April 19, 2020 (Appendix E).

Data Analysis

Descriptive statistics were calculated for Research Question One. These included mean and standard deviation. Descriptive Statistics uses the data to summarize the nature of the data and to identify patterns (Leedy & Ormrod, 2016). The data were displayed using tables to capture the results of each of the AACC Leadership Competencies concerning the participant's perception of their preparedness for each competency.

The first research question was: What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies? This question was answered using descriptive statistics to show the result for each of the competency focus areas. Data were displayed in a table form for ease of viewing by the reader.

The first sub-question under Research Question One was: For which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared. This research question was also answered with descriptive statistics; specifically, each competency's mean was used to answer these questions. Each Leadership Competency that falls under the focus area was used in the calculation. The researcher sought the broad leadership competency focus area with which the participants felt the most confident and the leadership competency focus area that the

participants felt the least confident. The second sub-question under Research Question One was: For which of the AACC Leadership Competency Focus Area do CAOs feel least prepared? This question was answered descriptive statistics as well; the mean was used here to answer this question. Each Leadership Competency that falls under the focus area was used in the calculation.

Research Question Two was: Which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing an open presidential position at community college? Data from part three of the survey was used to answer research question two. Respondents were asked if they wished to pursue a community college presidency; if they answered "no," they were asked to complete part three of the survey. Thirty-two respondents answered that they did not wish to pursue a presidency and subsequently ranked the top three competencies to keep them from doing so. The researcher first identified the overall top three competencies that would deter a CAO from pursuing a presidency and computed the total number of times each was selected as the first deterrent (i.e., the most likely of such top three competencies to deter a CAO from pursuing the presidency). Then, the researcher found the percentage of the sum of each competency to the total number of respondents to Research Question Two. By way of illustration, nine out of 33 respondents identified familial impact as the top competency that would deter a CAO from pursuing a presidency; the percentage of 9 to 33 is 27. The same process was repeated for the second and third deterrents.

In order to further evaluate these data by taking into account the demographics (e.g., race, gender, experience, and education) of the respondents, the research was guided by the following sub-questions under Research Question Two, as follows: a) Which of the competencies are most likely to deter a male CAO? b) Which of the competencies are most likely to deter a female

CAO? c) Which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years? d) Which of the competencies are most likely to deter a CAO who has been in the position for more than five years? e) Which of the competencies are most likely to deter a CAO who is White? f) Which of the competencies are most likely to deter a CAO from a historically underrepresented racial group? g) Which of the competencies are most likely to deter a CAO who has earned a doctoral degree? h) Which of the competencies are most likely to deter a CAO who has not earned a doctoral degree? The same analysis, as described above with respect to the overall findings, was then applied to each sub-question.

In addition to the more traditional method described above for Research Question Two and its sub-questions, the researcher undertook an alternate analysis attributing a weighted value to each of the first, second, and third deterrents. A model of this type is commonly used for ranked voting systems; each ranking is awarded points as a function of the rankings of each respondent (Stein, Mizzi, & Pfaffenberger, 1994). The method is attributed back to Borda in 1781. It would allow for consideration of each a first, second, and third-ranking of each competency at one time. The attribution places a higher value on a first-place ranking and less on a third-place ranking.

In order to accomplish this second analysis, the researcher followed the following steps: a) for each respondent, the researcher assigned a weight of three to the first deterrent, two to the second deterrent, and one to the third deterrent; b) The researcher determined the total sum (the "Individual Sum") for each individual competency using such weighted figures; c) The researcher then calculated the aggregate (the "Aggregate") of the weighted sums for all competencies; d) the researcher then determined the percentage for each individual competency of the Individual Sum compared to the Aggregate. By way of illustration, the Individual Sum for

the fundraising competency was 24 calculated as follows: it was ranked as the first deterrent by four people (aggregate weight 12), as the second deterrent by four people (aggregate weight 8), and as the third deterrent by four people (aggregate weight 4); the Aggregate was 150; and therefore the percentage of 24 to 150 is 16. This analysis was repeated for each sub-question to evaluate the demographic impact.

Rationale. The data were analyzed using descriptive statistics. Descriptive statistics was significant in this study to establish a research agenda. Further investigation, both quantitative and qualitative research, will be able to be established based on the results of this study.

Overall, community college leaders and aspiring CAOs will be able to review this research and plan accordingly to meet their needs. For example, an aspiring CAO may wish to gain some more experience within a particular competency before they begin to apply for a CAO position.

Limitations

Limitations of this study vary depending on the research question. The participants of the study will come from different backgrounds. Some may have had extensive experience as a faculty member, a department chair, and a dean. The study did not take into account the participant's career path leading them to the CAO position of their institution.

Another limitation of the study was the size of the institution at which the participant is working; perhaps at a smaller institution, the CAO may have more regular contact with the president, which allows them a better view of the community college president position, which in turn, makes them feel more confident in some of the AACC Leadership Competencies for aspiring CEOs. Also, a CAO working at a larger institution may have far more experience

managing larger groups within an organization, giving them a more confident feeling about other Leadership Competencies.

Using a quantitative research approach could leave researchers and readers wondering why certain subjective questions have not been addressed. Future researchers in this area may want to understand why individual AACC Leadership Competencies are perceived the way this study shows. Qualitative research based on this study may be interesting.

In addition, a further limitation is the use of a Likert-type survey; participants are limited in their responses. Participants had to pick a response that best suits what their perceptions are but maybe just using the best fit they can find. The CAOs may have more to say but were not given that opportunity with this quantitative study.

Conclusion

After the data were collected and the researcher began to analyze the data for Research Question Two, the researcher opted to look at the data in two distinct ways; in order to gather the most meaning from the data, it was first viewed in context with summing up each ranking independently of one another. The researcher counted the frequency of a specific competency for each placement (of the top three competencies most likely from keeping a CAO from pursuing a presidency) and totaled up each column to then calculate the percentage. The top three highest percentages for each placement was reported. Alternatively, in order to make sense of the number of times a competency was selected for any of the rankings (one to three), the researcher assigned a weight to each ranking. The researcher then summed up each competency with their weights and calculated an average using those sums. Overall, the results were similar, as will be seen in Chapter Four.

This quantitative study addressed the AACC Leadership Competencies for aspiring CEOs from the view of current CAOs at community colleges. The researcher utilized a survey to collect the data; the survey was sent to current CAOs at community colleges who are members of the AACC.

CHAPTER IV

FINDINGS

The purpose of this study was to examine community college Chief Academic Officers' (CAOs) perceptions of the leadership competencies developed by the American Association of Community Colleges (AACC). Additionally, the survey asked whether the participants were interested in pursuing presidential positions, explored the reasons some CAOs were not interested in the presidency, and whether certain AACC leadership competencies kept them from pursuing a presidency. The study was guided by the following research questions:

1) What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies?

   1a. For which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared?

   1b) For which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared?

2) Which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing open presidential positions at community colleges?

   2a. Which of the competencies are most likely to deter a male CAO?

   2b. Which of the competencies are most likely to deter a female CAO?

   2c. Which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years?

   2d. Which of the competencies are most likely to deter a CAO who has been in the position for more than five years?

   2e. Which of the competencies are most likely to deter a CAO who is White?

2f. Which of the competencies are most likely to deter a CAO who is from a historically underrepresented racial group?

2g. Which of the competencies are most likely to deter a CAO who has earned a doctoral degree?

2h. Which of the competencies are most likely to deter a CAO who has not earned a doctoral degree?

The survey results were separated and organized into three sections. Research Question One will be answered using data from part two of the survey. Research Question Two will be answered using data from parts one and three of the survey instrument.

Demographic Information

Of the 126 surveys completed for this study, data were analyzed from 102 surveys. In part one of the survey, participants were asked to supply demographic information: 1) the number of years the person has served as CAO; 2) race (white/non-white); 3) gender; and 4) status of a doctoral degree. The results are shown below:

Years as a CAO. Participants were asked to choose from two categories - served less than five years as a CAO or five or more years as a CAO. The responses to this survey question were split almost evenly. The distribution is shown in Table 2.

Table 2

Years as a CAO

Category	Frequency	Percentage
Five years or less	52	51%
More than five years	50	49%

Race. Survey participants were asked to disclose their race by answering whether they are white or non-white. The distribution is shown in Table 3.

Table 3

Race of the CAO

Race	Frequency	Percentage
Non-white	16	16%
White	86	84%

Gender. Participants were also asked to disclose their gender in the survey. Choices were male, female, or other. All participants answered either male or female. The distribution is shown in Table 4.

Table 4

Gender of the CAO

Gender	Frequency	Percentage
Female	60	59%
Male	42	41%
Other	0	0%

Doctoral Degree. The final demographic question asked of participants was related to doctoral degrees. They were asked to respond whether they held a doctoral degree, were in a doctoral program, or did not have a doctoral degree. The results can be seen in Table 5.

Table 5

Doctoral degrees

Status of doctoral degree	Frequency	Percentage
Currently in a doctoral program	5	5%
Holds a doctoral degree	86	84%
Does not have a doctoral degree	11	11%

Analysis of Research Question One

Research Question One was a general question regarding the perceptions that CAOs had with the experiences of their position as a CAO regarding the AACC Leadership Competencies for aspiring CEOs. To answer this question, the researcher examined the participants' responses to part two of the survey, using SPSS for the analysis of the descriptive statistics. The mean and standard deviation are tabulated below by Focus Area, in Table 6.

Table 6

Descriptive Statistics by Focus Area

Focus Area	N	Mean	Std. Dev.
FA-1- Organizational Culture	201	3.79	0.435
FA-2- Governance, Policy, Legislative relations	404	3.52	0.674
FA-3- Student Success	504	3.63	0.627
FA-4- Institutional Leadership	909	3.68	0.554
FA-5- Institutional Infrastructure	606	3.27	0.845
FA-6- Information and Analytics	201	3.27	0.800
FA-7- Advocacy and Mobilization/Motivation	404	3.28	0.821
FA-8- Fundraising and Relationship Cultivating	605	2.77	0.961
FA-9- Communications	808	3.51	0.662
FA-10- Collaboration	403	3.48	0.870
FA-11- Personal Traits and Abilities	909	3.65	0.578

Sub-question 1a. The first sub-question for Research Question One asked the CAOs to rate the AACC Leadership Competency Focus Areas for which they feel most prepared. Since respondents had a choice of one to four on the Likert Scale of the survey, one being “not prepared” and four being “well prepared,” the mean can be used to measure the preparedness.

The focus area with the highest mean was FA-1 – Organizational Culture. The AACC (2018) described this focus area as follows: "an effective community college leader embraces the mission, vision, and values of the community college, and acknowledges the significance of the institution's past while charting a path for its future" (p. 51). The mean was 3.79, with a standard

deviation of 0.433. FA-1 had the highest mean and the smallest standard deviation, which means there were not many differences in responses to the competencies that fell under this focus area. Two competencies fall under FA-1: mission, vision, and values of the community college and culture of the institution and the external community (AACC, 2019).

The focus area with the second-highest mean was FA-4 – Institutional Leadership. Institutional Leadership is described by the AACC (2018) as follows: "an effective leader understands the importance of interpersonal relationships" (p. 54). The mean for FA-4 was 3.68, with a standard deviation of 0.552. This focus area also had the second smallest standard deviation. FA-4 encompassed nine competencies: be an influencer, support team building, performance management, lead by example, problem-solving techniques, conflict management, advocate for professional development across the institution, customer service, and transparency (AACC, 2019).

