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LEADING HISPANIC SERVING COMMUNITY COLLEGES:  
LATINX FACULTY PERCEPTIONS ABOUT THE AACCC COMPETENCIES

By

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Old Dominion University in Partial Fulfillment of the  
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## ABSTRACT

### LEADING HISPANIC SERVING COMMUNITY COLLEGES: LATINX FACULTY PERCEPTIONS ABOUT THE AACC COMPETENCIES

Sanjuanita Chavira Scott  
Old Dominion University, 2021  
Chair: Dr. Mitchell R. Williams

Latinx students are likely to enter postsecondary education at a community college. This phenomenon has led to the increase in community colleges being designated as Hispanic Serving Institutions. The designation of Hispanic Serving is not driven by mission, but rather by number of enrolled students who identify as Latinx. This preliminary descriptive study examined the perceptions of faculty at four Hispanic Serving community colleges in Texas regarding their proficiency on leadership competencies for faculty, whether there were differences in the perceptions of Latinx and non-Latinx faculty members, and whether certain leadership competencies influence faculty members' decisions to pursue leadership opportunities.

The participant sites were four urban community colleges that each have over 50% Hispanic/Latinx student enrollment. These colleges were selected because they belong to the same community college system, and therefore are subject to the same policies and procedures as dictated by the governing board and the system's chancellor.

Survey results indicated that faculty perceived their proficiency at fundamental awareness or novice level in 19 of the 58 competencies included in the survey. Based on the results of a series of one-way ANOVA statistical tests, there was a significant difference between the perceptions of Latinx faculty and other faculty on 5 of the 58 competencies. The results of the study suggest leadership development for Latinx faculty should be a priority for institutions in order to plan for leadership succession which will lead to stronger institutional outcomes.

*Keywords: leadership, faculty, Latinx, community college, Hispanic Serving Institution*

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Para las mujeres maravillosas de mi familia que sacrificaron para que yo sobresaliera.  
For the marvelous women in my family who sacrificed so that I could prevail.  
May I honor you. May I do the same for generations of women to come.

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To my parents, thank you for thinking big for your children. You left your country so that we may have more opportunities. I work every day to honor that. Gerald, you've always believed in me. I am forever grateful for the love, the space, and the time to pursue my dream. Geri and Evan, you've grown into incredible young women. I hope that I am setting a good example, and that my work opens more doors for you.

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## CHAPTER 1

### INTRODUCTION

The United States is experiencing a demographic phenomenon that is everchanging, widespread, and long over-due for empirical analysis (Hatch, Uman, & Garcia, 2015). According to the 2010 census, 16% of the people who reside in the United States identified as Latinx (Ennis, Rios-Vargas, & Albert, 2011). The increase in the Latinx population between 2000 and 2010 contributed to more than half of the growth in the total population of the United States (Ennis, et al, 2011). In July of 2019, the U.S. Hispanic population was 18.5% of the total population (U.S. Census Bureau, 2020). The U.S. Census bureau predicts that between 2020 and 2025, the percentage of the U.S. Hispanic Population will increase by 9.9% (2018).

Currently the youngest major racial or ethnic group in the United States, nearly one-third of the Latinx population is less than 18 years old (Patten, 2016). The implications for higher education are numerous. The changing demographics of the United States are reflected in the increase in institutions designated as Hispanic Serving. The U.S. Department of Education designates eligible institutions with at least 25% Hispanic enrollment as Hispanic Serving Institutions (HSIs) (U.S. DoE, 2018). Since 2008, the number of Hispanic Serving Institutions (HSIs) has increased by 93% (*Excelencia*, 2020). Hispanic Serving Institutions represent 17% of all higher education institutions, and they enroll 67% of all Latinx undergraduates in higher education (2020).

#### **Background of the Study**

Community colleges are under pressure to deliver improved outcomes, increase completion rates, prepare students for jobs, serve an increasingly diverse population, and help their students transition from high school and into four-year institutions, all of this with less

financial resources and higher expectations from stakeholders. The community college mission has grown to include workforce programs, developmental education, certificates and terminal degrees, and continuing education programs, along with the comprehensive transfer programs. The broadening of the mission has extended the spectrum of students who seek a better life through education at the community college, to include Hispanic and Latinx students (Malcolm, 2013).

Hispanic and Latinx students are choosing community colleges to access higher education. They are the only racial or ethnic group in the United States who enrolls at higher levels at community colleges than 4-year universities (Gonzalez, 2012). Numerous studies point to certain demographic and academic factors that lead Latinx students to choose community colleges. Socioeconomic status, level of academic preparation, degree goals, and geographic location have all been found to influence college choice (Kurlaender, 2006).

The influx of Hispanic and Latinx students into higher education is changing the profile of many institutions. Of the 539 institutions that currently meet the requirements for HSI designation, 247, or 46%, are community colleges (public, two-year institutions) (*Excelencia*, 2020). Sixty-nine percent of all Latinx undergraduates who were enrolled in two-year institutions were enrolled at community colleges designated as Hispanic Serving Institutions (*Excelencia*, 2015). Overall, the number of Emerging HSIs, higher education institutions with 15-24% Hispanic student enrollment, has also increased dramatically in the last few years. This is due in part to regional demographic changes as noted above.

Although there is a clear marker of 25% Hispanic full time equivalent (FTE) student enrollment and 50% Pell grant eligibility, there are no other federally mandated markers for the designation of a Hispanic Serving Institution. Many institutions that are now HSIs were

originally predominantly White institutions (PWI) that began to experience a change in enrollment numbers due to immigration and births (Hurtado & Ruiz Alvarado, 2015). However, there is an expectation that these institutions will move the needle on Latinx student achievement with no explicit indicators and no direction on what to do or how to serve (Garcia & Ramirez, 2015). Garcia (2017) argued that the exponential growth in number of Hispanic Serving Institutions as a result of the growth of Latinx student enrollment makes HSIs essential players in postsecondary education. Leaders should understand how to serve Latinx college students, and they must understand the institutional identities of Hispanic Serving Institutions (2017).

Community colleges are not just challenged by changing demographics; they are also facing increased transitions in leadership. In a 2012 survey of community college CEOs, the American Association of Community Colleges learned that over the following 10 years, 75% of those CEOs planned to retire (AACCC, 2013). This means that the next leaders of community colleges are already in the pipeline.

### **Literature Gaps**

The convergence of two issues has revealed the need for additional research. The rapid growth of the Latinx population in the United States has led to an increase in enrollment in higher education. Disproportionate numbers of Latinx students in higher education enroll in community colleges, and therefore the number of two-year institutions designated as Hispanic Serving has increased. Simultaneously, the number of community college CEO transitions is on the rise, placing focus on the community college leadership pipeline. However, Latinx professionals continue to be underrepresented in the faculty (Hatch et al., 2015).

The American Association of Community Colleges (AACCC), an advocacy group for community colleges in the United States, has updated its Competencies for Community College

Leaders in order to “recalibrate the skills necessary to implement this radical change in restructuring community colleges to be more fluid and responsive” (AACC, 2017, p. 2).

Although there is extensive research on the leadership competencies conducted on predominantly White institutions (PWI), there is little research about the practical use of the competencies in other types of institutions (Eddy, 2013). The AACC published this recalibrated second edition of the competencies in 2017. According to the AACC, the competencies support institutional transformation through the development of community college leaders. In November of 2018, the AACC issued the third edition of the Competencies. According to the document’s preamble, the revised competencies “reflect the skills necessary to be a leader advancing a student success agenda or a member of a team actively engaged in implementing student success initiatives and activities,” (AACC, 2018, p. 3). Relevant to the current study, the AACC addresses competencies for emerging leaders based on different roles at the community college, including faculty. To ensure that the leadership pipeline is filled with individuals who will be prepared to take the helm of community colleges, the document is described as aspirational and recommended for use as guidelines for career progression and improvement. However, the competencies have not been tested on their capacity to support leaders of community colleges designated as HSIs.

A large amount of research on community college leadership focuses on chancellor and president perceptions about preparation for the job, challenges, and opportunities. However, it is also important to understand what future leaders are in the pipeline and how they may navigate change (McNair, 2014; Munoz, 2009). There is a gap in the research on community colleges that are HSIs that focuses on how professionals (faculty and staff) are relating to the changing student demographics, whether they can meet the needs of their diverse student bodies, and whether they

are prepared and willing to lead the community college that is an HSI (Fosnacht & Nailos, 2015). In other words, do the future leaders of community colleges truly consider their institution as Hispanic serving, or simply as Hispanic enrolling, and are they prepared to lead these types of institutions?

Although the research about Latinx student success in community colleges designated as HSIs is increasing, there are still very few documented best practices on the development of structures that support Hispanic community college students (Garcia & Ramirez, 2015). One of these practices is increasing the number of Latinx faculty who will be developed into the future administrators of HSIs (Andrade & Lundberg, 2016; Garcia & Ramirez, 2015; Santos & Acevedo-Gil, 2013). However, community college faculty are not a homogenous group, therefore more research is needed on the behaviors and perceptions of community college faculty in Hispanic Serving Institutions (Levin et al., 2013).

### **Purpose Statement**

This study focused on Latinx community college faculty members who teach at four Hispanic Serving Institutions. The purpose of the study was to examine the perceptions of this population regarding their proficiency on the competencies identified in the faculty focus area. The study also examined whether any of the competencies are a barrier for faculty to pursue leadership opportunities.

### **Research Questions**

The study was guided by the following research questions:

1. What are the perceptions of community college faculty who teach at Hispanic Serving Institutions regarding their proficiency on the competencies identified in the faculty focus area of the AACC Competencies for Community College Leaders?

2. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on their proficiencies on the competencies?
3. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on the competencies the faculty most identify as barriers?

### **Professional Significance**

Research on higher education has traditionally focused on elite, predominantly White institutions (PWI). However, scholars acknowledge the need for an increased understanding of minority serving institutions (MSI) (Nunez, Crisp, & Elizondo, 2016). Because the number of Hispanic Serving Institutions is on the rise, along with the number of community colleges earning this designation, it is important to provide context to the challenges that leaders of these colleges face.

Unlike Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs), which were founded to educate Black and Native American students respectively, Hispanic Serving Institutions were not established with a primary mission to educate Hispanic students (Gasman et al., 2015). Higher education institutions earn the designation of Hispanic Serving as a result of the number of Hispanic students who enroll. When community colleges become HSI, they take on an additional identity. However, that identity can easily be “Hispanic Enrolling” rather than truly “Hispanic Serving” because community college leadership is not implementing intentional strategies and best practices that support Latinx students. This study intended to add to the knowledge about actual gains in



higher education equity by examining the perceptions of Latinx faculty at HSI community colleges about the leadership skills necessary to lead such institutions.

Community college administrators, especially presidents, need to ask difficult questions about the leadership pipeline and leadership practices at their institutions. The survey instrument developed in this study provided a preliminary assessment of how Hispanic and Latinx faculty perceived their proficiency of the leadership competencies identified by AACC in comparison to the perception of faculty who are not of Hispanic or Latinx origin. Coupled with demographic information, the data provide a starting point for open dialogue about Hispanic and Latinx faculty professional development gaps in terms of inclusion, equity, and the role of leaders of the Hispanic Serving Community College. A broader lens can be applied to the competencies to determine whether they address cultural responsiveness, as well as identify potential cultural bias. This study can contribute to the field of community college leadership by offering different ways to look at leadership development.

### **Theoretical Framework**

The current study was constructed from the literature related to leadership theory. In order to translate the results of the current study into actionable items, current community college leaders must see their role in the process of developing future college leaders. Understanding two leadership theories which frame the current study can help in this regard. Path-goal leadership theory and transformational leadership theory are two approaches that influence the development of future community college leaders.

Path-goal leadership theory focuses on how leaders motivate followers to accomplish goals. This theory places emphasis on the relationship between the leadership style that the leader selects and the characteristics of the follower within the context of the particular

organization. The goal is to select leadership behaviors that best complement and enhance the work setting in order to help motivate followers to accomplish their goals (Northouse, 2016).

Path-goal leadership theory was introduced by Martin G. Evans in the 1970s. The theory asserts that the leader motivates the followers by clarifying the path to goal attainment, reducing roadblocks, and ensuring that there are opportunities for personal satisfaction. Robert House expanded the work in 1974 by including the notion that effective leaders improve the working environment of the followers by clarifying goals; demonstrating the link between effort, attainment, and reward; and providing the support and resources required (House, 1996).

The concept of path-goal leadership is complex. The theory assumes that certain leadership styles will affect the motivation of followers a certain way. In practice, these assumptions provide directions on how leaders can help followers achieve satisfaction through goal attainment (Northouse, 2016). Leaders can select one of four leadership styles: directive, supportive, participative, or achievement oriented (Jermier, 1996). The leader behavior selected depends on four factors: the situation (the nuances of the issue), the needs (barriers limiting the employee), the environment (context, including campus climate), and the characteristics (attributes such as ability) of the employees (Nevarez, Wood, & Penrose, 2013).

Path-goal leadership theory has several strengths and weaknesses. It provides a pragmatic approach to understanding behavior, particularly the way a type of leadership style affects job satisfaction and work performance (Jermier, 1996). It centers the follower's motivation by continuously questioning how to help them feel they have the ability to do the work and improve their skills. The path-goal leadership model is very clear about the responsibility of the leader to help followers by clarifying goals and removing barriers to the goals. It is a reminder that leading is guiding and coaching along the path to achieve a goal.

However, path-goal theory's complexity includes many different types of leader and follower behaviors, so it is important for leaders to have a clear understanding of the follower's needs in order to be an effective guide and coach (Northouse, 2016).

Path-goal leadership theory offers leaders a flexible system that enables them to assess then needs of others (Nevarez, Wood, & Penrose, 2013). For example, new community college faculty who are interested in pursuing institutional leadership opportunities may lack experience. They would require a more directive leadership approach in which the leader provides clearly communicated instructions on how to meet professional goals. Experienced and tenured faculty members, on the other hand, would require an achievement-oriented approach that is aligned with challenging faculty to move beyond their ambitions. With either approach, faculty have a renewed sense of interest in the leadership of the college and purpose within their profession (i.e., postsecondary education). Community college leaders that follow path-goal theory of leadership must communicate high expectations that infuse the college mission (e.g., open access, student success, comprehensive curriculum) into leadership roles and provide the allocation of institutional resources which can lead to professional development to encourage faculty to pursue leadership positions (Nevarez, Wood, & Penrose, 2013).

Transformational leadership theory emphasizes change and transformation within people through motivation and development. The process of change involves assessing followers through their needs, emotions, values, ethics, standards, long-term goals, and seeing a whole individual. Transformational leaders are able to influence followers to accomplish more than what is expected through clear vision. In 1978, James MacGregor Burns wrote about the link between leaders and followers. He described transformational leaders as those who tap the

motivation of others in order to reach the goals of both the leaders and the followers (Northouse, 2016).

In 1985, Benjamin M. Bass expanded on the model of transformational leadership by arguing that transformational leadership motivates followers by 1) raising consciousness about the importance, value, and ideals of their goals, 2) emphasizing the benefit of the team or of the organization, and 3) moving followers to address high-level needs. Leaders who exhibit transformational leadership characteristics have strong values and ideals, and they motivate followers to focus on the greater good rather than individual interests. The transformational leadership model has four leadership factors: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration. The effect of transformation leadership is that of exceeding desired outcomes and performance (Northouse, 2016).

The steps in transformational leadership are not definitive, but generally follow the same pattern. First, leaders create organizational cultures that empower and nurture employees. The culture is one where employees are encouraged to transcend their own self-interests, try new things, and discuss change. Transformational leaders are then able to clearly communicate a collective vision and strong ideals. They are collaborative, communicative, and open to all viewpoints. Transformational leaders also become the social architects of the organization. They help employees understand their roles and how they fit into achieving the greater purpose of the organization (Northouse, 2016).

Transformational leadership theory has both strengths and weaknesses. There are numerous studies that provide evidence of its efficacy. It is an intuitive process that centers the needs of both the leaders and the followers, therefore it does not rely solely on the responsibility

of one party. This interplay allows the followers to be an integral part of the transformative process. Finally, transformational leadership theory emphasizes needs, values, morals, and high standards. The benefit of the team, organization, or community is the ultimate accomplishment. Conceptually, transformational leadership is very broad and could be considered a personality trait, rather than a leadership behavior.

Transformational leadership theory provides leaders with a two-phase process. First, community college leaders guide and encourage faculty to meet expectations. Second, the leaders are able to increase motivation to exceed expectations. Transformational leaders have a true sense of care and support, and they are committed to the self-actualization of faculty in order to accomplish the multi-faceted community college mission (serve the community, serve a diverse population of students, life-long learning). For example, a college president uses every opportunity to communicate the college mission and goals and engages faculty in understanding and aspiring to meet those goals (Nevarez, Wood, & Penrose, 2013). Community colleges are often described as dynamic institutions that constantly undergo changes in order to keep up with an uncertain higher education environment. A transformational leader can be instrumental in guiding the institution through change (Tarker, 2019).

### **Overview of Methodology**

This quantitative descriptive study included the creation of a survey instrument that assessed the perceptions of faculty at four Hispanic Serving community colleges about the leadership competencies as outlined by the AACC. The instrument also examined competencies that may be a barrier for faculty. Demographic information collected included tenure status, length of service, gender, ethnicity, and race. These additional faculty characteristics were used to provide context to the data collected. Data were disaggregated by Hispanic / Latinx origin

(yes or no). The responses were compared between the two groups to determine if there was a significant difference.

A blueprint mapped each of the research questions to questions in the instrument to ensure that each of the research questions was addressed. Content validity was established by using a panel of 3 experts who determined which competencies are directly related to potential career progression into leadership roles at the community college. Test-retest was used to establish reliability. The instrument was administered twice within a week to a pilot group of faculty members who were not part of the selected sites. Each participant's test and re-test responses were compared to evaluate whether the instrument yielded the same results for each question for each person (Leedy & Ormrod, 2016).

The participant sites were four urban community colleges that each have over 50% Hispanic / Latinx student enrollment, and therefore meet the threshold for designation as Hispanic Serving. These colleges were selected because they belong to the same community college system, and therefore are subject to the same policies and procedures as dictated by the governing board and the system's chancellor. Although each college is individually accredited, the human resources department is centralized within system offices. This facilitated the process of obtaining faculty contact information for all five colleges.

### **Delimitations**

This study was limited to four urban community colleges in Texas. All full time tenured and non-tenured faculty were included in the study. The designation of tenure-track faculty is not granted at this time at this community college system. Faculty who earned tenure before the policy change was instituted by the Board of Trustees were grandfathered and allowed to retain their tenure status. All faculty hired after the policy change are designated as full-time faculty.

The results of the study represent a regional area in which a majority of Latinx faculty may identify as Mexican-American or of Mexican decent. It is important to understand that Latinx population in the United States is a heterogeneous group. Additionally, the data collection method selected, an online survey, may yield a low response rate.

### **Definition of Key Terms**

The following list serves as a reference for key terms used during this study:

*Administrator/administrative positions:* A community college official at the level of Dean, Vice President, or President.

*Ethnicity:* The U.S. Census Bureau uses ethnicity to determine whether a person is of Hispanic origin or not. The two categories of ethnicity are Hispanic or Latino and Not Hispanic or Latino. Ethnicity does not imply race.

*Faculty:* Full time teaching personnel at the four community colleges. Faculty may be tenured or non-tenured.

*Hispanic Serving Institution:* An institution of higher education that is an eligible institution and has an enrollment of undergraduate full-time equivalent students that is at least 25% Hispanic students. Eligibility is determined by the number of needy students (at least 50% of degree students received Federal Pell Grant, SEOG, Work Study, or Perkins Loan) and core expenses per FTE.

*Hispanic:* According to the U.S. Census Bureau, this term refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish Culture or origin regardless of race.

*Latinx:* According to the U.S. Census Bureau, this term may be used interchangeably with *Hispanic*. Formerly seen as Latina/o.

*Race:* The U.S. Census Bureau does not define race biologically, anthropologically, or genetically. Racial categories are based on social definitions and include racial and national origin or sociocultural groups. People may self-identify as White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or Some Other Race.

*Student Success:* Institutions use key performance indicators such as student persistence, retention, graduation rate, and transfer rate to measure student performance.

### **Summary**

As the Latinx population in the United States has increased, so has the number of Latinx students enrolled in community colleges. This phenomenon has caused an increase in the number of two-year institutions designated as Hispanic Serving Institutions. However, the diversity of the students enrolled at these institutions is not generally mirrored in the faculty and administration.

The literature demonstrates that research of Hispanic Serving Institutions has focused on Latinx student success and overall student experience. Another area of focus has been the leadership of community colleges. A vast amount of research exists on the necessary competencies of community college presidents and chancellors. However, research on Hispanic Serving community college leadership is nascent.

The remainder of this study is organized into four additional chapters. Chapter 2 will present a review of the literature related to the history and development of community colleges and Hispanic Serving Institutions, issues of leadership in community colleges, and the role of community college faculty in Hispanic Serving Institutions. Chapter 3 will describe the research design and methodology of this descriptive study. Chapter 4 will include an analysis of the data.



Chapter 5 will contain a discussion of the findings, implications for policy and practice at community colleges, and recommendations for future research.