The third highest mean was for FA-11 – Personal Traits and Abilities. The AACC (2018) description is that "an effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda" (p. 61). The mean for FA-11 was 3.65, with a standard deviation of 0.576. The nine competencies associated with FA-11 are authenticity, emotional intelligence, courage, ethical standards, self-management, environmental scanning, time management and planning, familial impact, forward-looking philosophy, and embrace change.

Sub-question 1b. The second sub-question under Research Question One was for which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared? To answer this question, the researcher looked for the smallest means in the group of focus areas. Respondents

selected a one for *not prepared* and a four for *well prepared*. The smaller the mean, the more likely that CAOs felt unprepared for these focus areas (AACC, 2019).

The focus area with the lowest mean was FA-8 – Fundraising and Relationship Cultivating. The mean for FA-8 was 2.77, with a standard deviation of 0.958. FA-8 consisted of six competencies: fundraising, alumni relationships, media relationships, legislative relations, public relations, and workforce partnerships (AACC, 2019).

The next smallest focus area was a tie between FA-6 and FA-5. FA-6 – Information and Analytics had a mean of 3.27 with a standard deviation of 0.803. FA-6 had two competencies: qualitative and quantitative data and data analytics (AACC, 2019).

FA-5 – Institutional Infrastructure also had a mean of 3.27 with a standard deviation of 0.842. FA-5 had six competencies associated with it: strategic and operational planning, budgeting, prioritization, and allocation of resources, accreditation, facilities master planning and management, and technology master planning (AACC, 2019).

Additionally, the results were broken down by each competency, regardless of the focus area. The means and standard deviations are presented in Table 7. Each competency can be seen in Appendix I.

Table 7

Descriptive Statistics from Part Two of Survey

Competency	N	Min	Max	Mean	Std. Dev.
FA1_C1- Mission, Vision, and Values	**100**	**2**	**4**	**3.89**	**0.345**
FA1_C2- Culture institution and community	99	1	4	3.42	0.656
FA2_C3- Organizational structure of CC	101	2	4	3.68	0.488
FA2_C4- Governance Structure	101	2	4	3.68	0.546
FA2_C5- College policies and procedures	101	2	4	3.66	0.571
FA2_C6- Board relations	101	1	4	3.05	0.817
FA3_C7- Student success	100	2	4	3.79	0.518
FA3_C8- College operation/student focus	100	2	4	3.66	0.555
FA3_C9- Data usage	101	1	4	3.40	0.708
FA3_C10- Program/performance review	101	2	4	3.71	0.554
FA3_C11- Evaluation for improvement	100	2	4	3.66	0.497
FA4_C12- Be an influencer	101	2	4	3.54	0.625
FA4_C13- Support team building	101	2	4	3.72	0.550
FA4_C14- Performance management	101	2	4	3.65	0.591
FA4_C15- Lead by example	101	3	4	3.83	0.376
FA4_C16- Problem-solving techniques	100	2	4	3.73	0.489
FA4_C17- Conflict management	101	2	4	3.49	0.610
FA4_C18- Advocate for professional dev.	101	2	4	3.63	0.561
FA4_C19- Customer service	101	2	4	3.74	0.503
FA4_C20- Transparency	101	2	4	3.79	0.432
FA5_C21- Strategic and Operational Plan.	101	2	4	3.60	0.634
FA5_C22- Budgeting	101	1	4	3.22	0.808
FA5_C23- Prioritization/allocation of Res.	101	2	4	3.44	0.684
FA5_C24- Accreditation	99	1	4	3.78	0.526
FA5_C25- Facilities master planning/mang.	101	1	4	2.85	0.888
FA5_C26- Technology master planning	101	1	4	2.81	0.857
FA6_C27- Qualitative and Quantitative data	100	2	4	3.37	0.734
FA6_C28- Data analytics	99	2	4	3.24	0.730
FA7_C29- Community college ideals	101	2	4	3.81	0.441
FA7_C30- Stakeholder mobilization	101	2	4	3.51	0.642
FA7_C31- Media relations	101	1	4	3.01	0.843
FA7_C32- Marketing and social media	100	1	4	2.81	0.813
FA8_C33- Fundraising	**100**	**1**	**4**	**2.44**	**0.891**
FA8_C34- Alumni relationships	**100**	**1**	**4**	**2.41**	**0.889**
FA8_C35- Media relationships	**99**	**1**	**4**	**2.65**	**0.849**
FA8_C36- Legislative relations	100	1	4	2.66	0.855

FA8_C37- Public relations	100	1	4	3.30	0.810
FA8_C38- Workforce partnerships	99	1	4	3.35	0.719
FA9_C39- Presentation/speaking/writing	101	2	4	3.65	0.556
FA9_C40- Active listening	101	2	4	3.83	0.402
FA9_C41- Global and cultural competence	101	2	4	3.52	0.626
FA9_C42- Strategies for engagement	101	2	4	3.38	0.719
FA9_C43- Email etiquette	101	2	4	3.78	0.482
FA9_C44- Fluency social media/technology	101	1	4	3.07	0.752
FA9_C45- Consistency in messaging	101	2	4	3.52	0.610
FA9_C46- Crisis communications	101	1	4	3.30	0.729
FA10_C47- Interconnectivity/interdepende.	100	2	4	3.71	0.478
FA10_C48- Work with supervisor	101	2	4	3.78	0.438
FA10_C49- Institutional team building	101	2	4	3.71	0.516
FA10_C50- Collective bargaining	98	1	4	2.81	1.181
FA11_C51- Authenticity	**101**	**2**	**4**	**3.85**	**0.384**
FA11_C52- Emotional Intelligence	100	2	4	3.78	0.440
FA11_C53- Courage	101	1	4	3.67	0.550
FA11_C54- Ethical standards	**101**	**3**	**4**	**3.92**	**0.271**
FA11_C55- Self-manag./environ. scanning.	101	2	4	3.61	0.529
FA11_C56- Time management/planning	101	2	4	3.55	0.556
FA11_C57- Familial impact	101	1	4	3.21	0.828
FA11_C58- Forward looking philosophy	101	2	4	3.55	0.591
FA11_C59- Embrace change	101	3	4	3.71	0.455

Note: Items in bold are the three highest and three lowest averages.

Analysis of Research Question Two

Research Question Two asked which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing open presidential positions at community colleges. Of the respondents who took the survey, 32 of those selected that they did not aspire to pursue an open presidential position at a community college. These individuals were asked to rank the top three of the 59 competencies that would deter them from the presidential position. To rank the top three competencies for Research Question Two and all its sub-questions, the researcher analyzed the data in two ways. The first analysis used percentages for the number of times each

competency was chosen. The second analysis assigned weights to each choice of one, two, and three, and then used an average to rank the competencies.

Analysis of Competencies by Percentage

The initial way to analyze the data were done by finding the number of times a particular competency was ranked as the first competency to deter a CAO from pursuing a presidency. The process was repeated for the second and third rankings.

Overall Results. The results, using percentages, showed that 27% of the 32 respondents found familial impact to be the number one deterrent. The second deterrent, at 23%, was fundraising. The third-highest percentage was tied, at 17%, between fundraising and legislative relations.

Table 8

Overall deterrents

Deterrent	Percentage	Competency
1st deterrent	27%	Familial Impact
2nd deterrent	23%	Fundraising
3rd deterrent	17%	Fundraising/Leg. Rel.

Sub-Questions 2a and 2b. The sub-question 2a asked which of the competencies are most likely to deter a male CAO. The results showed the rankings for males as follows, in order of the top three competencies most likely to deter a male CAO from pursuing a community college presidency - 25% chose familial impact, 18% chose fundraising and legislative relations (tie), and 23% chose fundraising.

Sub-question 2b asked which of the competencies are most likely to deter a female CAO. The results showed the rankings as follows for female CAOs, in order of the top three competencies - 29% chose familial impact, 25% chose fundraising, and 21% chose fundraising and legislative relations (tie).

Table 9

Male CAO deterrents

Deterrent	Percentage	Competency
1st deterrent	25%	Familial Impact
2nd deterrent	18%	Fund./Leg.Rel.
3rd deterrent	23%	Fundraising

Table 10

Female CAO deterrents

Deterrent	Percentage	Competency
1st deterrent	29%	Familial Impact
2nd deterrent	25%	Fundraising
3rd deterrent	21%	Fund./Leg. Relations

Sub-Question 2c and 2d. The sub-question 2c asked which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years. The results showed the rankings for CAOs who have been in the position for five or fewer years as follows,

in order of the top three competencies - 35% chose familial impact, 26% chose fundraising, and 22% chose fundraising.

Sub-question 2d asked which of the competencies are most likely to deter a CAO who has been in the position for more than five years. The results showed the rankings as follows, in order of the top three competencies - 23% chose fundraising, 25% chose the culture of the organization, and 17% chose organizational structure and legislative relations (tie).

Table 11

CAO five years or less, deterrents

Deterrent	Percentage	Competency
1st deterrent	35%	Familial Impact
2nd deterrent	26%	Fundraising
3rd deterrent	22%	Fundraising

Table 12

CAO more than five years, deterrents

Deterrent	Percentage	Competency
1st deterrent	23%	Fundraising
2nd deterrent	25%	Culture of the Org.
3rd deterrent	17%	Org. Struc/Leg. Rel.

Sub-Question 2e and 2f. Sub-question 2e asked which of the competencies are most likely to deter a CAO who identified as white. The results showed the rankings for CAOs

identified as White as follows, in order of the top three competencies - 28% chose familial impact, 22% chose fundraising, and 19% chose fundraising and legislative relations (tie).

Sub-question 2f asked which of the competencies are most likely to deter a CAO from a historically underrepresented racial group. The results showed the rankings as follows, in order of the top three competencies - 25% chose familial impact, 50% chose budgeting, and 33% chose governance structure, public relations, and familial impact (tie).

Table 13

CAO identified as white deterrents

Deterrent	Percentage	Competency
1st deterrent	28%	Familial Impact
2nd deterrent	22%	Fundraising
3rd deterrent	19%	Fund/ Leg. Relations

Table 14

CAO of a historically underrepresented racial group, deterrents

Deterrent	Percentage	Competency
1st deterrent	25%	Familial Impact
2nd deterrent	50%	Budgeting
3rd deterrent	33%	GovStr/PubRel/FamIm

Sub-Question 2g and 2h. Sub-question 2g addressed which of the competencies are most likely to deter a CAO who has earned a doctoral degree? The results showed the rankings

for CAOs who earned a doctoral degree as follows, in order of the top three competencies - 31% chose familial impact, 17% chose fundraising, and 21% chose legislative relations.

Sub-question 2h asked which of the competencies are most likely to deter a CAO who has not earned a doctoral degree. The results showed the rankings for those who have not earned a doctoral degree as follows: 29% chose budgeting, 43% chose fundraising, and 17% chose governance structure, facilities master plan/management, fundraising, alumni relations, media relations, and familial impact (tie).

Table 15

CAO with a doctoral degree, deterrents

Deterrent	Percentage	Competency
1st deterrent	31%	Familial Impact
2nd deterrent	17%	Fundraising
3rd deterrent	21%	Legislative Relations

Table 16

CAO without a doctoral degree, deterrents

Deterrent	Percentage	Competency
1st deterrent	29%	Budgeting
2nd deterrent	43%	Fundraising
3rd deterrent	17%	GS/FM/Fund/AR/MR/FI

Analysis with Weights

The second method of analyzing the data was conducted by weighting each of the top three choices of the respondent. For calculation purposes, the researcher assigned a weight of three to any competency that was marked as the number one competency to deter a CAO from pursuing an open presidential position at a community college. Likewise, a weight of two was assigned to competencies ranked number two, and one was assigned to competencies ranked number three. Averages were then collected of all the competencies for overall results. Each average was also broken down by category for the sub-questions for Research Question Two.