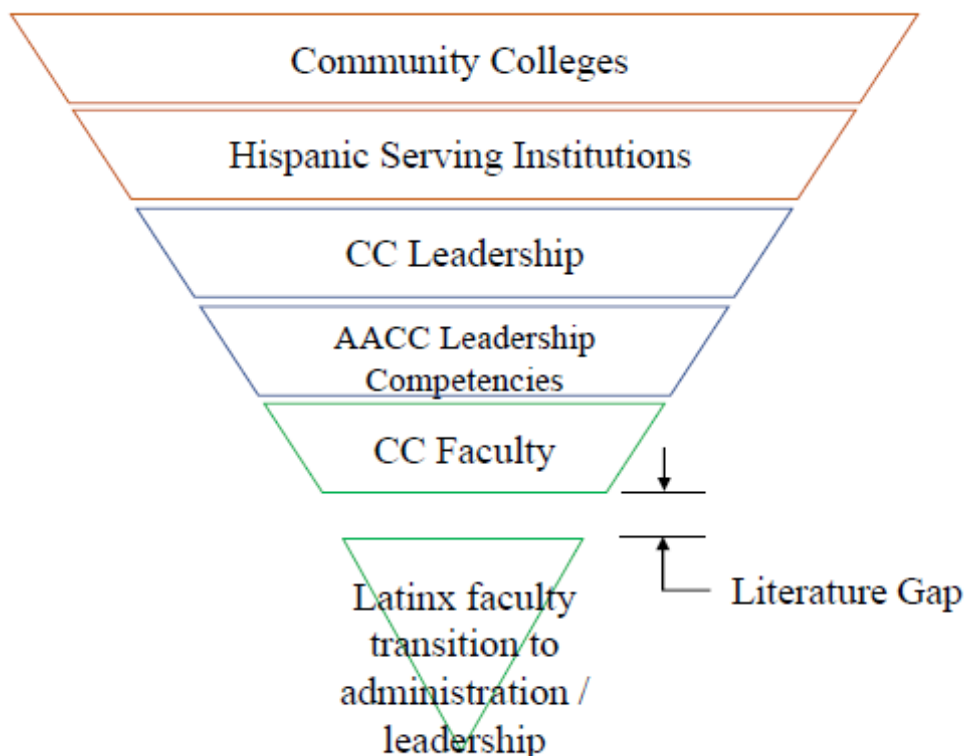
## CHAPTER 2

### LITERATURE REVIEW

Chapter two is a review of the literature that focuses on community colleges that are designated as Hispanic Serving Institutions by the U.S. Department of Education, as well as leadership challenges faced by these institutions. A review of the methods used to conduct the research and analysis is followed by a historical background of community colleges and Hispanic Serving Institutions. Next, a discussion of leadership challenges faced by community colleges is followed by a description of the AACC's Third Edition of the Competencies for Community College Leaders. The literature review also includes an examination of the roles of faculty and administrators in leading these institutions. The chapter concludes with a discussion of the gaps in the literature.

#### **Methods of Review**

The literature review originated with a search of the Old Dominion University databases for peer-reviewed articles published in the last five to seven years. Key terms used included Hispanic Serving Institution, community college, and leader\* AND community college. After reviewing the results, a new search was conducted in specific periodicals, such as *The Journal of Hispanic Higher Education* and *Journal of Community College Research and Practice*. Other sources included advocacy and policy websites such as the American Association of Community Colleges and *Excelencia* in Education, which focus a portion of their research on leadership of community colleges and Hispanic Serving Institutions respectively. Doctoral dissertations were also included in the searches. Figure 1 illustrates the review of the literature and topics.



*Figure 1.* Literature review topic pyramid diagram.

### **Community Colleges**

The community college was established at the beginning of the twentieth century by a group of university leaders. The goal of these “junior colleges,” as they were first known, was to provide the first two years of a liberal arts baccalaureate degree so that students were prepared to transfer to “senior” institutions (Bahr & Gross, 2016). According to Bahr and Gross, these new institutions were developed in order to meet the needs of the increasing population, the increase in immigration, and the expansion of K-12 education (2016). Subsequently, the need for expansion of community colleges began in the 1920s when the number of high school graduations began to grow as a result of K-12 educational policy.

In 1948, the Truman Commission Report placed emphasis on access to free or low-cost transfer, vocational, adult basic, and community education (Meier, 2013). With assistance from

the G.I. Bill, the community college quickly transitioned into to a comprehensive, open access institution (2013). In addition to providing freshman and sophomore level course work, the transfer curriculum at community colleges served two other purposes. First, the transfer curriculum was meant to popularize higher education in order to encourage people to enroll. Second, it expanded enrollment to higher education by granting open access to anyone who wished to pursue it (Cohen, Brawer, & Kisker, 2014).

The modern community college has five distinct markers. Community colleges are open access institutions. These institutions provide a comprehensive curriculum that includes programs that transfer to four-year institutions. The learning environment is student-centered, rather than research-driven. Community colleges orient their programs to meet the needs of the community. Finally, community colleges serve an economic development function in their communities.

As open access institutions, community colleges serve more than half of all undergraduates in the United States. Their mission of responding to the needs of the community is arguably what causes the challenges they face. Their heterogeneity in virtually every aspect (size, population, geographic location, etc.) can make it difficult for the community college to accomplish its own mission. Community colleges are also the portal to higher education for “first generation students, low-income students, underprepared students, underrepresented minority students, and students of non-traditional age and circumstances” (Bahr & Gross, 2016, p. 463).

These groups of students seek education in community colleges for different reasons, and many arrive there because of the institution’s open access policy. The community college is an institution where anyone can attend and have the opportunity to pursue a higher education,

whatever their prior educational level and preparation. The mission of the community college has broadened. Comprehensive programming includes workforce programs, developmental education, certificates and terminal degrees, and continuing education programs, along with more traditional transfer programs. The broadening of the mission has broadened the spectrum of students who seek a better life through education at the community college (Malcolm, 2013).

**Community Colleges in Texas.** U.S. Census population estimates show that Texas' Latinx population increased by 18% between 2010 and 2017 (U.S. Census Bureau, 2018). This increase in population has had an effect on community college demographics. Latinx students make up 42% of enrollment at two-year institutions in Texas. The state has 50 community college districts, some which include multiple campuses and some which include individually accredited colleges, for a total of 82 public two-year institutions. The institutions are established by the state legislature and are governed at the state level by The Texas Higher Education Coordinating Board (THECB). According to the THECB, these institutions enrolled 726,699 students and awarded 123,295 degrees and certificates in FY2017 (THECB, 2018). Of the 82 institutions, 60 (73%) are designated as HSIs.

### **Hispanic Serving Institutions**

The 1992 reauthorization of the Higher Education Act of 1965 introduced the designation of Hispanic Serving Institutions (HSI). This designation differed from other Minority Serving Institution (MSI) designations, such as Historically Black Colleges and Universities (HBCU), in that the HSIs reflect a shift in demographics rather than compensatory action for a specific population (Gasman, Nguyen, & Conrad, 2015). Under Title III of the Higher Education Act, The Department of Education designates eligible institutions with at least 25% Hispanic student enrollment as Hispanic Serving Institutions (HSIs). HSIs must also prove that no less than 50%

of Hispanic students are low-income, first-generation students (Benitez, 1998). Title IV, which provides Pell Grant funding to students, also helped increase the number of HSIs by providing access to greater numbers of Hispanic students and making more institutions eligible for the HSI designation (Gasman et al., 2015). According to *Excelencia in Education's* factsheet (2015), Latinx students were the second largest group after White students to enroll as undergraduates.

The increase in numbers of Latinx student enrollment has increased the number of HSIs. In 2016, 492 institutions of higher education were designated as Hispanic Serving. More than half of these were community colleges (Franco & Hernandez, 2018). There were 333 institutions that were designated Emerging HSIs, which means that at least 15% of their enrollment is Latinx students (2018). Franco and Hernandez (2018) argue that these institutions have a critical responsibility to examine what it means to be Hispanic-serving and to assess how well they are doing their job. Part of that work entails determining what exactly it means to be an HSI. However, the metrics must not be limited to enrollment and graduation rates. The metrics must also include institutional engagement with the community, availability of support programs, faculty and staff diversity, the use of culturally relevant curriculum, and campus climate (2018).

Garcia (2016) conducted a case study to conceptualize the identity of Hispanic Serving Institutions (HSIs) from the perspective of its students, faculty, and staff. The purpose was to move beyond the designation as an HSI based on enrollment into organizational theory about the institution's cultural relevance. The themes that emerged were access, service to the region, a culturally relevant classroom experience, students as co-creators of knowledge, and student support. This study provided evidence that an institution must act with intent in developing its mission, which includes being Hispanic-serving. Organizational identity is demonstrated within a mission statement and values, which lead to intentional strategies to ensure the success of its

students (Ayers, 2017). One of these strategies is the hiring of Latinx faculty and staff, and the next step is, logically, the development of Latinx leaders (Garcia, 2016).

### **Community College Leadership**

In a 2012 survey of community college CEOs, the AACC learned that over the following 10 years, 75% of those CEOs planned to retire (AACC, 2013). This meant that the next leaders of community colleges were already in the pipeline. The potential for a shortage of well-qualified leaders creates a potential to rethink community college leadership, which includes how to identify, recruit, and prepare those future leaders (McNair, 2014). McNair conducted phone interviews with 8 community college presidents ranging from 1 to 3 years in their leadership positions. The study included a review of their resumes along with a questionnaire used to collect demographic information. The researcher identified several characteristics of the participants' journeys toward the presidency that deserve notice. First, only one of the participants had determined early on in his career that a presidency was his career goal. The rest of the group only considered a presidency because someone, either a colleague or senior member of administration, suggested it. Second, the participants who "stumbled" upon the career path were often sought out to lead committees and participate in other institutional initiatives. Third, people often "tap the shoulder" of those who have similar backgrounds or characteristics as them. A different way of "tapping the shoulder" of future leaders would be to identify Latinx faculty who demonstrate the competencies listed in the focus areas of the AACC competencies. If the leadership of a community college is homogenous (all or mostly non-Latinx), chances are that Latinx faculty shoulders will not be "tapped." Without an intentional mission to diversify the administration, it will not happen.

In a review of the literature, Eddy and Garza Mitchell (2017) found that the path to the community college presidency had remained traditional and consistent, starting in the faculty and up the academic ranks, to include Chief Academic Officer (CAO). Lavorgna (2020) addressed leadership pipelines to the presidency through the role of Chief Academic Officer. Although the role of CAO has been traditionally viewed as a pathway to the college presidency, the study asserts that CAOs have been largely overlooked in the literature. Further, community colleges do not typically address impending retirements and leadership voids through succession planning. The Chief Academic Officer role is crucial to college operations, and therefore it is important to understand what the deterrents are for CAOs to seek presidential positions (Lavorgna, 2020).

Eddy (2012) notes that the impending leadership crisis has caused professional associations like AACC and the ACE to develop competencies and training opportunities for future community college leaders. This focus is a departure from the traditional research on leaders of 4-year institutions. Community colleges, however, have different needs depending on the institutions' characteristics. For example, Eddy (2012) studied leaders in rural community colleges. Although these institutions are under the same pressures to increase student success and graduation rates, leaders may encounter different challenges. For instance, relationship building in rural areas is key to securing support from the community. Also, leaders of rural community colleges often deal with fewer resources, which in turn means limited offerings, difficulty in prioritizing programs and services, and limited opportunities to expose employees to differing types of organizational operations.

Woodland and Parsons (2013) outlined a new mission for the community college in the 21<sup>st</sup> century, as well as a new commitment from presidents to act as role models in broadening



the mission from “open access” to “expanded access”. Higher education through community colleges offers a gateway out of generational conditions, like poverty and unemployment, that disproportionately affect Latinos/as and other racial and ethnic minorities. To combat the “deficit thinking” that is pervasive in practice (such as the generalized notion that Latinx students are academically underprepared and therefore have only the option of community college) one must acknowledge the experiences of Latinx students and expand access by developing leaders who are culturally responsive (Rodriguez, Martinez, & Valle, 2016). Community colleges must learn to translate these cultural competencies into job descriptions and qualifications that will support a multicultural model of leadership (Santiago, 1996).