Overall Results. The weighted model showed the overall results of competencies which would deter CAOs from pursuing an open presidential position. The top three competencies that would hold them back are as follows: 16% chose fundraising as the first competency, 15% chose familial impact as the second competency, and 13% chose budgeting as the third competency to deter them from a community college president position.

Table 17

Overall deterrents by weight

Deterrent	Percentage	Competency
1st deterrent	16%	Fundraising
2nd deterrent	15%	Familial Impact
3rd deterrent	13%	Budgeting

Sub-Question 2a and 2b. Sub-question 2a asked which of the competencies are most likely to deter a male CAO from pursuing a community college presidency. The results, using weights, showed the following rankings for male CAOs, in order of the top three competencies:

18% chose fundraising, 14% chose board relations, and 13% chose legislative relations and familial impact (tie).

Sub-question 2b asked which of the competencies are most likely to deter a female CAO from pursuing a community college presidency. The results, using weights, showed the following rankings for female CAOs, in order of the top three competencies: 16% chose budgeting and fundraising, 15% chose familial impact, and 11% chose facilities master plan and management.

Table 18

Male CAO deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	18%	Fundraising
2nd deterrent	14%	Board Relations
3rd deterrent	13%	Familial impact/ Leg Relations

Table 19

Female CAO deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	16%	Budgeting and Fundraising
2nd deterrent	15%	Familial Impact
3rd deterrent	11%	Facilities MP and Management

Sub-Question 2c and 2d. Sub-question 2c asked which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years. The results, using weights, showed the rankings for CAOs how have been in the position for five or fewer years as follows, in order of the top three competencies: 19% chose familial impact, 16% chose budgeting, and 15% chose fundraising.

Sub-question 2d asked which of the competencies are most likely to deter a CAO who has been in the position for more than five years. The results, using weights, showed the following rankings for CAOs in the position for more than five years, in order of the top three competencies: 19% chose fundraising, 12% chose board relations, and 11% chose legislative relations.

Table 20

CAO five years or less, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	19%	Familial Impact
2nd deterrent	16%	Budgeting
3rd deterrent	15%	Fundraising

Table 21

CAO more than five years, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	19%	Fundraising
2nd deterrent	12%	Board Relations
3rd deterrent	11%	Legislative Relations

Sub-Question 2e and 2f. Sub-question 2e asked which of the competencies are most likely to deter a CAO who is white. The results, using weights, showed the following rankings for CAOs identified as white, in order of the top three competencies: 17% chose fundraising, 15% chose familial impact, and 13% chose budgeting.

Sub-question 2f asked which of the competencies are most likely to deter a CAO who is from a historically underrepresented racial group. The results, using weights, showed the following rankings, in order of the top three competencies: 22% chose culture of the institution and external community, 17% chose budgeting and familial impact (tie), and 13% chose college policy and procedure and board relations (tie).

Table 22

CAO identified as white, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	17%	Fundraising
2nd deterrent	15%	Familial Impact
3rd deterrent	13%	Budgeting

Table 23

CAO of a historically underrepresented racial group, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	22%	Culture of the institution
2nd deterrent	17%	Budgeting/Familial impact
3rd deterrent	13%	College Policy/Procedure/Board Relations

Sub-Question 2g and 2h. Sub-question 2g asked which of the competencies are most likely to deter a CAO who has earned a doctoral degree. The results, using weights, showed the following rankings for CAOs who earned a doctoral degree, in order of the top three competencies - 17% chose familial impact, 16% chose fundraising, and 11% chose budgeting.

Sub-question 2h asked which of the competencies are most likely to deter a CAO who has not earned a doctoral degree. The results, using weights, showed the following rankings for those who have not earned a doctoral degree, in order of the top three competencies: 20% chose budgeting, 17% chose fundraising, and 15% chose facilities master plan and management.

Table 24

CAO with a doctoral degree, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	17%	Familial Impact
2nd deterrent	16%	Fundraising
3rd deterrent	11%	Budgeting

Table 25

CAO without a doctoral degree, deterrents (weighted average)

Deterrent	Percentage	Competency
1st deterrent	20%	Budgeting
2nd deterrent	17%	Fundraising
3rd deterrent	15%	Facilities master plan and management

CHAPTER V

DISCUSSION

Community college presidents and their required leadership competencies are widely discussed among scholars across higher education. Pipelines to the community college presidency and the ever-changing duties of that position have been studied. However, the research has mostly overlooked the role of the chief academic officer (CAO) at community colleges, particularly as a pathway to the president or the chief executive officer (CEO) of a community college. The current study examined the American Association of Community Colleges' leadership competencies for an aspiring CEO of a community college with the perceptions of current CAOs at community colleges.

The CAO is considered to be one of the most critical roles at a community college; CAOs are responsible for all academic programming, faculty decisions, and they speak to the community on behalf of the college's academics (Anderson, Murray, & Olivarez, 2002). Many community college presidents held academic leadership positions prior to their presidency (Selingo, Chheng, & Clark, 2017). CAOs are tasked to lead the institution's academics, balance the needs of the faculty, and represent the president's office at the same time (Anderson, Murray, & Olivarez, 2002).

As the roles and responsibilities of the community college president have changed over the past years, the CAOs may not be as well versed as they once were to take on the evolving role of institutional president. Appiah-Padi (2014) reported that 21% of CAOs did not feel equipped for a college presidency. In this current study, 32 CAOs out of the 102 who completed the survey, or 31%, indicated they did not wish to pursue a college presidency. The CAO, which

was once the clear position to hold prior to becoming a president, may no longer hold that distinction.

The role of the community college president has changed over the past fifteen years. Community college presidents have taken on the role of fundraiser more than ever before (Appiah-Padi, 2014; Bahr & Gross, 2016). The financing of community colleges has been at the forefront of concerns for college leaders for many years; however, as political considerations have played a more integral role in releasing funds to two-year institutions, Bahr and Gross (2016) predicted fundraising will only become even more essential for community colleges in the near future.

Community colleges do not typically have formal leadership succession plans. Having such a plan would benefit colleges that are facing the impending retirement of their leaders (Cavanaugh, 2017). Potential leaders could be developed earlier if they were spotted and mentored. As we experience more turnover in community college positions, with the rise in the average age of current community college presidents, we will an increased need for senior leaders (McNair, 2015). Furthermore, as other senior leaders (e.g., CAOs, CFOs, Vice Presidents for Student Services, and Vice Presidents for Administration) step into the CEO role, there will be greater needs for CAOs and other vice presidents in senior positions. Piland and Wolfe (2003) said community colleges would be wise to create their own leadership programs.

The American Association of Community Colleges (AACC) recognized in the early 2000s that a leadership crisis was looming over the community college sector (Forthun & Freeman, 2017). To help identify skills and traits that leaders needed, the AACC developed a list of leadership competencies for aspiring leaders to create a baseline from which to grow and learn (AACC, 2019). The leadership competencies, which were designed to prepare and shape

future senior-level leaders (Eddy, 2012), can be used by community college decision-makers to recognize the attributes to seek in future leaders. Information for the competencies was developed from surveys and leadership summits (Forthun & Freeman, 2017).

The goal of the AACC was to assist community college leaders (presidents, vice presidents, members of the board of trustees) to prepare, attract, and create successful transitions in leadership (AACC, 2019). The original iteration of the leadership competencies was published in 2005 (Eddy, 2012). The original iteration included six competencies for senior-level leadership positions: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (Duree & Ebbers, 2012; Eddy, 2012; McNair, 2009). The competencies have been revised over the years to reflect current practice and the ever-changing world of higher education.

The competencies are now on their third revision. The newest iteration includes different sets of competencies geared for distinct levels of leadership: faculty, mid-level leaders, senior-level leaders, aspiring CEOs, new CEOs, and CEOs (AACC, 2019). The competencies for the current study came from the section: aspiring CEOs.

The competencies are broken up into eleven distinct categories, called focus areas; each focus area contains two to nine different competencies (AACC, 2019). Each category and a brief description are listed below. See Appendix I for the full list of competencies associated with each focus area.

1. Organizational Culture, described as the leader respecting an institution's past as they try to create a future for the institution.

2. Governance, Institutional Policy, and Legislation, which describes the leader's ability to work with shared governance at their institutions.

3. Student Success, a focus over the entire institution that focuses on access, retention, and success.

4. Institutional Leadership, leading a student-centered college by utilizing interpersonal relationships and management skills.

5. Institutional Infrastructure, the college needs to be lead in such a way that it utilizes planning (strategic, facilities, and technology) to manage all key areas of the college.

6. Information and Analytics, data must be used to understand the institution's success and issues.

7. Advocacy and Mobilizing/motivating others, a successful leader is able to motivate others to embrace the community college mission and values. How to take action with stakeholders to best benefit the college community.

8. Fundraising and relationship cultivation – an effective leader is able to bring people together to advance the mission of the community college.

9. Communications – strong communication skills are essential for leaders. The leader must embrace the role of the community college spokesperson.

10. Collaboration – an effective leader is able to gain and keep relationships that will be beneficial to both parties and promote the success of the community college mission.

11. Personal traits and abilities – leaders must possess personal traits that are able to be used in such a way to promote the community college (AACC, 2019).

The CAO of a community college plays a crucial role in the college's operations; he or she is responsible for all academic-related matters including faculty hiring, promotions, and tenure; academic programming for the community – both credit and non-credit; and the face of

the institution's academics to the community (McNair, 2015; Murray, Murray, & Summar, 2000).

The current study is unique because it examined the leadership competencies of an aspiring CEO from the point of view of current CAOs. The researcher asked CAOs to respond about competencies that were developed for aspiring CEOs. The results found in the current study can be used to inform CAOs who aspire to the community college presidency about the types of experiences they should consider attaining prior to seeking a presidency. Additionally, this study is unique in that it identified which competencies are most likely to deter CAOs from seeking presidential positions. Current college presidents and members of community college boards of trustees will be able to use the data from the current study to create leadership vacancy notices, create interview questions, and have a broader understanding of some of the most important roles of the community college president of today.

Purpose Statement and Research Questions

The purpose of this study was to examine CAOs' perceptions of the leadership competencies developed by the AACC. The study began by asking whether the participants are interested in pursuing presidential positions, and the study went on to explore the reasons some CAOs are not interested in the presidency and whether specific AACC leadership competencies keep them from seeking a presidency.

The first research question that guided the current study examined the perception of CAOs regarding their level of preparedness with the AACC Leadership Competencies. The researcher identified both the areas that CAOs feel most prepared and least prepared. The second research question addressed which of the AACC Leadership Competencies is most likely to deter a CAO from pursuing open presidential positions at community colleges? Additionally,

this question was answered by breaking up the results by demographic area, including race, gender, number of years in the position, and highest degree obtained.

Review of Methodology

This study was quantitative, utilizing a cross-sectional survey (Appendix A). The survey addressed each participant's assessment of their abilities regarding the AACC's Leadership Competencies for aspiring CEOs. Demographic information was also collected from participants: race, gender, number of years as a CAO, and whether or not they held a doctoral degree. Lastly, participants were asked if they aspired to a community college presidency. If they answered no, they were asked to rank the top three competencies that would deter them from pursuing a presidency.