To expand access to higher education through community colleges, leaders will be confronted with issues of equity and diversity. These issues affect current and future leaders in two ways. First, current and future senior leaders require the training necessary to understand the diverse student populations that their institution serves. This effort goes beyond enrollment numbers of students from underrepresented groups. For example, student success rates are lower for Latinx and African-American students than other groups. Senior leaders have a responsibility to disaggregate student success data in order to seek ways in which to provide support services to those groups (Malcolm, 2013). Second, current and future senior leaders must understand how to build capacity to serve those student populations (Smith, 2016). One way to build capacity is to recruit, hire, and develop faculty, staff, and administrators who understand and resemble the student population. In order to sustain, or change, the culture of an institution, as well as its commitment to access, diversity, and equity, the leadership pipeline should include faculty and staff who understand and are committed to that culture and mission (2016).

The democratic ideals that propel the community college to function as a low-cost, open-access institution allow it to continue to provide educational opportunities to students regardless of academic background, socioeconomic status, or demographic characteristics (Eddy & Garza Mitchell, 2017). The evolution of the community college mission draws attention to the need for transforming leadership development. Eddy and Garza Mitchell (2017) emphasized the need to recognize that leadership development is a process that takes time and relies on an individual's lived experience. It is also important to recognize an individual's gender, race, and ethnicity and their unique understandings of community college leadership.

**Leadership of Hispanic Serving Institutions.** The rapid growth in the number of institutions that are becoming HSIs creates an urgency to determine what type of leadership is necessary in institutions that seek to become truly “Hispanic-serving” by responding to the needs of an historically under-represented population (Cortez, 2015). Cortez (2015) conducted interviews of administrators of a successful Hispanic Serving Institution in South Texas. She identified three critical institutional structures that created the environment that supported their students: 1) culturally sensitive leadership, 2) student-centered services, and 3) intensive academic and career advising. Culturally sensitive leadership led to new programs and changes inspired by the clear understanding of the needs of the students. Senior administrators felt that they knew the students, and that they identified with their background, stories, and hardships. Relating to students simplified the processes of finding resources, teaching, mentoring, and implementing support structures and programs. These leaders were instrumental in translating, mediating, and facilitating the development of their students (Cortez, 2015).

In order to understand and lead Hispanic Serving Institutions, leaders must employ frameworks for understanding campus climate (Franco & Hernandez, 2018). Two dimensions of

campus climate are especially important. First, leaders must examine the institution's legacy of inclusion or exclusion. Typically, HSIs were predominantly White institutions (PWIs) that due to changes in demographics became Hispanic Serving Institutions (Hurtado & Alvarado, 2015). However, some of these institutions continue to operate as PWIs. That is, institutional capacity has not been adjusted to serve the increased Latinx student population (Franco & Hernandez, 2018). Second, leaders must examine the structural diversity of the institution. It is not enough to have student diversity. The racial and ethnic composition of faculty and staff is also critical to understanding campus climate (2018). Hatch, Unman, and Garcia (2016) argue that equitable participation of Latinx faculty and administrators is important to the conversation on equity.

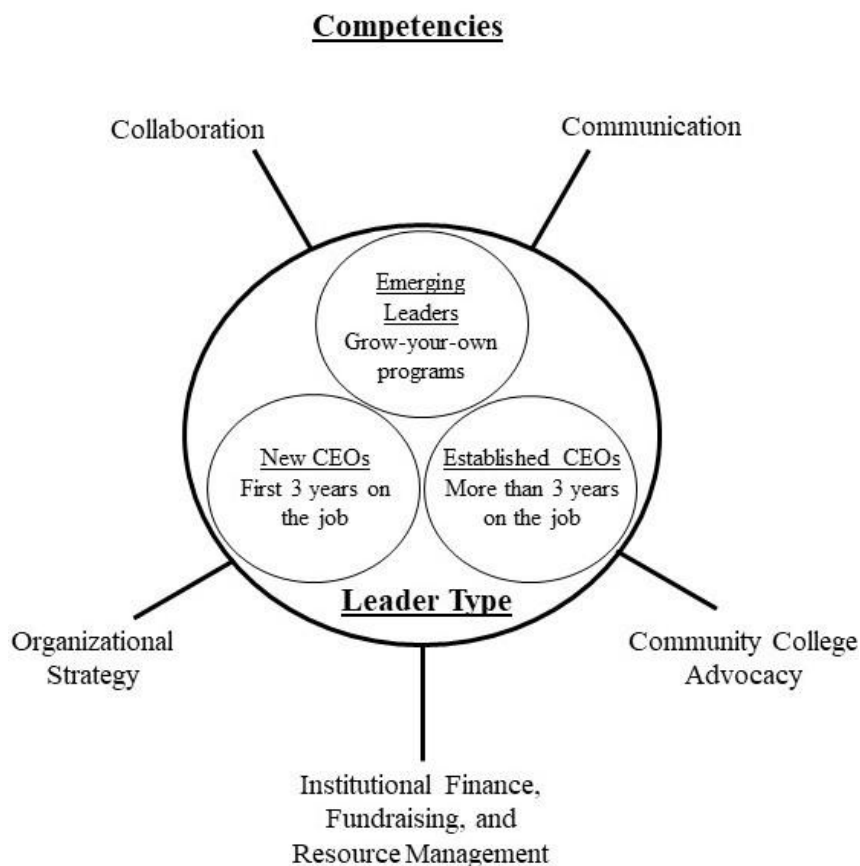
A report on research on the presidential perceptions of the American Association of Community Colleges' competencies revealed that presidents did not rate themselves as prepared or well prepared in demonstrating cultural competencies (Duree & Ebbers, 2012). Duree and Ebbers (2012) used the results of a survey to create the report. Of the 415 participants of the survey, 18% were classified as ethnic minority group members. The study did not disaggregate by the participants' ethnicity. Therefore, it is not clear how Latinx leaders rated their preparation in demonstrating cultural competencies or how they compared to non-Latinx leaders. The authors concluded that community college leaders must be knowledgeable and aware that structures such as those of predominantly white institutions (PWIs) are monolithic and do not foster the success of the traditionally underserved populations that enroll at the institution (Duree & Ebbers, 2012).

### **AACC Leadership Competencies**

The American Association of Community Colleges' (AACC) Competencies for Community College Leaders have served as a foundation for in-house and doctoral programs

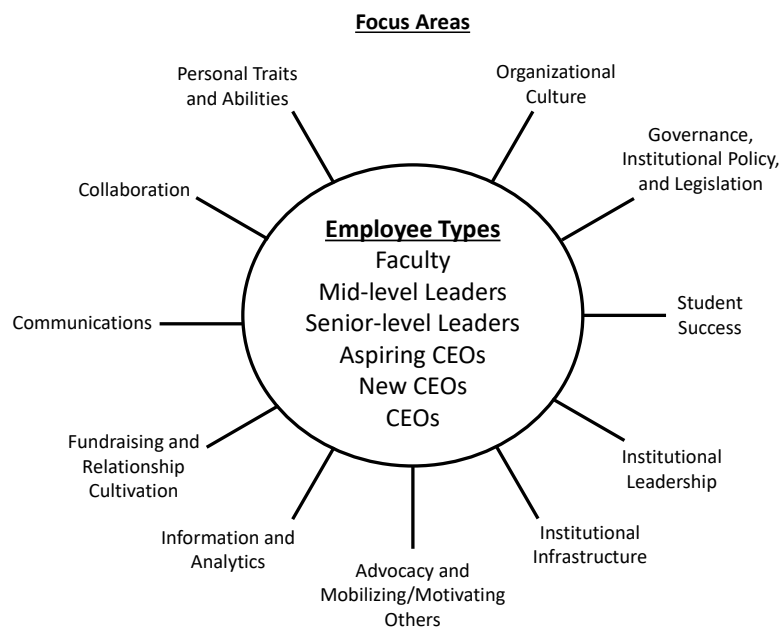
preparing community college leaders. In 2003, the AACC was awarded a grant from the W. K. Kellogg Foundation to ensure that community college leaders are trained appropriately and ready to take the helm of colleges (Ottenritter, 2012). The research led to the creation of the AACC competencies for community college leaders. This first edition of the competencies included organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (AACC, 2005).

In 2013, the AACC board of directors approved the second edition of the competencies, which incorporated the recommendations of the 21<sup>st</sup> Century Implementation Team. The recalibrated competencies focused on the skills needed to move the institution of the community college through the 21st century. The competencies provided training guidelines to leaders to help them improve student success rates, as well as manage risk and change effectively. The aim was to train a large pool of potential presidents who could “hit the ground running” in order to fill the vacancies that an expected large number of retirements would leave (AACC, 2013). The competencies were arranged into three levels that focused on a type of leader based on experience. Emerging leaders were those individuals participating in grown-your-own programs. New CEOs included presidents who were within the first three years of their tenure. Established CEOs were those presidents with more than three years of experience. The competencies were organized into five major areas: collaboration; communication; community college advocacy; institutional finance, fundraising, and resource management; and organizational strategy. Based on the AACC Competencies from 2013, Figure 2 was created in order to illustrate the five major areas.



*Figure 2: AACC Competencies 2013*

In November of 2018, the AACC published the third edition of its Competencies for Community College Leaders. The Commission on Leadership and Professional Development made recommendations for the revision of the second edition. The new edition is vastly different from the first two. The new, comprehensive document is used to “guide the development of emerging leaders and to assist colleges with the selection of employees dedicated to the community college mission, vision, and values” (AACC, 2018). The competencies are grouped under 11 focus areas and applied to 6 employee types as illustrated in Figure 3. Each of the focus areas contain competencies relevant to each of the employee types: faculty, mid-level leaders, senior-level leaders, aspiring CEOs, new CEOs, and CEOs.



*Figure 3. AACC Focus Areas 2018*

Each of the focus areas for effective leadership are described by AACC in the following way:

1. **Organizational Culture** – Embrace the mission, vision, and values of the community college, and acknowledge the significance or the institution’s past while charting a path for its future.
2. **Governance, Institutional Policy, and Legislation** – Be knowledgeable about the institution’s governance framework and the policies that guide its operation.
3. **Student Success** – Support student success across the institution, and embrace opportunities to improve access, retention, and success.
4. **Institutional Leadership** – Understand the importance of interpersonal relationships, personal philosophy, and management skills to create a student-centered institution.

5. Institutional Infrastructure – Be fluent in the management of the foundational aspects of the institutions, including the establishment of a strategic plan, financial and facilities management, accreditation, and technology master planning.
6. Information and Analytics – Understand how to use data in ways that give a holistic representation of the institution’s performance. Be open to the fact that data might reveal unexpected or previously unknown trends or issues.
7. Advocacy and Mobilizing/Motivating Others – Understand and embrace community college ideals, mobilize stakeholders to take action, and use communication resources to connect with the college community.
8. Fundraising and Relationship Cultivation – Cultivate relationships across sectors that support the institution and advance the community college agenda.
9. Communications – Demonstrate strong communication skills. Lead and fully embrace the role of spokesperson.
10. Collaboration – Develop and maintain responsive, cooperative, beneficial, and ethical relationships that nurture diversity, promote success, and sustain the community college mission.
11. Personal Traits and Abilities – Focus on honing abilities that promote the community college agenda.