The survey was released to CAOs who were identified by the AACC's membership list; over 100 responses were returned. The survey was conducted using Survey Monkey. Any survey that was not completely filled out or the respondent indicated they were not a current CAO were removed from consideration. In the end, 102 surveys were deemed viable for use in this study. To analyze the data, the researcher used SPSS and Excel.

In order to answer Research Question One, data were uploaded from Survey Monkey to SPSS; descriptive statistics were analyzed. The leadership competencies were grouped into eleven focus areas identified by the AACC. In order to answer Research Question Two, the data were sorted by demographic information, and averages were calculated for each leadership competency that was identified by participants as a deterrent for them to pursue a community college presidency.

Summary of the Findings

The researcher accepted 102 surveys from which to collect data for the current study. Demographic information was collected based on the number of years as a CAO, race, gender, and terminal degree status.

Of the 102 surveys accepted, 52 people reported that they had been a CAO for five years or less, while 50 reported they had been a CAO for over five years. 16 respondents reported that they identified as non-white, while 86 identified as white. There were 60 female respondents to the survey and 42 males. Lastly, there were 86 respondents who held a doctoral degree, five respondents who were currently in a doctoral program, and 11 respondents did not have a doctoral degree. For the purposes of this study, those who did not have a doctoral degree and those who were in a doctoral program were considered together.

The first research question was, "What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies?" The analysis of this question utilized Part-2 of the survey. Part-2 of the survey asked participants to rank on a scale of one (not prepared) to four (well prepared) each competency. The responses to each individual competency were analyzed by the focus area. The focus areas with the highest means were interpreted to be the focus areas that respondents felt well prepared while those with the lowest means were interpreted to be the focus areas that respondents felt least prepared.

CAOs reported that the focus areas that they found to be most prepared with involved competencies around culture, leadership, and personal abilities. FA-1 – Organizational Culture had the highest mean (3.79) and included the following competencies: mission, vision, and values of the community college; and culture of the institution and the external community

(AACC, 2019). FA-4 - Institutional Leadership had the second highest mean (3.68) and had the following competencies: be an influencer, support team building, performance management, lead by example, problem-solving techniques, conflict management, advocate for professional development across the institution, customer service, and transparency (AACC, 2019). The third highest mean (3.65) was FA-11 – Personal Traits and Abilities of which the following competencies fall under: authenticity, emotional intelligence, courage, ethical standards, self-management, and environmental scanning, time management, and planning, familial impact, forward-looking philosophy, and embrace change (AACC, 2019).

Focus areas concerning fundraising and relationship cultivating, institutional infrastructure, and information and analytics were areas in which CAOs reported feeling least prepared. FA-8 – Fundraising and Relationship Cultivating was the focus area with the lowest mean (2.77) and included the competencies: fundraising, alumni relationships, media relationships, legislative relations, public relations, and workforce partnerships (AACC, 2019). The second to the lowest mean (3.27) was a tie between two focus areas - FA-6 – Information and Analytics and FA-5 – Institutional Infrastructure. FA-6 had the following competencies: qualitative and quantitative data and data analytics, while FA-5 was made up of strategic and operational planning, budgeting, prioritization, and allocation of resources, accreditation, facilities master planning and management, and technology master planning (AACC, 2019).

Research Question Two was answered using part three of the survey. In this section of the survey, respondents were asked if they desired to pursue an open presidential position or not. If they answered no, they were asked to continue taking the survey. Of the 102 respondents, 32 of them answered that they did not aspire to pursue a community college presidency. The most frequently identified responses from the polled CAOs for the competencies that would deter

them from pursuing an open presidential position at a community college were fundraising (16%), familial impact (15%), and budgeting (13%). Demographic information was used to break down these responses into groups based on gender, race, doctoral degree, and time served as a CAO. Although budgeting, fundraising, and familial impact were identified very frequently as deterrents, there were some key differences among demographic groups.

Findings Related to the Literature

Overall, the current study has supported the findings of related studies regarding AACC's Leadership Competencies and community college presidents. The research questions divided the current study into two main components. For the first research question, competencies were examined through the focus areas assigned by the AACC's Leadership Competencies. The second research question addressed CAOs identification of individual competencies that would deter them from pursuing a community college presidency.

Focus Areas

This study found the three top focus areas that CAOs reported being most confident with were: FA-1, Organizational Culture; FA-4, Institutional Leadership; and FA-11, Personal traits and abilities. The focus area with which CAOs felt the most confident was FA-1, Organizational Culture. The two competencies that fall within Organizational Culture are the mission, vision, and values of a community college and the culture of the institution and the external community. The current study supports the statement that CAOs typically work closely with other vice presidents in the development, financial, and student services divisions. CAOs work closely with the president and community leaders to determine what academic programming is needed in the community (Hodges, 2016), often creating close relationships with area superintendents of schools and high school principals. CAOs typically work directly with the college president and

have academic deans, department chairs, and other directors reporting to them (Erwin, 2000). The present study supports this notion, given the responses that CAOs feel most confident with competencies related to these areas. Most individuals who seek leadership positions at community colleges are going to believe in the mission of community colleges and those they serve. They will feel connected to the community around them and the role the community college plays in the local region. As the face of the community college's academic interests, it is natural that CAOs would become closely connected with the community.

The current study supported the findings of Eddy (2013) that many executive-level leaders rose through the ranks via an academic pipeline. These leaders would face no difficulty in academic contexts, but their weaknesses would be exposed in their non-academic obligations such as planning and budgeting, where they might be unprepared and would be expected to learn on the job. In the current study, the focus area in which CAOs felt least confident was FA-8 – Fundraising and Relationship Cultivating. This focus area contains the following competencies: fundraising, alumni relationships, media relationships, legislative relationships, public relations, and workforce partnerships. Bahr and Gross (2016) suggested that budgeting and finance were essential areas on which to focus as funding of community colleges will become more difficult over time. The current study supports this notion; for many of these focus areas, a typical community college CAO would not have regular opportunities in their positions related to these competencies.

Individual Competencies and Demographics

Among the CAOs surveyed in the present study who did not wish to pursue a presidential position at a community college, the top three competencies which deterred them from seeking presidencies were fundraising, familial impact, and budgeting. The current study supports

Appiah-Padi's (2014) findings that community college administrators have to understand how the pipeline from CAO to college president is changing. He stated that CAOs work very closely with the president; they understand the daily pressures of the job, which must include the financial aspects. Furthermore, Appiah-Padi (2014) reported that 70% of CAOs who responded to their study did not have an opportunity to lead or experience some of the challenges that a president would encounter; the current study supports this statement. The CAO has the ability to disconnect from the job, whereas the president is always representing the institution (Appiah-Padi, 2014). The current study confirms this finding as many CAOs responded with a concern regarding the competency of familial impact.

Although the comparison between the present study and Sethna's (2015) study is not equal because Sethna (2015) studied college presidents while the current study surveyed CAOs, the present study supports some of Sethna's (2015) findings. The three areas where presidents reported feeling least prepared included fundraising, technology, and risk management/technology issues is in line with the findings of the current study. On the contrary, Sethna (2015) found that presidents ranked the following as areas they liked most about their position: community relations, strategic planning, and fundraising. Although the current study does not seem to support or dismiss the first two areas, the fundraising aspect produces major concerns for CAOs who would look towards a presidency.

Piland and Wolf (2003) supported the notion that community colleges would be best suited to create their own leadership programs: Leaders do not just happen. Excellent leadership results from the combination of motivated talent, the right leadership opportunity, and appropriate preparation" (p. 98). The findings of the present study support this statement.

In addition to colleges creating their own leadership programs, Duree and Ebbers (2012) suggested that individuals should participate in leadership programs or academies that prepare current and future leaders with AACC Leadership competencies. The current study supports the suggestion that potential future community college presidents will engage in professional development activities guided by the AACC Leadership Competencies.

Discussion

Several takeaways can be gleaned from the data collected in this study. Each research question and sub-question will be restated below, followed by the findings of this study.

Focus Areas

The first research question was: What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies? To address this question, the researcher considered it in two parts: (1) for which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared?; and (2) for which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared?

Most Prepared Focus Areas. This study found that CAOs felt most prepared with organizational culture, institutional leadership, and personal traits and abilities. The competencies associated with these focus areas are consistent with the competencies of the CAO – someone who has assumed control of a variety of obligations and is comfortable in that role. For example, some of the competencies associated with this focus area, personal traits, and abilities, include ethical standards, self-management, and time management. Community college leaders who have already reached the rank of CAO would have developed many of these competencies to achieve and remain successful in their current positions. Current CAOs need a

forward-looking philosophy and the ability to embrace change to be successful in their current positions. For example, if a large corporation were moving into the community and required skilled employees, the local community college would expect to be tapped. In order to understand the expectations of that corporation and to make the college's programming relevant to its needs, the CAO will need to rely on many individuals. The new situation would not have appeared on a list of accomplishments the CAO had hoped to achieve; however, the CAO will need to be ready to pivot and bring the necessary people together. Although the president would be involved in the management of a comprehensive agreement with the community employer, the CAO will be tasked with the implementation of the academic and other requirements needed the meet the terms of the agreement with the company.

The CAO will need to be able to support team building, problem-solving, conflict management, and faculty training in order to meet the challenges. Another example arises when CAOs have to sign off on new credit offerings. As the person in charge of all academic and curricular matters at an institution, the CAO has already experienced a high level of leadership. In order to sign off on the new credit offerings or programs, they have to connect all the pieces. The CAO must determine if the program or course is a good fit for their college and whether there is sufficient funding in place to initiate the program. In addition, they must also consider the potential enrollment in the program or course. In their current positions, they are dealing with staffing issues, unions (if applicable), balancing budgets, making difficult decisions, representing the college to local school districts and other colleges. CAOs face challenging decisions regarding budget concerns; in academic affairs, faculty and staff would be hired under the recommendation of the CAO. The CAO will decide how to balance the budget, along with determining which programs will be allowed to hire new faculty and which programs may need

to be terminated. Current CAOs should be working hand in hand with the president. They must understand the concerns around every decision, how the college community will be impacted, how stakeholder groups will respond, and whether students will be affected by each decision.

Dealing with faculty and staff issues is something a CAO will address on a regular basis. Many times, the academic affairs unit is the largest unit of the college; it is the CAO who deals with the issues before they would reach the president's level. An effective CAO would be able to handle the problem, shielding the president from the controversy.

Community colleges are expected to continually change, adapt, and respond to the needs of the community. Successful academic leaders must possess the ability to anticipate change and plan ahead for the implementation of the corresponding changes and project management. A CAO’s experience in dealing with the day-to-day oversight of significant change on campus enhances the CAO’s preparedness for the role of president. Reviewing these responsibilities within the context of the competencies will add value to what a current CAO will need to prepare or understand as they move into a CEO position. In addition, college leaders will understand what a potential presidential candidate with CAO experience will bring to the institution.

CAOs of community colleges should value the mission of community colleges and be able to understand the culture of the college and the community that it serves. The individual who serves as the CAO, they must be committed to social justice and creating equal opportunities for all students. Given these expectations of a CAO, it is understandable why they would respond to feel prepared in the top-rated competencies in this study.

These highly ranked focus areas and their associated competencies seem to fit very well with a person who is in charge of all academic-related areas at a community college. A CAO would possess these qualities. Leaders of community colleges, presidents, in particular, should

look for these qualities in their CAOs. These competencies are highly valuable to a leader at such a senior level, whether or not they have intentions of pursuing a community college presidency or not. Leading academic affairs at a community college is not a menial task. As often the person who is second in line to the president, a CAO will find themselves in a position of power and importance. A good CAO will have a leadership style, a way to collaborate and bring people together, and overall political savviness to be efficacious; the competencies stated here create successful CAOs; upon that basis, effective presidents may emerge.