According to the document’s preamble, the competencies were guided by three considerations:

1. Student access and success is the North Star for community colleges.
2. Institutional transformation

### 3. Guidelines to improve career progression and/or improve current position

The purpose of the third consideration, according to preamble, is to “provide useful information on the proficiency required to...show a progression of how the competency is applied as one ascends into roles with more and broader responsibilities” (AACC, 2018, p. 4) Along with these considerations, the AACC’s 2017-2020 strategic plan includes strategy number 4, which is to “contribute to leadership capacity and strengthening the pipeline by integrating competencies for community college leaders into professional development.” Through this strategy, the AACC aims to support diversity in the recruitment and hiring of leaders.

As referenced before, a study conducted by Duree and Ebbers (2012) examined the AACC competencies by surveying sitting community college presidents using the initial 2005 version of the competencies. The 2005 version included six domains: organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. The presidents surveyed indicated they were prepared in many of the listed competencies. As organizational strategists, presidents felt prepared to develop positive work environments, but not as prepared to grow college personnel, oversee fiscal resources, or use systems thinking. Fundraising was the greatest challenge identified by presidents in this domain. In the area of resource management, presidents noted that they were not prepared to take on entrepreneurial duties. Most of the community college presidents surveyed considered themselves prepared to communicate and advocate for the college. However, they did not feel culturally competent or prepared to develop collaboration within a global society. In advocacy work, presidents did not feel competent to value and promote diversity, inclusion, equity, and academic excellence. Although most respondents identified with transformational leadership,



they also said they were not prepared with transformational leadership characteristics when they first became presidents.

## **Faculty**

De los Santos and Cuamea (2010) emphasized the importance of addressing the challenges facing HSIs in the 21<sup>st</sup> century by connecting the importance of Latinx to the growth and economic development of the United States. Their 2007 survey of presidents and chancellors of Hispanic Serving Institutions identified the top challenges their institutions will face. The two main themes that emerged in relation to faculty were replacing retiring faculty and the need for diverse faculty who understand the need of Latinx students. The lack of diverse faculty also affects the pool of potential administrators who are the future leaders of the institutions. One of the main concerns of the presidents and chancellors surveyed in regard to diverse faculty is the importance of it reflecting the diverse student body.

**Latinx Community College Faculty.** According to *Excelencia* (2015), in the United States, only 4% of all faculty in higher education are Latinx, compared to 74% of faculty who are White. Additional data from *Excelencia* in Education demonstrates that 29% of Latinx faculty were employed at two-year institutions. More than half of all the Latinx faculty in higher education were employed part time. *Excelencia* in Education also found that 7% of all master's degrees and less than 1% of all doctoral degrees were conferred to Latinx graduates (*Excelencia*, 2015).

León and Nevarez (2007) argued that Latinx faculty directly improve educational quality, educational preparation of Latinx students, and student exposure to a global viewpoint. Their scholarly work advances the progress of Latinx students and offers varying perspectives on diversity, culture, and society. Simply put, “the presence of Latinx faculty promotes equity in

higher education” (León & Nevarez, 2015, p. 7). Latinx faculty have historically spent their careers fighting to increase access to college for students of color. To them, enrollment itself is seen in a civil-rights perspective of access (Gonzalez, 2015). Increasing the number of Latino instructors increases the number of role models, decreases the likelihood of stereotyping students, and increases other students’ and faculty’s exposure to diverse thought (Fairlie, Hoffmann, & Oreopoulos, 2014).

Although much of the research focuses on the diversity of students in higher education, Fujimoto’s (2012) study focuses on the diversity of faculty at 2-year institutions, where faculty of color are disproportionally represented. The author reviewed affirmative action reports, hiring procedures, human resources records, and state guidelines of community colleges in an effort to understand how ethics influences decision making in the search and hiring of faculty of color. This study provided context to the hiring process and offers analysis of data that are used to make recommendations to improve the search and hiring process. Preferred requirements were used as minimum requirements, which may exclude otherwise qualified applicants. The author suggested that the diversity in interview questions, composition of committees, and recruitment avenues are constantly checked throughout the process.

***Student Success issues at HSIs.*** One of the most persistent gaps between Latinx students and other underrepresented minorities and non-minority students is in academic achievement (Fairlie, Hoffman, and Oreopoulos, 2014). According to González (2015), community colleges have the lowest completion rates compared to other post-secondary institutions, with an average of 38% of students who begin their college career at a community college completing a degree or transferring to a four-year institution. For Latinx students, that number drops to 31% (2015).

Hispanic Serving Institutions are educating the largest, youngest, and fastest-growing minority population in the United States, and yet the literature is unclear about performance measures (Rodríguez & Calderón Galdeano, 2015). Rodríguez and Calderón Galdeano contended that comparisons of graduation rates between Hispanic Serving Institutions and non-HSIs lead to erroneous conclusions about performance in some critical metrics. The authors discussed the difference between two-year public HSIs and other private and public HSIs. They determined that two-year public HSIs serve on average twice as many students. These students are largely from more under-represented and under-served groups.

Since Hispanic Serving Institutions are educating the majority of Latinx students, then it is relevant to continue to study ways in which these institutions can increase the quality of their services, the quality of instruction, and the quantity of their graduates. Schuddle and Goldrick-Rab (2016) argued that “institutional stratification has implications for social inequity in the United States, both due to differential sorting into colleges and differential degree attainment between and within institutions” (p. 353). The authors contend that there should be concern not only about how students sort into colleges, but also with how to improve degree attainment among students where they are.

Chun, Marin, Schwartz, Pham, and Castro-Olivo (2016) analyzed the relationship between Latina/o student success and cultural congruity, or the fit between students’ and the institution’s values. The authors’ literature review revealed that similar studies have been conducted at Predominantly White Institutions (PWI), but not at HSIs. Of interest is the connection between faculty and student success. Students who established strong relationships with faculty and a strong cultural identity have a higher positive “belief for academic self-efficacy.” Chun, et al., (2016) noted that further research might examine the correlation between

Latinx students and Latinx faculty relationships and cultural congruity. Institutional policies and practices that focus on an investment in faculty, including the inclusion of Latinx faculty as well as a focus on diverse curricula, have been found to have a positive influence on student outcomes (Zerquera & Gross, 2015).

A study conducted by Lundberg, Kim, Andrade, and Bahner (2018) investigated the effects of student-faculty interactions with the students' perceptions of their own learning. The study was based not on student effort, but rather on how faculty efforts towards and interactions with Latinx students contribute to student learning. This interaction placed the faculty in the role of institutional agent. Along with programs and services designed to support Latinx student success, institutional agents were seen as supporters of student success by serving as cultural translators who helped student navigate educational settings. The study revealed that the strongest predictor of positive student outcomes was the extent to which students worked to meet the expectations of their faculty. The authors of the study noted that the results are congruent with established strategies for avoiding the effect negative stereotypes on Latinx students. Latinx students face negative stereotypes that can be overcome with the help of Latinx faculty who hold the students to high standards and rigorous expectations.

**Faculty Transition to Administration/Leadership.** Traditionally, the road to a leadership position in higher education begins with serving as a faculty member and moving up the academic ranks. Eddy and Garza Mitchell (2017) argued that leadership development is a process that takes place over time, builds on an individual's experience, and takes practice.

Arciniega (2012) argued that the disproportionate representation of Latinx faculty in higher education and in the pipeline for faculty positions needs to be addressed strategically by the leadership of both the institutions serving undergraduate students (more specifically

community colleges), and those whose job is to prepare future faculty and higher education leaders. Rodriguez, Martinez, and Valle (2016) pointed out that many of the initiatives taken on by community colleges that are HSIs can be implemented in graduate and post-graduate programs to increase Latinx completion. This includes comprehensive advising and support programs; as well as an adequate, culturally inclusive comprehensive curriculum.

### **Gaps in the Literature**

The review of the literature revealed several gaps in the research. There is evidence of Latinx student success in institutions where Latinx faculty act as institutional agents who provide support. However, there is little research on whether Latinx faculty are able to utilize their skills as institutional agents to transition into leadership positions. Research on career progression and leadership competencies usually focuses on four year, traditional, monolithic, predominantly white institutions (PWI).

There is a small amount of research that focuses on the development of cultural responsiveness in leaders of community colleges. The convergence of community college leadership with Hispanic Serving Institution leadership is at a critical point, given the changing demographics of the country and the rise in numbers of institutions that qualify for HSI designation. Although there is wide focus on research of the leadership pipeline for community colleges, the topic of Latinx leadership in higher education is still emerging.

The design of the third edition of the AACC competencies is meant to help individuals assess their proficiencies and gaps in experience in order to bring awareness to their development needs. The design also acknowledges the differences in responsibilities and scope for each of the employee types. This study used the competencies to help faculty assess their current proficiencies and identify gaps in their experiences as applied to community colleges that have a

high rate of Latinx student enrollment. The document acknowledges that equity and diversity were not separated out as individual competencies. However, it understands that the community college, by mission, fosters an inclusive environment.

The literature is full of examples of diverse student populations and gains in diversity within community college faculty and administrators. However, inclusion is not quantifiable and more difficult to ascertain (Martinez-Acosta & Favero, 2018). To be included means to have a feeling of belonging that allows one to thrive. This study will provide insight into the beliefs of faculty and their perceptions about the competencies needed to lead Hispanic Serving community colleges, which can be used by administrators to intentionally design a community college's environment that truly promotes inclusivity.

### **Summary**

The changing demographics of the United States are changing the landscape of higher education. Community colleges are especially affected by these changes, since Latinx students are disproportionately enrolling in open access institutions. The increase in enrollments have increased the number of community colleges designated as Hispanic Serving. However, this designation does not automatically convert the institution into one that meets the needs of the Latinx students. Student success continues to be an area of focus for leaders and policy makers. However, the leadership of community colleges does not always proportionally represent the student body. The literature points to a crisis of leadership in community colleges, but the convergence of this crisis within Hispanic Serving Institutions has not been widely addressed. This study aims to add to the literature through the analysis of Latinx faculty perceptions of their leadership abilities and whether they are willing to serve in leadership positions in order to increase representation in administrative roles at Hispanic serving community colleges.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter will begin with the purpose statement and research questions. An overview of the research design will be followed by an explanation of the site selection and a description of the participants. Next, the instruments, data collection procedures, and data analysis will be discussed. Finally, the limitations of the study will be listed, followed by a summary of the chapter and an introduction of the next chapter.

#### **Purpose Statement**

This study focused on Latinx community college faculty members who teach at four Hispanic Serving Institutions. The purpose of the study was to examine the perceptions of this population regarding their proficiency on the competencies identified in the faculty focus area. The study also examined whether any of the competencies are a barrier for faculty to pursue leadership opportunities.

#### **Research Questions**

The study was guided by following research questions:

1. What are the perceptions of community college faculty who teach at Hispanic Serving Institutions regarding their proficiency on the competencies identified in the faculty focus area of the AACC Competencies for Community College Leaders?
2. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on their proficiencies on the competencies?

3. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on the competencies the faculty most identify as barriers?

### **Research Design**

Descriptive research methodology was used to identify faculty perceptions related to the leadership of community colleges designated as Hispanic Serving Institutions. Survey research was used to acquire information from faculty about their characteristics, opinions, attitudes, and previous experiences in order to learn about this population (Leedy & Ormrod, 2016). This method was selected because it is a means to collect, summarize, and organize large numbers of observations. This research required obtaining approval from the University's Human Subjects Review Committee as well as from the Institutional Review Boards from each of the participating sites.

The goal of this survey research was to collect data about faculty's perceptions, disaggregate the responses by demographics, and compare the summarized responses of each group through percentages. Specifically, the responses of faculty who identify as Latinx were compared to the responses of faculty who identify under other categories used by the U.S. Census Bureau. The survey responses created a snapshot of the faculty's opinion on their proficiency on leadership competencies, and the factors that may be a barrier to pursuing leadership opportunities.

### **Context of the Study**

The four urban community colleges selected for this study have large Hispanic student enrollment and have held the designation of Hispanic Serving for some time. The 1992 reauthorization of the Higher Education Act of 1965 introduced the designation of HSI in order



to provide additional resources to already existing institutions that were experiencing a shift in student demographics due to the influx of Hispanic student enrollment. A review of the mission statements of the four colleges revealed that only two of the colleges include explicit language about the college's designation as Hispanic Serving. However, the two colleges that do not explicitly state in their mission statement that they are Hispanic Serving make specific mention of serving a diverse student population and community.

These colleges were selected because they belong to the same community college system and, therefore, are subject to the same policies and procedures. Although each college is individually accredited, the human resources department is centralized within system offices. This facilitated the process of obtaining faculty contact information for all four colleges. Table 1 includes institutional data on the number of faculty, student enrollment, and the percentage of Hispanic student enrollment at each college participating in the study.

Table 1.

*Participant Sites Fall 2018*

College	Year established	Number of full-time faculty	Student enrollment	Percentage of Hispanic student enrollment
Downtown College	1925	255	19,385	60.7
West Side College	1994	171	16,752	62.3
East Side College	1927	183	12,050	56.6
South Side College	1985	9,368	105	78.5

**Variables.** The independent variable in this study was the ethnicity of the faculty member (of Hispanic or Latinx origin). Faculty self-identified as one of the categories of race as used by the U.S. Census Bureau. The dependent variables were faculty members' perceptions about their proficiency in the competencies, and whether the competencies are a barrier in determining whether faculty pursue leadership opportunities.

**Participants.** The target population for this study were full time faculty who teach at one of the selected sites described above. All of the faculty who met the criteria were surveyed. The response rate was monitored in order to ensure that the size of the purposive sample is representative of the target population.

#### **Data Sources (Instrumentation)**

In this quantitative, descriptive study the researcher created a survey instrument that collected the perceptions of faculty at an HSI about their proficiency on the leadership competencies as outlined by the AACC. The instrument also collected the faculty's perceptions on whether the competencies are a barrier. Five demographic items included employment status, length of service, gender identity, ethnicity, and race. Contextualized survey responses helped create a profile of the faculty who responded. Data were disaggregated in order to compare Latinx faculty responses non-Latinx faculty responses. The response categories included checklists for demographic information (items 1-5) and Likert rating scales for questions about the importance of each competency and level of proficiency (items 6a-58a). A dichotomous question ("yes" or "no") addressed a faculty member's perception of whether the competency is a barrier that keeps faculty from pursuing leadership positions (items 6b-58b). As indicated in Table 2, each item of the survey corresponded with one of the research questions for this study.

Table 2

*Survey Blueprint*

Research Item	Survey Items
Demographics	Items 1-5
RQ1	Items 6a–58a
RQ2	Items 4, 5, 6a-58a
RQ3	Items 4, 5, 6b-58b

**Construct Validity**

The survey instrument was based on the Faculty Focus Areas of the AACCC Competencies for Community College Leaders. Due to the large number of competencies in the faculty focus area, a panel of three experts reviewed the competencies to determine which competencies are directly related to leadership roles at Hispanic Serving community colleges (See Appendix A). The intent was to maintain a manageable survey length. The expert panel consisted of community college leaders:

- Director of Institutional Research, Ph.D.
- Dean for Academic Success, Ph.D., and
- Faculty and former Academic Department Chair, Ph.D.

Each expert rated each competency based on the following scale:

1. Not related to leadership roles at HSI community colleges
2. Somewhat related to leadership roles at HSI community colleges
3. Related to leadership roles at HSI community colleges
4. Closely related to leadership roles at HSI community colleges
5. Directly related to leadership roles at HSI community colleges

The panel determined that only one of the 59 items was not relevant to the study. Since Texas is a right to work state, the competency on collective bargaining was not relevant to this study.

### **Reliability**

Once the survey items were reviewed and confirmed by the panel of experts, the survey was created in Qualtrics. Reliability of the survey instrument was established through a test-retest pilot study. The instrument was administered twice within a week to a pilot group of 7 faculty who are not part of the selected sites. The researcher distributed the survey via email on a Monday morning. The participants received a personalized link to the survey, and they were asked to complete the survey within 24 hours. The same process was followed for the re-test a week later on Monday morning. Each participant's test and re-test responses were compared to evaluate whether the instrument yielded the same results for each question for each person (Leedy & Ormrod, 2016). The goal of yielding a 70% consistency score, or 4 out of 5 questions answered in the same manner, was achieved. Once the test-retest pilot was completed, the researcher asked the pilot group for written feedback through email with a series of three questions:

1. Is the wording of any item ambiguous or un-clear? If so, which ones?
2. Could the wording of any item be considered offensive to anyone?
3. How long did it take you to complete the survey?

Although there were minimal comments on the clarity and wording of the 58 competency items, the participants commented on the visual design of the survey. Based on the feedback, Question 2, "Is this competency a barrier for you?" was incorporated into the matrix of question 1. The original design of the survey required that participants go through each of the 58 items twice, once to rate the perceptions of proficiency and a second time to answer whether the

competency is a barrier to the respondent. The length of the survey was also of interest to the participants. The participants reported taking 20 to 30 minutes to complete the survey, and therefore they felt that it may be too long and participants may skip items. Pilot participants also commented on the demographic questions at the beginning of the survey. Based on that feedback, the following items were edited for clarity:

1. Length of employment choices were adjusted.
2. Gender choices were expanded.

The 58 leadership competencies for faculty were organized into 11 focus areas, or subscales, by the AACC. Both individual items and subscales were used in analysis for research questions 1 and 2. Cronbach's alpha was used to measure reliability of each of the 11 subscales. This analysis is a measure of internal consistency, and it assured that the items in each subscale were closely related as a group. A Cronbach's alpha of .70 and above is acceptable, .80 and above is good, and .90 and above is excellent. Table 3 indicates the Cronbach alpha for each of the eleven focus areas, or subscales.

Table 3

*Subscale Reliability*

Subscale	Cronbach's alpha	N of items
Organizational Culture	.898	2
Governance, Institutional Policy, and Legislation	.914	4
Student Success	.913	5
Institutional Leadership	.958	9
Institutional Infrastructure	.919	6
Information and Analytics	.945	2

Advocacy and mobilizing/motivating others	.888	4
Fundraising and relationship cultivation	.943	6
Communications	.929	8
Collaboration	.804	3
Personal traits and abilities	.959	9

### **Data Collection**

Email addresses for faculty for faculty from the four colleges were obtained from the Office of Institutional Research (OIR). Since all of the colleges share a common human resources office, the OIR was able to provide email addresses for full time faculty from each of the colleges. The survey was administered electronically using Qualtrics, a software that allows for the creation of survey instruments, delivery of the instrument through email, and collection of data. All full-time faculty received a personalized email via Qualtrics with a description and purpose of the study, guarantee of anonymity, contact information, and a link to the survey. Although the email was personalized, the faculty's identity was protected since the survey was accessed through a generic link. The email was distributed during the second week of the fall contract term (beginning of September). The survey remained open for responses for two weeks in order to ensure that an adequate sample was collected. Three email reminders, requesting completion of the survey, were emailed to the faculty. The Faculty Competencies Survey Instrument is found in Appendix B.

A recommended adequate sample size for a population between 500 and 600 is 50% (Leedy & Ormrod, 2016). The desired return rate of 10% was met. To increase the probability that the target response rate was met, the initial email included an appeal to faculty that outlined

the purpose of the study and ensured that the results of the survey will be presented to college and system administrators. Again, a reassurance of anonymity was emphasized in order to encourage faculty to answer freely and to mitigate response bias. A sample of the e-mail of introduction is found in Appendix C.

### **Data Analysis**

A nominal scale was used to limit the data in order to measure each subgroup (Latinx faculty and non-Latinx faculty). The measurement entailed a comparison of responses between the two groups. The use of the nominal scale is appropriate since no assumptions were made concerning the relationship between the measures in the first two research questions (Sprinthall, 2012). Since this was a descriptive study, the aim was to collect, observe, and compare the survey responses based on participants' response to Hispanic or Latinx origin.

The survey responses were collected using Qualtrics. The data were extracted from the on-line research solution and displayed in narrative form, as well as tables and figures. SPSS (Statistical Package for Social Sciences) was used to further analyze the faculty responses. Research question 1 was addressed with descriptive statistics. Research question 2 was addressed with an analysis of covariance (ANCOVA) to determine whether there was a significant difference between the responses of Latinx faculty and non-Latinx faculty. Descriptive statistics were used to address research question 3 to determine frequencies for competencies that Latinx and non-Latinx faculty considered barriers to leadership.

Research question 1 examined how faculty members rated their proficiency for the competencies identified in the faculty focus area of the AACCC Competencies for Community College Leaders. The mean scores for each item were analyzed to determine the most frequent competencies where faculty rated their proficiency levels at fundamental (basic knowledge) or

novice (limited experience). Based on a color-coded graph of the 58 items based on frequency of responses, a cutoff mean of  $< 3$  was selected. Nineteen items had a mean score below 3.

Research question 2 examined the difference in proficiency ratings between Latinx faculty and non-Latinx faculty. The average score for perceived proficiency for each competency was calculated for Latinx faculty and non-Latinx faculty. The average scores of Latinx faculty for each competency were compared to the average scores of non-Latinx faculty for each competency. In order to determine whether there was a statistically significant difference between the perceptions of each group, an Analysis of Variance (ANOVA) was performed. An analysis of covariance (ANCOVA) was used to determine whether there was a significant difference between the responses of Latinx faculty and non-Latinx faculty based on subscales and covariates of tenure status, years of employment, and gender.

Research question 3 explored which of the AACCC competencies were perceived by faculty as a barrier to pursuing leadership opportunities at community colleges that are designated as Hispanic Serving Institutions. Through descriptive data, the study examined which competencies Latinx faculty identified as barriers and compared those results to the responses of non-Latinx faculty.