Least Prepared Focus Areas. CAOs who participated in this study felt least prepared with fundraising and relationship cultivating, information analytics, and institutional infrastructure. CAOs are generally not involved in these non-academic areas (e.g., financial, political, and social leadership skills) and have not had the opportunity to develop these abilities.

In the past, having a strong academic background was enough of a skill set to obtain a presidency. Today, however, due to changes in funding formulas and other factors, presidents must focus first on fundraising, political lobbying, and public relations, and therefore a purely academic background may no longer suffice to attain the presidency. Although CAOs do experience the pressure of the budgeting process, the budgeting is generally regarding the academic matter; typically, the president and perhaps some of the other vice presidents such as the chief financial officer would have more exposure to these areas of budgeting, fundraising, lobbying, and public relations that the CAO.

Some of the other competencies that fall under the focus areas mentioned above – for which CAOs felt least prepared - include facilities master planning, allocation of resources, strategic and operational planning, prioritization, and budgeting. Although none of the CAOs surveyed in the current study rated any of these competencies as a zero, they were not as

confident with them as they were in other areas; the takeaway being that while the CAOs may have some knowledge in these areas, that the knowledge was not sufficient enough to make them feel fully secure in their abilities. Accordingly, the focus areas where CAOs felt least confident can be classified as areas where the individual would have only limited or peripheral experience through their current position. For example, CAOs would undoubtedly be involved in strategic planning; however, strategic planning would generally be the responsibility of the board and the CEO.

Deterrents from Pursuing a Community College Presidency

The second research question asked which of the AACC Leadership Competencies is most likely to deter a CAO from pursuing an open presidential position at a community college. The sub-questions for this research question classified the level of deterrence by gender, experience as a CAO, race, and education level, broke down as follows: male or female, CAO for five or less years or CAO for more than five years, white or non-white, and an earned doctoral degree or no doctoral degree/in progress.

Overall Deterrents. The 32 CAOs, who indicated that they would not pursue a community college presidency, chose the following competencies as the overall deterrents that would keep them from pursuing the CEO position: fundraising, familial impact, and budgeting.

CAOs typically do not engage in fundraising at community colleges. According to White (2011), community college presidents up until the recent decade did not have to fundraise in meaningful ways; fundraising had always previously been thought of as a function of private colleges and universities. However, as state and federal funding in higher education is increasingly at risk, community colleges must find innovative ways to balance their budgets; fundraising has become one of the main ways to accomplish this goal for the institution. CAOs,

typically sitting on the senior leadership team of a community college, would be aware of these difficulties but would not have the experience to seek funding from the community. CAOs may perceive fundraising as a stressful part of the president's job, depending on how their president handles this duty and in their own lack of experience with this competency.

Familial impact is the second competency that CAOs reported would keep them from pursuing an open presidential position. The CAO already has a high profile and high-stress position at a community college and is well aware of the additional stresses and barriers the president faces. However, unlike the president, CAOs are not the face of the institution: they have the ability to separate the professional and personal aspects of their lives in a way the role of the president does not generally allow. The difference in responsibilities between the two positions, CEO and CAO, is recognized.

Although CAOs have significant oversight of the academic area's budgets, the overall college budget and making the difficult decisions concerning what to cut and what to fund on a broad institutional basis are ultimately within the purview of the president of the college. As in the fundraising scenario, CAOs would typically be a part of the leadership team and, as such, would be aware of the stress and time devoted to this essential duty of college presidents; in addition, depending on the individual president, the level of engagement with the CAO within the budgeting process will vary. Because the CAO may be somewhat removed from the overall college budgeting responsibilities, it is difficult for the individual to gain comfort with this competency, given the complexity of budgeting. As in the fundraising area, lack of experience and exposure results in a lack of confidence, with the conclusion that budgeting is perceived as an overall deterrent to CAOs seeking the presidency.

Deterrents by Gender. Male CAOs chose the following three competencies as the top deterrents, in the following order, to their desire to pursue a community college presidency: fundraising, board relations, and familial impact/legislative relations. Board relations and legislative relations were new additions compared to the overall results (Research Question Two). The same results are discussed with other groups. Interestingly, female CAOs chose, in the following order, budgeting/fundraising (tie), familial impact, and facilities master planning and management. Male and female CAOs were aligned in their concerns regarding fundraising and budgeting: they were in both groups' top three deterrents. The groups differed, however, on legislative and board relations as well as facilities. Gender biases are still alive in the world, and higher education is not free from discrimination based on sex. Female CAOs may be fulfilling expectations derived from a society that women are not as qualified as men to make decisions about planning for and managing college facilities. Female CAOs should be aware of the stereotypes and be confident in participating in planning conversations and decision-making processes. For example, suppose a facilities project is looming at the college. In that case, the CAO should insert herself into the conversation as much as possible, join the committee, give opinions, and ask questions where appropriate. Likewise, CEOs should be sure that CAOs, male and female, have a significant role in facilities management and master planning. An example would be to have the CAO as a lead role when the college is engaged in a facilities master plan review.

Deterrents by CAO Experience. CAOs with five or fewer years' experience as a CAO chose, in order, familial impact, budgeting, and fundraising as the three competencies that would keep them from pursuing a community college presidency. For CAOs with more than five years' experience, fundraising, board relations, and legislative relations were chosen. Interestingly,

CAOs with more experience were more concerned with board and legislative relations. CAOs with more experience would likely have been called on by a president to give special reports or, possibly, to serve on board committees or recognize the necessity of interaction between the board and the college administration in order to maintain academic opportunities and excellence. They would more fully understand the stress a president could encounter with board relations; a CAO with less experience might not understand that board relations could become a potential problem for them in their ascent to a college presidency.

CAOs with less than five years' experience chose familial impact as the competency most likely to keep them from pursuing a presidency. Any CAO has an extensive set of responsibilities to an institution, but the burdens imposed on the president would likely be daunting to a new CAO who is already challenged by the multiple obligations of a new position. Less experienced CAOs may also be younger than those who have served longer; they may have young families at home, making familial impact even more critical for them. These CAOs would be concerned by the lack of separation between their personal and professional lives.

Deterrents by Race. CAOs who identify with a historically underrepresented racial group chose as the greatest deterrents to their desire to seek a community college presidency: the culture of the institution, budgeting/familial impact (tie), and college policies and procedures/board relations. Their white counterparts chose fundraising, familial impact, and budgeting as the three competencies most likely to keep them from pursuing a community college presidency. Of all the sub-questions for Research Question Two, the responses here are most telling. Underrepresented racial groups often have a feeling of not belonging and imposter syndrome – the fear that even though they are as qualified or accomplished as any other applicant for the position, they are unworthy due to their race. In community colleges, the goal

is to give access to and opportunity for all, including students from racially diverse backgrounds; this deterrent must be addressed at this level of leadership. Because of the mission and goals of community colleges, the importance of the culture of the institution stands out as a priority for CAOs of underrepresented racial groups. At the same time, CAOs of underrepresented racial groups face additional concerns in considering a potential presidency because of their minority status. For example, CAOs from a minority racial group may feel uncomfortable approaching potential donors because of an apprehension that the racial perceptions of the white community will result in failure. These individuals will be less likely to seek a presidency if they feel their race will hold them back from effectively carrying out their job.

Deterrents by Doctoral Degree Status. CAOs who do not hold a doctoral degree chose budgeting, fundraising, and facilities master planning and management as the top three competencies that would be most likely to deter them from pursuing a community college presidency. The competencies of fundraising and budgeting are not as surprising as those without a doctoral degree will likely have less experience in budgeting. In fact, budgeting is a common theme among all subgroups as a deterrent to pursuing a community college presidency. The facilities master planning and management competencies are different. Most likely, the CAO followed an academic trajectory and may have been faculty, a department chair, or a dean but will not have had a meaningful experience in those roles with facilities-related knowledge and decision making. This competency was also identified by female CAOs as a top deterrent.

The three competencies to deter a CAO with a doctorate from pursuing a community college presidency are familial impact, fundraising, and budgeting. Again, these are in line with the overall results seen for this research question. It does not appear that the highest degree obtained has much to do with individual competencies that would keep them from pursuing a

community college presidency. The concerns for the presidency are essentially the same for those with a doctoral degree versus those who do not have one.

Recommendations for Educators and Scholars

Current and future community college leaders, faculty, board members, and community college scholars have the AACC competencies at their disposal as a resource for knowledge and training. These competencies are geared toward faculty, mid-level managers, and senior-level administrators, as well as those with aspirations to become a CEO, new CEOs, and CEOs with experience. The AACC Leadership competencies and the research seen in this study can be used to identify, train, and retain future leaders and to inform further research. With the leadership crisis in community colleges, current community college leaders and boards must understand how to battle this situation for the future health and standing of our community colleges.

Community College Leaders

Community college leaders can develop responses to the leadership crisis by using the AACC Leadership competencies, and the research begun in this study as a foundation. As a start, the research makes clear that community college leaders must create a thoughtful and long-term pathway for building the leaders of tomorrow. The first step is to identify candidates who have the desire to pursue leadership positions, to understand how their position, race, gender, and experience may affect their focus, and to align them with leadership programs at their college or at leadership academies at local institutions; if these programs do not exist, current leaders should work to create them. Current community college leaders can discuss the AACC Leadership competencies with hopeful leaders and find ways for them to gain experiences in these areas within their current institution.

In particular, in seeking to identify leadership candidates, current leaders should focus on individuals on an academic affairs trajectory: these individuals will already have critical competencies in place, including an awareness of both the academic aspects of a community college and the culture of the institution, while other competencies will need work. The CAO continues to be a leading candidate for the position of president due to their professional competencies; however, the current study finds that the CAO must develop confidence in other aspects that the presidency entails, identified in this study. Current leaders should mentor and guide emerging leaders to help them gain experiences in the leadership competencies that might otherwise hinder their desire to pursue a presidency. Make the opportunity available for emerging leaders to have hands-on and real-life experiences.

When structuring leadership programs, college leaders must recognize that many of the leadership candidates will be individuals in senior-level positions with little time to spare and that the candidates are already concerned about the impact a leadership position will have on their families; consequently, the colleges should strive to incorporate the learning and experiences through current duties of the candidates, where possible. Shared governance will play a vital role in this area. For example, an individual who shows promise or interest in future leadership can be recommended to become involved with the college's shared governance system. In this role, they will learn more about the inner mechanisms of the college and have a chance to interact with the senior leadership of the college. Promising candidates may gain more diverse knowledge through interactions with board members and politicians. Emerging leaders can be given these various opportunities to see how decisions are made at the college.

Community college presidents should mentor their CAOs and offer them the opportunity to meet with board members and politicians when appropriate. By enabling leadership

candidates to experience how the board reacts to the president and how the president responds to the board, the president will have diminished a number of the common deterrents to pursuing the presidency. Presidents have to be politically astute when dealing with local, state, and federal representatives; when it is possible, the CAO should participate in meetings and visits with these individuals to relieve some of the potential concerns with related competencies.

College leaders need to be sure that their senior leaders are taken care of with personal time away from the college by promoting a work-life balance. Be sure to expect that vacations are used by setting an example. Time off can be a burden on the college in the short term, but in the long term, the benefits are substantial. If this is an expected action on the part of a CAO or other high-level administrators, then it will become part of the culture. CAOs will see that their personal lives are valued and respected, contributing to higher confidence in the familial impact competency.