### **Limitations**

This study was limited to the voluntary, self-reported perceptions of the participants. The environment at the time that the participants completed the survey could influence the responses. There was a possibility of a low return rate due to the Covid-19 pandemic, lack of interest, timeliness, or apprehension about the subject. Another limitation was that the results of the study cannot be generalized to a larger population, since the participants were from one specific region and from the same community college system.



Obtaining a representative sample was also be a limitation of this study. The entire target population received the survey via email. However, there was no way to foresee who would respond and what the return rate would be. Additionally, the sites for the study were selected because the community colleges are designated as Hispanic Serving Institutions. Faculty who are familiar with the designation may be more likely to respond to the survey than those who are not familiar.

Although the four colleges are long standing Hispanic Serving Institutions, they were not originally created with a mission to serve Hispanic students. Only two of the four colleges mention HSI status in their mission statements. It is not clear whether the institutions were previously PWIs, or if there have been any intentional changes to serve Hispanic students specifically.

### **Summary**

This quantitative study was designed to gather data from full time faculty to determine their perceived level of proficiency on leadership competencies. The study also examined whether any of the competencies were perceived as a barrier for faculty to pursue leadership opportunities. Using descriptive research, data were collected through a survey to compare the perceptions of Latinx faculty to the perceptions of non-Latinx faculty. The study limitations include the inability to generalize results, potential low response rate, and participant's self-reported perceptions. Given the limited research on faculty leadership at community colleges, the design of the study offers a preliminary analysis of faculty perceptions of leadership at Hispanic Serving Institutions. Chapter four will discuss the results of the study.

## CHAPTER 4

### RESULTS

The purpose of the current study was to examine the perceptions of faculty members who work at Hispanic serving community colleges regarding their perceptions of the AACC leadership competencies in the faculty focus area. The author administered a survey to full time, tenured and non-tenured, faculty. The survey responses provided quantitative data about factors related to perceived competency proficiency and perceived barriers to leadership positions in higher education. Four large, urban, Hispanic serving community colleges from a single district were selected as participant sites. A description of the participants' demographics is followed by findings for each of the three research questions.

The Leading Hispanic Serving Community Colleges – Faculty Competencies Survey was designed by the researcher and administered to volunteer participants. The first five survey items consisted of demographic information gathered to identify potential significant categorical data that may influence the perceptions of participants. Ethnicity was an independent variable. The remainder of the items were considered dependent variables and were used in comparison analyses.

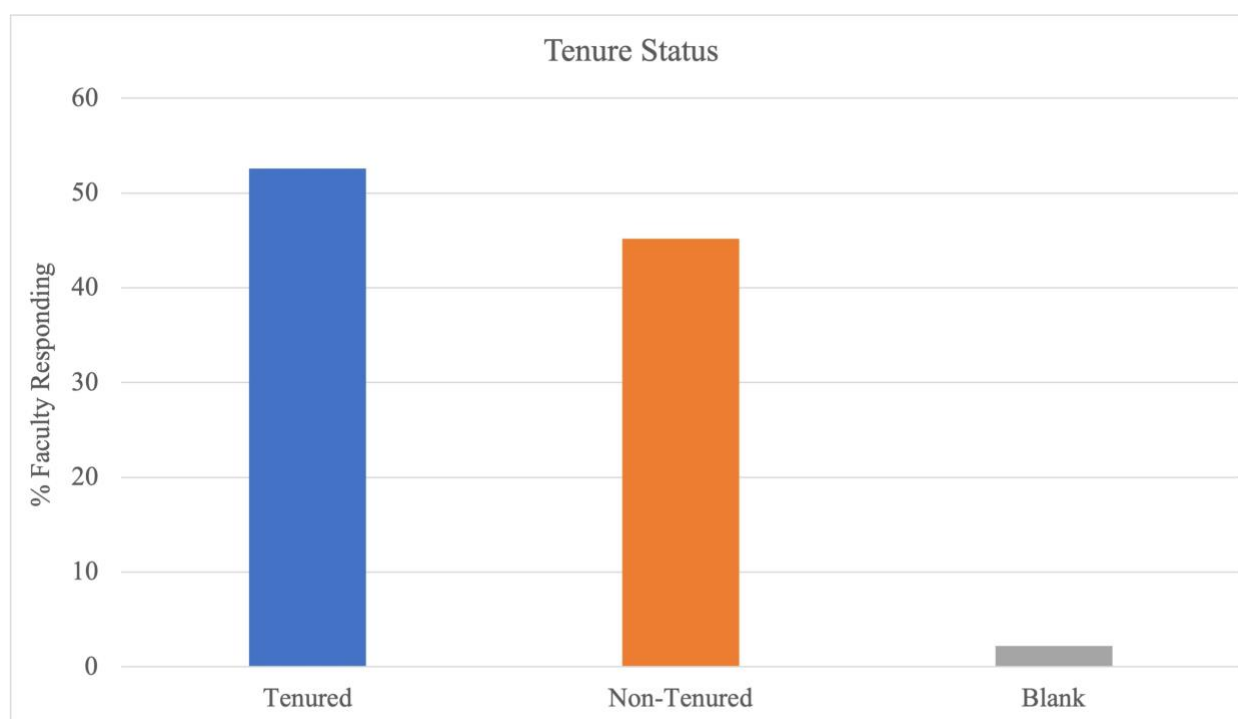
The survey was distributed to 664 members of the faculty at four community colleges designated as Hispanic Serving Institutions, and there were 88 unique responses. Although a response rate closer to 50% is desired, the response rate for this survey was adequate according to Leedy and Ormrod (2016), given the extraordinary circumstances at the time of the data collection which were related to the Covid-19 pandemic, nationwide racial unrest, and the political upheaval associated with the 2020 election. Because of the density of the questions and the length of the survey, some respondents may have experienced fatigue or discomfort at

responding to the entire survey and may have skipped questions or not provided responses to all of the items.

## Demographics

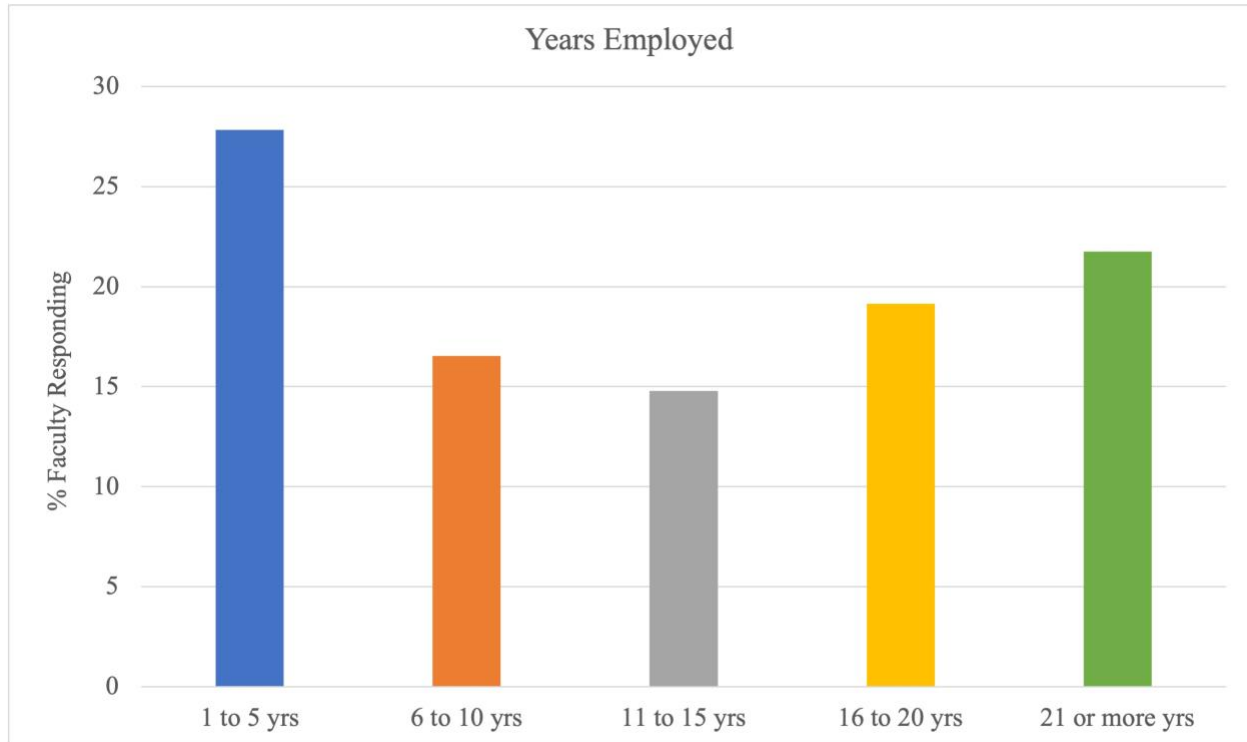
The purpose of the first five survey questions was to gather demographic information about the participants. Questions 1 and 2 collected employment status information for tenure and length of employment. Question 3 asked faculty to select a gender. Questions 4 and 5 asked for ethnicity and race respectively. These data were then used to identify any potentially significant categorical data that may influence the participants' perceptions on the leadership competencies.

As indicated in Figure 4, 53% of the respondents said they were tenured, 45% said they were non-tenured, and 2% did not respond (Figure 4).



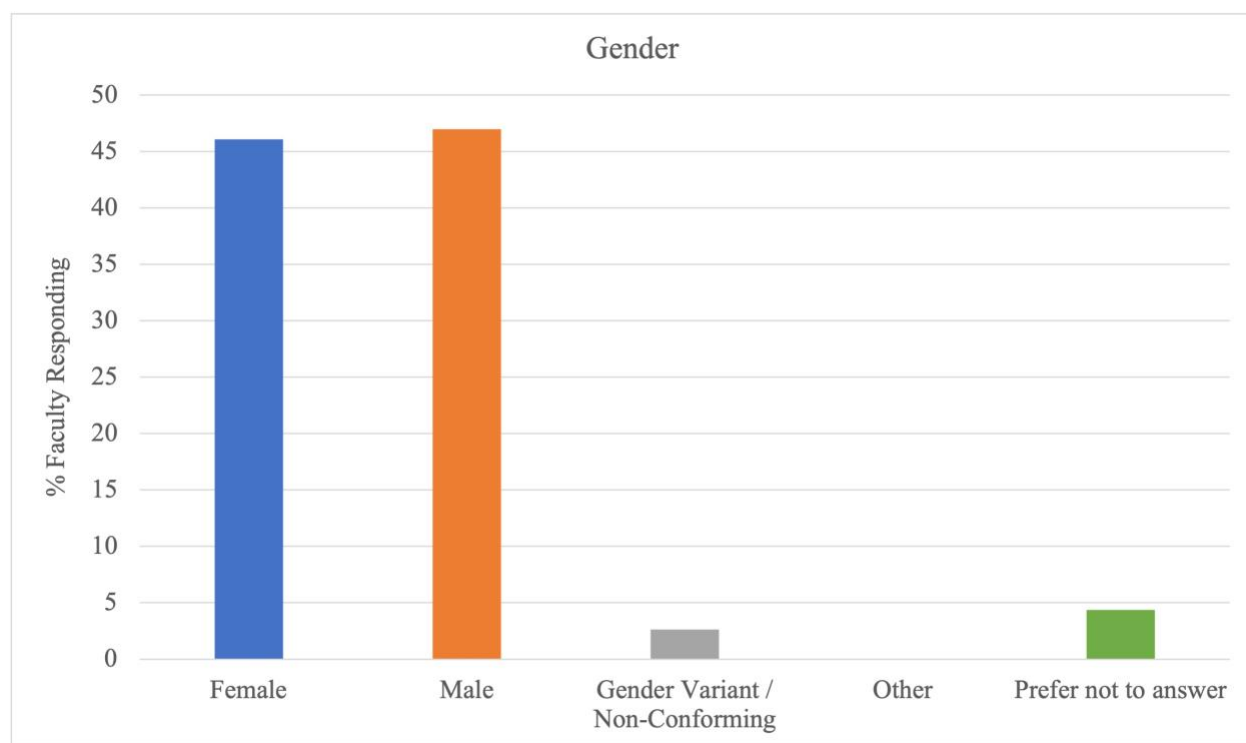
*Figure 4.* Frequency distribution for Tenured and Non-Tenured Latinx and non-Latinx Faculty Members

As indicated in figure 5, 28% of all faculty respondents have been employed from 1-5 years, 16% have been employed from 6-10 years, 15% have been employed from 11-15 years, 19% have been employed from 16 -20 years, and 22% have been employed 21 years or more.