The fundraising competency is another recurring deterrent keeping CAOs from pursuing a community college presidency. By structuring a leadership program with their CAOs, presidents can provide insight into the theory and strategies of fundraising and reduce the candidate's concerns about their ability to succeed in this area. As an added benefit, presidents will have CAOs who are experienced and comfortable in the fundraising role and can, therefore, enhance meetings with potential donors.

Another recurring deterrent to pursuing a community college presidency is budgeting. CAOs are not exposed to budgeting beyond their academic division. However, another component of a training program, they can be involved with the CFOs and the president when budgeting concerns are being addressed – beyond the academic affairs units. Understanding the college's CFO's thought process and the reasons behind the president's final decisions can help

develop the necessary competency of understanding finances so critical to the role of the community college president.

The structure of the training opportunities can be more or less informal; professional development programs tailored for CAOs who would like to gain experiences related to the presidency. The research in this current study supports that notion. Many of the factors that deter CAOs from pursuing presidencies can be addressed in such programs and would provide CAOs with exposure to experiences they would not encounter in their CAO roles.

Academic Affairs has a great deal of influence over how the college utilizes its facilities. Consequently, if the college is renovating a building for academic space, a CAO would gain valuable experience by exposure to the decision making process for the renovation, and the president should encourage this involvement. The CAO will learn the basics of facilities planning and should have a voice in facilities master planning. This experience would reduce the CAO's concerns about a lack of experience in the facilities master planning expected of a president and therefore reduce this competency as a major deterrent of a CAO pursuing a presidency.

Current leaders should emphasize the critical importance of diversity as they put together their leadership teams and their training and succession programs. Encourage and set an example for attracting and maintaining a diverse staff. Make those who identify as non-white feel welcomed in the campus community. Leaders should be assured that the institution values diversity. Include CAOs and other senior-level administrators of color in every aspect of the presidency that is appropriate. These training programs will minimize several of the deterrents found in this study – including concerns of board relation, institutional policy in relation to race and gender.

Suggestions for Further Research

This study lays the foundation for future research involving CAOs' desire to pursue a community college presidency and their perception of readiness in regard to AACC's Leadership Competencies. It is recommended that further investigation take place into the differences between the groups examined in Research Question 2. Researchers could glean more insight into why certain groups answered as they did, and this could enable significant strategy and organizational shifts as institutions prepare to cultivate future community college leaders. Additional research in this area would also provide insight into the development of future professional development for aspiring CAOs and aspiring presidents.

Further research could inform community college leaders about which competencies would affect (positively or negatively) certain groups. This knowledge would further educate hopeful community college presidents and leaders about priorities in leadership programs and the manner in which experiences which could be tailored to specific individuals as opposed to overall groups. It would ease CAOs of the competencies that they consider deterrents to pursuing a community college presidency. This would result in the creation of a community college president who is better rounded and prepared for the job before he or she sets foot into their office for the first time.

Since this study was conducted during the COVID-19 pandemic, the study should be replicated. In addition to the demographic areas that were collected in the current study, additional factors could be examined. A more in-depth study on the backgrounds of the CAOs and their community colleges (e.g., rural/urban, enrollment) would provide more detailed information about the perceptions of the CAO duties. Given more data about the specific institution, the researcher could find differences in how a CAO responds to the survey given their

institution type. For example, do CAOs who identify as from a historically underrepresented racial group and work at a rural community college respond to the survey differently than those that are employed at an urban institution? Could there be a difference in how the community responds to them?

During the time this research was conducted in the United States, the country was facing the Black Lives Matter movement, and the racial tensions were at the surface of our country's concerns and thoughts. The diversity of community colleges is critical to overcoming the racial divide. Understanding what keeps individuals from historically underrepresented racial groups and what keeps females from pursuing community college presidencies is essential. Community college students need to see a robust and diverse leadership development from within the institution. Further investigation of those two areas - gender and race - would be beneficial for the higher education community. More progress in cultivating and keeping diverse leaders for community colleges would be beneficial.

Based on the findings of the current study and the differences observed between White and non-White and men and women observed, the addition of other areas of diversity should be explored. Researchers could study the sexual orientation of CAOs and how that could influence their decision to pursue a community college presidency.

Finally, qualitative research in this area would be beneficial to inform future training and leadership programs. A qualitative approach to this research would afford insight into the lived experiences of CAOs and their thoughts on pursuing a community college presidency. Interviews and the deep rich data of qualitative research with CAOs would assist researchers in understanding why as to what part of their current position does not lend itself to transitioning into a CEO position. Using fundraising as an example, researchers could examine closely what

precisely it is about fundraising that is a deterrent. Some leaders find it difficult to ask people to spend their money. Others find it difficult to cultivate relationships with those who might not be familiar with higher education. Qualitative researchers could gain a better understanding of the concerns with budgeting as well. Furthermore, future research could focus on different groups to see if their lived experiences concerning fundraising are different based on gender, race, and age. Other competencies could also be incorporated into the research to obtain a deeper understanding of the deterrents highlighted in the current study.

Conclusion

Community colleges have been facing and will continue to face a leadership crisis for the foreseeable future. It appears the COVID-19 pandemic may create more challenges for the leadership crisis as well. Leaders have found themselves immersed in the struggle of budgeting and financing community colleges as state funds are diverted to what is perceived as more urgent needs.

The AACC Leadership Competencies are a solid foundation on which to develop future leaders. Building from the competencies and creating more individualized programs for people within their institutions will be beneficial. Scholars should continue the research in these areas, especially related to race and gender, in an effort to build diversity within our community colleges.

Current community college presidents must take stock of their senior and emerging leaders. Inspiring them should be a key part of their daily mission. It is easy for college presidents and other senior-level administrators to lose sight of this in the daily stresses of their positions. However, a vigilant view of the future and the core mission of education for all will

benefit the community college and ensure that it will continue to improve the lives of future generations of Americans.

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Appendix A

Survey

PART ONE

Please circle the answer that best answers each question below.

Question # 1: How long have you served as a CAO?

Five or fewer years

More than five years

Question # 2: What is your gender?

Female

Male

Other

Question # 3: What is your race?

White

Non-white

Question # 4: Do you hold a doctoral degree?

Yes

No

PART 2

Please review each competency in the second column and select the option that best demonstrates your level of preparedness with each (on a scale of 1 – not prepared to 4 – well prepared). The behavior associated with each competency is described for your clarification.

	Competency	Behavior	Not prepared			Well prepared
Organizational Culture	**Mission, vision, and values of the community college**	Demonstrate tangible outcomes from your past and current performance that show you embrace the community college mission, vision, and values	1	2	3	4
	Culture of the institution and the external community	Gather research on institutions with positions that you are interested in pursuing and speak with colleagues to get a sense of the institutional culture. Understanding the culture of the institution will greatly assist you in determining your "fit" with it.	1	2	3	4
Governance, Institutional Policy, and Legislation	**Organizational structure of the community college**	Be familiar with all of the core functions that must be addressed through the institution's organizational structure and the positions responsible for those functions.	1	2	3	4
	Governance structure	Understand the role that the governance structure of the college plays ineffective leadership. Be familiar with the dynamics of appointed versus elected boards and shared governance, including committees and councils.	1	2	3	4
	College policies and procedures	Understand standard policies that govern the college's operations in the academic and student affairs areas—in particular, those that have direct impact on students, so that you can articulate your direct experience with them.	1	2	3	4
	Board relations	Be familiar with members of your prospective board of trustees, including what they are passionate about and how you can best articulate your vision for their institution in ways that resonate with them.	1	2	3	4
Student Success	**Student success**	Be knowledgeable about effective student success strategies, how to build faculty and administrative support for their implementation, and how to scale successful practices across an institution.	1	2	3	4

	Consistency between the college's operation and a student-focused agenda	Understand how to evaluate the college's operations using a student-focused agenda. Be willing and able to provide examples of ways to streamline operations in order to promote a more student-focused environment.	1	2	3	4
	Data usage	Understand and demonstrate how to use data to advance a student success agenda.	1	2	3	4
	Program/performance review	Be familiar with the basic components of program and performance review. Have the ability to demonstrate how these reviews are implemented on your campus and be able to articulate any improvements that resulted from the reviews.	1	2	3	4
Institutional Leadership	**Evaluation for improvement**	Understand your strengths and weaknesses and continually evaluate your performance in those areas where you need to improve. Seek opportunities to sharpen your skills.	1	2	3	4
	Be an influencer	Understand the role of the CEO as a leader who has the ability to influence others, particularly in the external community. Also learn to appreciate the value of the internal team and work across silos to form partnerships.	1	2	3	4
	Support team building	Demonstrate ways in which you have engaged in effective team building activities with peers and subordinates. Articulate how these experiences have assisted you in developing as a leader.	1	2	3	4
	Performance management	Have firsthand knowledge of and experience with performance management for staff. A leader seeking a CEO position should have experience with supervising and evaluating staff.	1	2	3	4
	Lead by example	Demonstrate ways in which you have led your team by setting the example.	1	2	3	4
	Problem-solving techniques	When approaching a problem, seek to learn what attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution and evaluate its effectiveness.	1	2	3	4
	Conflict management	Have the ability to cite instances where you used a sound process to manage conflicts. Be able to articulate the steps in successful conflict management	1	2	3	4

		and have the ability to address the situation when a conflict has come to a resolution and not all parties are happy with or respectful of the final decision.				
	Advocate for professional development across the institution	Find opportunities to engage in professional development with more focus on improving college operations. Many colleges do not support professional development for employees looking to leave the institution. Be willing to invest in your own professional development.	1	2	3	4
	Customer service	Have a customer service focus. Be able to demonstrate how you make customer service a priority in the work that you do at the college.	1	2	3	4
	Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.	1	2	3	4
Institutional Infrastructure	**Strategic and operational planning**	Have a strong understanding of the college's strategic planning process, in particular how it relates to accreditation. Be able to provide examples demonstrating your engagement in the college's planning process, and how your team implemented goals to support student success.	1	2	3	4
	Budgeting	Understand the college's budgeting process. Be able to demonstrate that you have effective budget management skills. Also, have the ability to demonstrate how to address unforeseen budget challenges that may arise in a fiscal year.	1	2	3	4
	Prioritization and allocation of resources	Understand how to prioritize human, financial, and capital resources to advance the priorities of the institution. Possess the skills necessary to successfully navigate situations where resources are impacted by competing interests.	1	2	3	4
	Accreditation	Ability to clearly demonstrate understanding of regional accrediting standards and have some familiarity with the requirements of the accreditor for the institution where you are applying for a presidency. Should be able to provide illustrations that show your active engagement in initial accreditation or a reaffirmation process.	1	2	3	4
	Facilities master planning and management	Understand the core components of facilities master planning so that as potential new president you understand the complexities of capital outlay/ construction of new facilities, deferred maintenance, etc.	1	2	3	4

Information and Analytics	**Technology master planning**	Have an understanding of the steps involved in technology master planning for a college, including how technology will be integrated immediately and overtime to enhance teaching and learning.	1	2	3	4
	Qualitative and quantitative data	Have firsthand experience with using multiple types of data sources to inform decision-making. Have the ability to provide examples of the types of data used, the ways that the data were used to make an informed decision, and outcomes as a result of the decision.	1	2	3	4
	Data analytics	Understand how to use data to discover valuable information about the institution's performance and to support decision-making. Be able to demonstrate how you have used data to support a decision to improve student success.	1	2	3	4
Advocacy and Mobilizing/Motivating Others	**Community college ideals**	Have the ability to clearly and concisely articulate the mission of the community college and take the opportunity to demonstrate your passion for two-year colleges.	1	2	3	4
	Stakeholder mobilization	Demonstrate ways that you have mobilized internal and/or external stakeholders to support the mission and goals of the community college.	1	2	3	4
	Media relations	Understand the parameters of engaging with the media, and that each institution may have different protocols. Always have a key elevator speech and talking points that illustrate the college's priorities.	1	2	3	4
	Marketing and social media	Demonstrate ways that you have used marketing and social media tools to advance the college's agenda. Recognize that employers look at the social media activity of potential candidates, so be thoughtful about the kinds of posts you publish and positions on issues that you take or have taken in the past.	1	2	3	4
Fundraising and Relationship Cultivating	**Fundraising**	Have familiarity with effective fundraising strategies. Be able to provide examples of strategies that your team has employed to support the college's fundraising efforts.	1	2	3	4
	Alumni relationships	Be familiar with successful strategies for engaging alumni in support of the college.	1	2	3	4
	Media relationships	Have an understanding of the key components of effective media relations and the rules of engagement with members of the media. Be knowledgeable about how to handle difficult situations being covered by the media, and work to hone your skills in this area.	1	2	3	4

Communications	**Legislative relations**	Understand your state's legislative process, including budgeting. Demonstrate ways in which you have played a role advancing the college's priorities through legislation and policy changes.	1	2	3	4
	Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.	1	2	3	4
	Workforce partnerships	Be able to demonstrate how you developed partnerships that enhanced the workforce opportunities for your region. Give specifics around the type of partnership, the goals of the partnership, and the outcomes.	1	2	3	4
	Presentation, speaking, and writing skills	Practice your communication skills. Provide examples of presentations that you have given with favorable feedback. Speak to writing skills and your comfort level with verbal and written communication	1	2	3	4
	Active listening	Understand the importance of active listening. Be able to share experiences that you have had in using active listening techniques in a situation, and share what you learned as a result.	1	2	3	4
	Global and cultural competence	Understand and embrace the value of different cultures and the need to expose students to aspects of the global community that may be different than their own. Demonstrate opportunities where you have put this philosophy into action.	1	2	3	4
	Strategies for multi-generational engagement	Be knowledgeable about generational differences and how they can impact the way that an individual engages with the college. Speak to your observations of how colleges have adapted their strategies to reach individuals from different generations.	1	2	3	4
	Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending.	1	2	3	4
	Fluency with social media and emerging technologies	Keep abreast of emerging technologies that can support the community college mission.	1	2	3	4
	Consistency in messaging	Develop your messaging in support of community colleges. If you tout this philosophy throughout the search process, understand that you must continue this messaging into the presidency.	1	2	3	4

Collaboration	**Crisis communications**	Be familiar with key components of crisis management and communications. Be able to reference specific examples of your college dealing with a crisis and the response to that crisis.	1	2	3	4
	Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.	1	2	3	4
	Work with supervisor	Have knowledge of the strategies that you can use to work effectively with your supervisor.	1	2	3	4
	Institutional team building	Show support for team building at the college. Be willing to share your experience with building and supporting teams, including the types of team building activities you have supported.	1	2	3	4
	Collective bargaining *(for employees in collective bargaining states)*	Be familiar with the general tenets of collective bargaining.	1	2	3	4
Personal Traits and Abilities	**Authenticity**	Know who you are as a leader, including your skills and the opportunities that you have to improve. Doing so will assist you in determining your "fit" with institutions in search of a CEO.	1	2	3	4
	Emotional intelligence	Provide examples of times that you have had to keep your cool in high-stress situations. Illustrate how you have maintained composure in dealing with difficult situations.	1	2	3	4
	Courage	Demonstrate occasions when you have been courageous in advancing an unpopular program or initiative because it was in the best interest of the institution.	1	2	3	4
	Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.	1	2	3	4
	Self-management and environmental scanning	Be responsible for yourself and your aspirations. Understand the importance of preparing yourself to achieve your goals and recognize the climate of your current institution and the implications that pursuing new opportunities can have on your current position.	1	2	3	4
	Time management and planning	Utilize proven time management and planning skills. Have the ability to demonstrate how you have used these skills to prioritize multiple projects with overlapping due dates.	1	2	3	4

Familial impact	Understand the impact that the presidency can have on your spouse/partner and children. Develop a plan for preparing your spouse/partner and children for this new reality.	1	2	3	4
Forward-looking philosophy	Demonstrate ways that you have been an early adopter in relation to changes that have occurred within the sector.	1	2	3	4
Embrace change	Demonstrate ways in which you have embraced change as a way to improve services for students, rather than embracing change for the sake of change.	1	2	3	4

Part 3 –

Question #1: Do you aspire to a community college presidential position?

Yes

No

If you answered "No" to question # 1, please continue:

Question # 2: If you do not aspire to be a community college president, are there any of the leadership competencies, listed above, that deter you from pursuing such a position? If so, please rank the top three that most likely are keeping you from pursuing a presidency, beginning with the strongest deterrent.

a. _____
b. _____
c. _____

Appendix B

Participant Letter

Dear Chief Academic Officer,

My name is Josh Lavorgna, and I am a doctoral student at Old Dominion University conducting research for my dissertation. Along with my studies, I also serve as the Mathematics Department Chair at Orange County Community College in New York. Via the membership list of the American Association of Community Colleges (AACC), you have been identified as the Chief Academic Officer (CAO) of your institution. As such, I am asking you to consider taking the time to complete the following survey for my dissertation research.

For many years, the CAO position at a community college was considered a clear pipeline to the presidency. More recent research suggests that this may be changing. Given the leadership crisis that we have seen within community colleges, an understanding of the preparedness of future presidents is essential. With the latest addition of Leadership Competencies published by the AACC, one particular category is titled "Aspiring CEOs." Under this category, there are eleven categories of competencies for an aspiring CEO to acquire.

The survey should take you no more than twenty-five minutes to complete. There is no known risk for responding to the survey. If you decide to participate, please answer all the questions. Participation is strictly voluntary, and you may choose to stop at any time. Your responses will be confidential, and your identity will not be linked to your responses. All responses will be compiled and analyzed collectively. Finally, this study has been approved by Mitchell Williams Ph.D., Chair of the Dissertation Committee, and Laura Chezan, Ph.D., Chair of Institutional Review Board at Old Dominion University.

Please note, the competencies and their associated behaviors in the survey are taken directly from the AACC's Leadership Competencies; as such, they are written to be geared towards someone who is seeking a presidency. I would ask that you put that aside and answer all questions from your current perspective as CAO, whether or not you are seeking or plan to seek a community college presidency.

I appreciate your consideration and time. If you are willing to participate, please complete the survey no later than March 31, 2020.

If you have questions or concerns, please contact Josh Lavorgna at 845-341-4565 or email jlavo001@odu.edu. Thank you in advance for your support of my research.

Sincerely,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix C

Participant Letter – 1st Follow Up

Dear Chief Academic Officer,

I certainly understand the extra stress and workload the COVID-19 situation has put on your work life. I hope, however, that you will take about 10 minutes to complete a survey and to advance the study of Chief Academic Officers and the AACC Leadership Competencies.

This email provides you access to the survey. The survey will end Tuesday, March 31st, and your response is vital to capture a comprehensive picture of Chief Academic Officers across the country.

If you have questions or concerns, please contact Josh Lavorgna at 845-341-4565 or jlavo001@odu.edu.

I appreciate your consideration and time to complete the survey.

Sincerely,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix D

Participant Letter – 2nd Follow Up

Dear Chief Academic Officer,

Due to the COVID-19 situation, I have extended the time period to complete my survey. I hope that you will take about 10 minutes to complete a survey and to advance the study of Chief Academic Officers and the AACC Leadership Competencies.

This email provides you access to the survey. The survey will end Thursday, April 16th, and your response is vital to capture a comprehensive picture of Chief Academic Officers across the country.

If you have questions or concerns, please contact Josh Lavorgna at 845-341-4565 or jlavo001@odu.edu.

I appreciate your consideration and time to complete the survey.

Sincerely,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix E

Participant Letter – 3rd Follow Up

Dear Chief Academic Officer,

LAST CHANCE! If you have about 10 minutes to spare, please consider completing my survey to advance the study of Chief Academic Officers and the AACC Leadership Competencies.

This email provides you access to the survey. The survey will be open for a few more days, and your response is vital to capture a comprehensive picture of Chief Academic Officers across the country.

If you have questions or concerns, please contact Josh Lavorgna at 845-341-4565 or jlavo001@odu.edu.

I appreciate your consideration and time to complete the survey.

Sincerely,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix F

Expert Panel Letter

Dear Expert Group Member,

Thank you for agreeing to analyze the survey for my research on the topic of Chief Academic Officers and their perceptions of the AACC's Leadership Competencies. The purpose statement and research questions that guide the work of this study are provided below.

The purpose of this study is to examine CAO's perceptions of the leadership competencies developed by the AACC. The researcher will ask whether CAOs are interested in pursuing presidency positions. The researcher will explore why some CAOs are not interested in the presidency and which leadership competencies keep them from pursuing presidency positions. The Research Questions that will guide this study are:

1) What are the perceptions of Chief Academic Officers regarding their level of preparedness regarding the American Association of Community Colleges Leadership Competencies?

a) For which of the AACC Leadership Competency Focus Areas do CAOs feel most prepared?

b) For which of the AACC Leadership Competency Focus Areas do CAOs feel least prepared?

2) Which of the AACC Leadership Competencies are most likely to deter a CAO from pursuing open presidential positions at community colleges?

a) Which of the competencies are most likely to deter a male CAO?

b) Which of the competencies are most likely to deter a female CAO?

c) Which of the competencies are most likely to deter a CAO who has been in the position for five or fewer years?

d) Which of the competencies are most likely to deter a CAO who has been in the position for more than five years?

e) Which of the competencies are most likely to deter a CAO who is White?

f) Which of the competencies are most likely to deter a CAO who is from a historically underrepresented racial group?

g) Which of the competencies are most likely to deter a CAO who has earned a doctoral degree?

h) Which of the competencies are most likely to deter a CAO who has not earned a doctoral degree?

Please review the attached survey to determine whether or not you believe the survey will provide the appropriate data to answer the research questions listed above. Once you have completed your review, please provide your feedback via email.

Thank you,
Josh Lavorgna
Graduate Student
Old Dominion University

Appendix G

Pilot Group Letter

Dear Pilot Group Member,

It is with much appreciation that I thank you for your assistance in reviewing the survey that I have created for Chief Academic Officers (CAOs) of community colleges to share their perceptions of preparedness of the AACC's Leadership Competencies for aspiring CEOs.

I will ask that you answer each question on the survey. Once you complete the survey, there are few follow up questions for you to respond to in regard to the survey. Please record the start time and end time of the survey; the first follow up question will ask how long the survey took you to complete. By following this link ____, you will begin the survey. Once you have completed the survey, please answer the following questions:

1. Is the wording of each question on the survey clear and unambiguous?
2. Is there wording or language in any of the questions that could be offensive to anyone?
3. How long did it take to complete the survey?
4. Are the instructions clear?

Please complete this survey by the end of the business day tomorrow. Thank you again for your assistance with my research.

Thank you,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix H

Pilot Group Follow Up

Dear Pilot Group Member,

Thank you so much for agreeing to complete the survey again. You will not need to track your time to complete the survey or answer any additional questions upon completion of the survey. Please do not try to remember your prior responses; read each question and respond with an answer that describes how you feel today. The survey is unchanged from the first administration.

To access the survey, please click the link: ___. Please answer all the questions and complete the survey by the end of the business day, Friday, February 21st. Again, I appreciate your willingness to assist me in preparing an instrument for my research.

Thank you,

Josh Lavorgna
Graduate Student
Old Dominion University

Appendix I

American Association of Community College Leadership Competencies
For Aspiring CEOs

Governance, Institutional Policy, and Legislation:

An effective leader is knowledgeable about the institution's governance framework and the policies that guide its operation.

COMPETENCY	BEHAVIOR
Organizational structure of the community college	Be familiar with all of the core functions that must be addressed through the institution's organizational structure and the positions responsible for those functions.
Governance structure	Understand the role that the governance structure of the college plays in effective leadership. Be familiar with the dynamics of appointed versus elected boards and shared governance, including committees and councils.
College policies and procedures	Understand standard policies that govern the college's operations in the academic and student affairs areas—in particular, those that have direct impact on students, so that you can articulate your direct experience with them.
Board relations	Be familiar with members of your prospective board of trustees, including what they are passionate about and how you can best articulate your vision for their institution in ways that resonate with them.

Student Success:

An effective leader supports student success across the institution, and embraces opportunities to improve access, retention, and success.

COMPETENCY	BEHAVIOR
Student success	Be knowledgeable about effective student success strategies, how to build faculty and administrative support for their implementation, and how to scale successful practices across an institution.

Consistency between the college's operation and a student-focused agenda	Understand how to evaluate the college's operations using a student-focused agenda. Be willing and able to provide examples of ways to streamline operations in order to promote a more student-focused environment.
Data usage	Understand and demonstrate how to use data to advance a student success agenda.
Program/performance review	Be familiar with the basic components of program and performance review. Have the ability to demonstrate how these reviews are implemented on your campus and be able to articulate any improvements that resulted from the reviews.
Evaluation for improvement	Understand your strengths and weaknesses and continually evaluate your performance in those areas where you need to improve. Seek opportunities to sharpen your skills.

Institutional Leadership:

An effective leader understands the importance of interpersonal relationships, personal philosophy, and management skills to creating a student-centered institution.

COMPETENCY	BEHAVIOR
Be an influencer	Understand the role of the CEO as a leader who has the ability to influence others, particularly in the external community. Also learn to appreciate the value of the internal team and work across silos to form partnerships.
Support team building	Demonstrate ways in which you have engaged in effective team building activities with peers and subordinates. Articulate how these experiences have assisted you in developing as a leader.
Performance management	Have firsthand knowledge of and experience with performance management for staff. A leader seeking a CEO position should have experience with supervising and evaluating staff.
Lead by example	Demonstrate ways in which you have led your team by setting the example.
Problem-solving techniques	When approaching a problem, seek to learn what attributed to the problem, use all resources available to develop alternate solutions, choose and implement a solution and evaluate its effectiveness.

Conflict management	Have the ability to cite instances where you used a sound process to manage conflicts. Be able to articulate the steps in successful conflict management and have the ability to address the situation when a conflict has come to a resolution and not all parties are happy with or respectful of the final decision.
Advocate for professional development across the institution	Find opportunities to engage in professional development with more focus on improving college operations. Many colleges do not support professional development for employees looking to leave the institution. Be willing to invest in your own professional development.
Customer service	Have a customer service focus. Be able to demonstrate how you make customer service a priority in the work that you do at the college.
Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.

Institutional Infrastructure:

An effective community college leader is fluent in the management of the foundational aspects of the institution, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.

COMPETENCY	BEHAVIOR
Strategic and operational planning	Have a strong understanding of the college's strategic planning process, in particular how it relates to accreditation. Be able to provide examples demonstrating your engagement in the college's planning process, and how your team implemented goals to support student success.
Budgeting	Understand the college's budgeting process. Be able to demonstrate that you have effective budget management skills. Also, have the ability to demonstrate how to address unforeseen budget challenges that may arise in a fiscal year.
Prioritization and allocation of resources	Understand how to prioritize human, financial, and capital resources to advance the priorities of the institution. Possess the skills necessary to successfully navigate situations where resources are impacted by competing interests.

Accreditation	Ability to clearly demonstrate understanding of regional accrediting standards and have some familiarity with the requirements of the accreditor for the institution where you are applying for a presidency. Should be able to provide illustrations that show your active engagement in initial accreditation or a reaffirmation process.
Facilities master planning and management	Understand the core components of facilities master planning so that as a potential new president you understand the complexities of capital outlay/ construction of new facilities, deferred maintenance, etc.
Technology master planning	Have an understanding of the steps involved in technology master planning for a college, including how technology will be integrated immediately and over time to enhance teaching and learning.

Information and Analytics:

An effective community college leader understands how to use data in ways that give a holistic representation of the institution's performance and is open to the fact that data might reveal unexpected or previously unknown trends or issues.

COMPETENCY	BEHAVIOR
Qualitative and quantitative data	Have firsthand experience with using multiple types of data sources to inform decision-making. Have the ability to provide examples of the types of data used, the ways that the data were used to make an informed decision, and outcomes as a result of the decision.
Data analytics	Understand how to use data to discover valuable information about the institution's performance and to support decision-making. Be able to demonstrate how you have used data to support a decision to improve student success.

Advocacy and Mobilizing/ Motivating Others:

An effective community college leader understands and embraces the importance of championing community college ideals, understands how to mobilize stakeholders to take action on behalf of the college, and understands how to use all of the communications resources available to connect with the college community.

COMPETENCY	BEHAVIOR

Community college ideals	Have the ability to clearly and concisely articulate the mission of the community college and take the opportunity to demonstrate your passion for two-year colleges.
Stakeholder mobilization	Demonstrate ways that you have mobilized internal and/or external stakeholders to support the mission and goals of the community college.
Media relations	Understand the parameters of engaging with the media, and that each institution may have different protocols. Always have a key elevator speech and talking points that illustrate the college's priorities.
Marketing and social media	Demonstrate ways that you have used marketing and social media tools to advance the college's agenda. Recognize that employers look at the social media activity of potential candidates, so be thoughtful about the kinds of posts you publish and positions on issues that you take or have taken in the past.

Fundraising and Relationship Cultivation:

An effective community college leader cultivates relationships across sectors that support the institution and advance the community college agenda.

COMPETENCY	BEHAVIOR
Fundraising	Have familiarity with effective fundraising strategies. Be able to provide examples of strategies that your team has employed to support the college's fundraising efforts.
Alumni relationships	Be familiar with successful strategies for engaging alumni in support of the college.
Media relationships	Have an understanding of the key components of effective media relations and the rules of engagement with members of the media. Be knowledgeable about how to handle difficult situations being covered by the media, and work to hone your skills in this area.
Legislative relations	Understand your state's legislative process, including budgeting. Demonstrate ways in which you have played a role advancing the college's priorities through legislation and policy changes.
Public relations	Maintain awareness that as an employee of the institution you are always representing the college. Institutional representation is everyone's responsibility.

Workforce partnerships	Be able to demonstrate how you developed partnerships that enhanced the workforce opportunities for your region. Give specifics around the type of partnership, the goals of the partnership, and the outcomes.

Communications:

An effective community college leader demonstrates strong communication skills, leads, and fully embraces the role of community college spokesperson.

COMPETENCY	BEHAVIOR
Presentation, speaking, and writing skills	Practice your communication skills. Provide examples of presentations that you have given with favorable feedback. Speak to writing skills and your comfort level with verbal and written communication.
Active listening	Understand the importance of active listening. Be able to share experiences that you have had in using active listening techniques in a situation, and share what you learned as a result.
Global and cultural competence	Understand and embrace the value of different cultures and the need to expose students to aspects of the global community that may be different than their own. Demonstrate opportunities where you have put this philosophy into action.
Strategies for multi-generational engagement	Be knowledgeable about generational differences and how they can impact the way that an individual engages with the college. Speak to your observations of how colleges have adapted their strategies to reach individuals from different generations.
Email etiquette	Be cognizant of email etiquette and rules governing communications in writing. In cases where tone and message can potentially be misinterpreted, ask a colleague for feedback before sending
Fluency with social media and emerging technologies	Keep abreast of emerging technologies that can support the community college mission
Consistency in messaging	Develop your messaging in support of community colleges. If you tout this philosophy throughout the search process, understand that you must continue this messaging into the presidency

Crisis communications	Be familiar with key components of crisis management and communications. Be able to reference specific examples of your college dealing with a crisis and the response to that crisis.

Collaboration:

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

COMPETENCY	BEHAVIOR
Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff, and administrators in advancing student success initiatives.
Work with supervisor	Have knowledge of the strategies that you can use to work effectively with your supervisor.
Institutional team building	Show support for team building at the college. Be willing to share your experience with building and supporting teams, including the types of team building activities you have supported.
Collective bargaining (for employees in collective bargaining states)	Be familiar with the general tenets of collective bargaining.

Personal Traits and Abilities:

An effective leader possesses certain personal traits and adopts a focus on honing abilities that promote the community college agenda.

COMPETENCY	BEHAVIOR
Authenticity	Know who you are as a leader, including your skills and the opportunities that you have to improve. Doing so will assist you in determining your "fit" with institutions in search of a CEO.
Emotional intelligence	Provide examples of times that you have had to keep your cool in high-stress situations. Illustrate how you have maintained composure in dealing with difficult situations.

Courage	Demonstrate occasions when you have been courageous in advancing an unpopular program or initiative because it was in the best interest of the institution.
Ethical standards	Approach your interactions with students, peers, and college leaders by promoting trust, good behavior, fairness, and/or kindness.
Self-management and environmental scanning	Be responsible for yourself and your aspirations. Understand the importance of preparing yourself to achieve your goals and recognize the climate of your current institution and the implications that pursuing new opportunities can have on your current position.
Time management and planning	Utilize proven time management and planning skills. Have the ability to demonstrate how you have used these skills to prioritize multiple projects with overlapping due dates.
Familial impact	Understand the impact that the presidency can have on your spouse/partner and children. Develop a plan for preparing your spouse/partner and children for this new reality
Forward-looking philosophy	Demonstrate ways that you have been an early adopter in relation to changes that have occurred within the sector
Embrace change	Demonstrate ways in which you have embraced change as a way to improve services for students, rather than embracing change for the sake of change.

VITA

Josh Philip Lavorgna
SUNY Orange
Middletown, NY

Academic Profile

- PhD candidate, Old Dominion University, Norfolk, VA — December 2020
- MA Mathematics, W. Connecticut State University, Danbury, CT — December 2011
- BA Mathematics, Mount Saint Mary College, Newburgh, NY — May 2003

Professional Experience

Orange County Community College

Department Chair, Mathematics — 8/15 - Present

- Supervise: 15 full-time, 40 adjunct faculty, and 2 staff members
- Schedule classes for spring, summer, and fall
- Hiring of full-time faculty and adjuncts
- End of year reports
- Promotion, Retention, and Tenure for all faculty in the department
- Teach twelve credits per year academic year

Full-time Faculty Member — *8/11 – 7/15*

- Taught 30 credits per academic year
- Served on Governance Committees

Executive Committee of Shared Governance — *8/13 – 7/19*

- Represented the Business and STEM Division on Executive Committee
- Regular meetings with Executive Committee and the College President
- Served as a Committee Liaison to Executive Committee

Vice President of College's Shared Governance System — *8/19 – Present*

- Assists the President of Shared Governance with carrying out the duties of Shared Governance
- Meets regularly with the Executive Committee and with the College President
- Sits on the Enrollment Task Force for the SUNY Orange Board of Trustees

Professional Affiliations

- New York State Mathematics Association of Two-Year Colleges