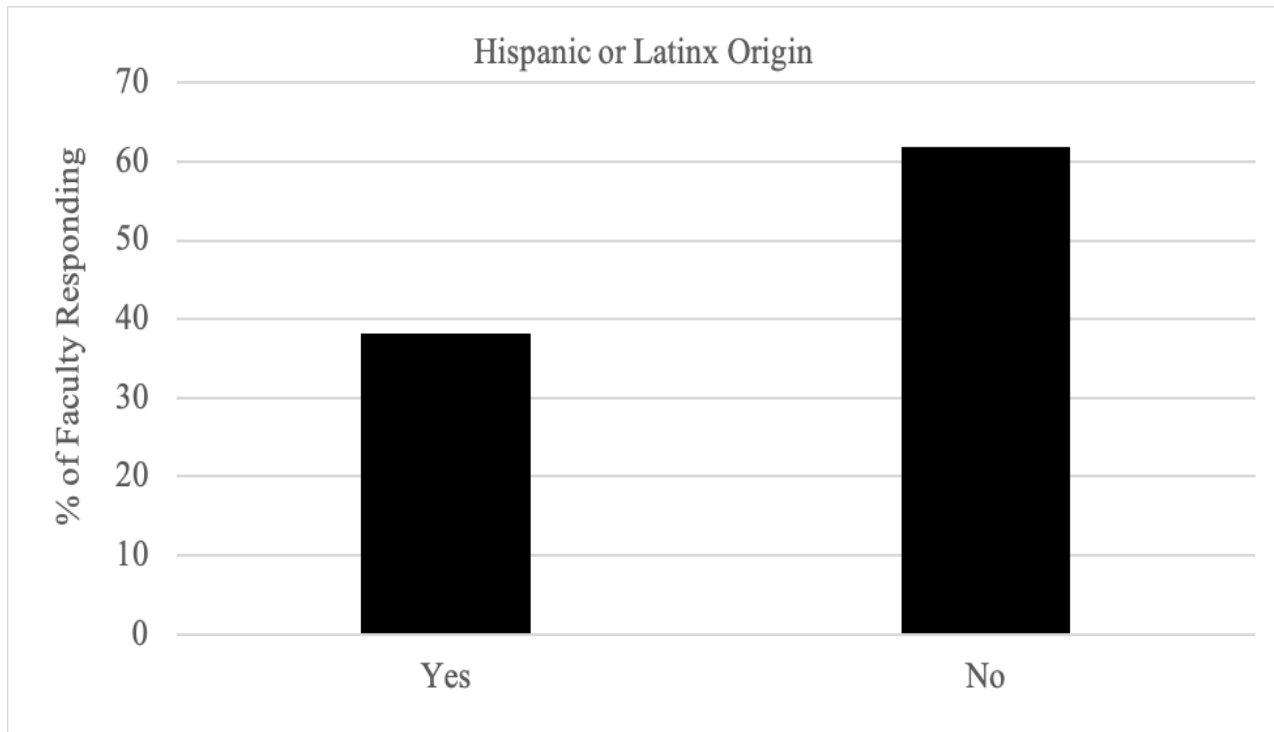
*Figure 5.* Frequency distribution for Years Employed for Latinx and non-Latinx Faculty Members

As found in Figure 6, 46% of participants identified as female, 47% identified as male, 3% as gender variant, and 4% preferred not to answer. No faculty selected “other.”



*Figure 6.* Frequency distribution for Gender for Latinx and non-Latinx Faculty Members

In the current study, there is an intersection between race and ethnicity. Although many people claim multiple ethnicities, in this study, ethnicity was the independent variable, and it was used to determine whether a person is of Hispanic origin. Ethnicity does not, however, imply race, which in this study was unitary. As indicated in Table 7, thirty-eight percent of the respondents identified as Latinx or Hispanic, and as shown in Figure 8, seventy-five percent of the participants in the study identified as White and 9% identified as Black or African American.



*Figure 7.* Frequency distribution for Hispanic or Latinx Origin

For the current study, racial categories were based upon social definitions that include racial and national origin or sociocultural groups based on the U.S. Census Bureau's definition of Race. As illustrated in Figure 8, 75% of faculty identified as White, 11% identified as Other, 9% identified as Black or African American, 4% identified as American Indian or Alaska Native, and 1% identified as Asian. No participants identified as Native Hawaiian or Pacific Islander. The remainder of the categorical data include tenure status, years employed, and gender.

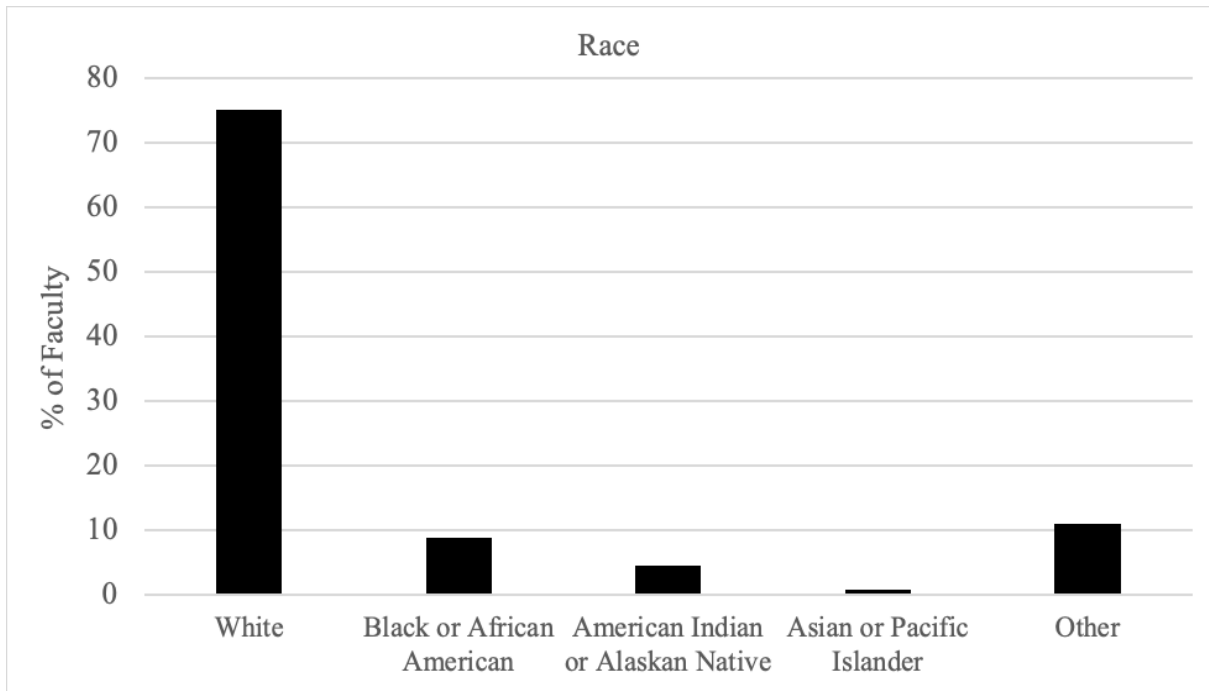
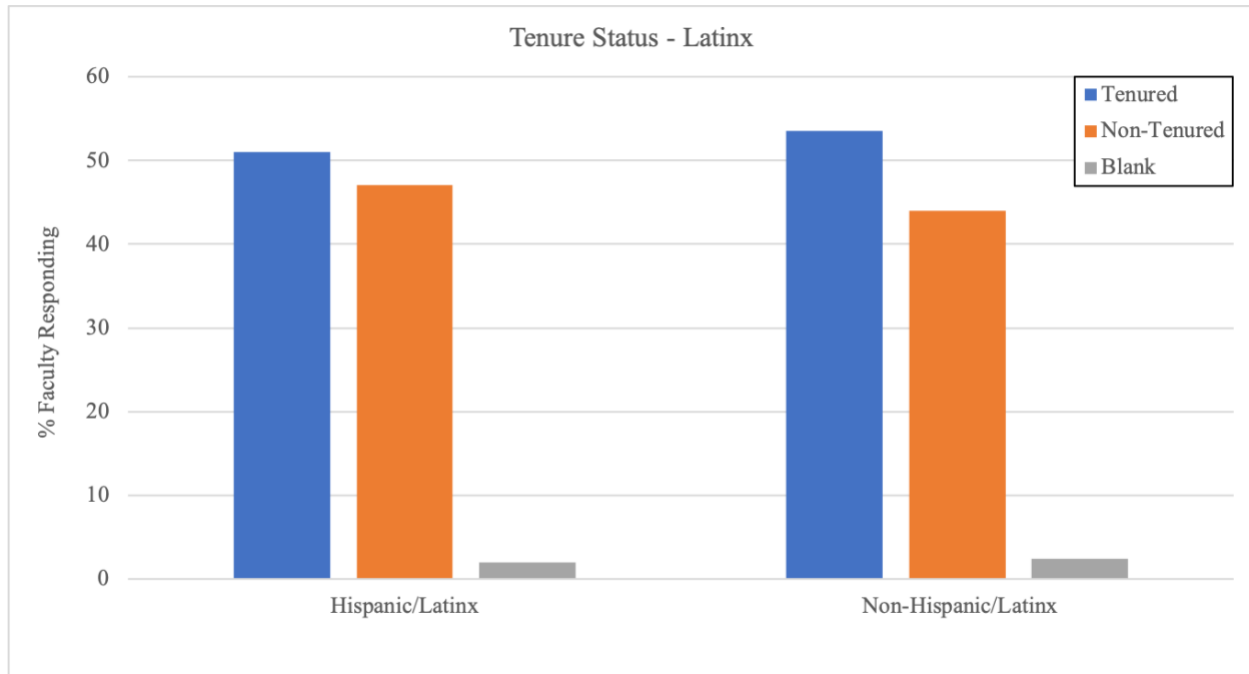


Figure 8. Frequency distribution for Race

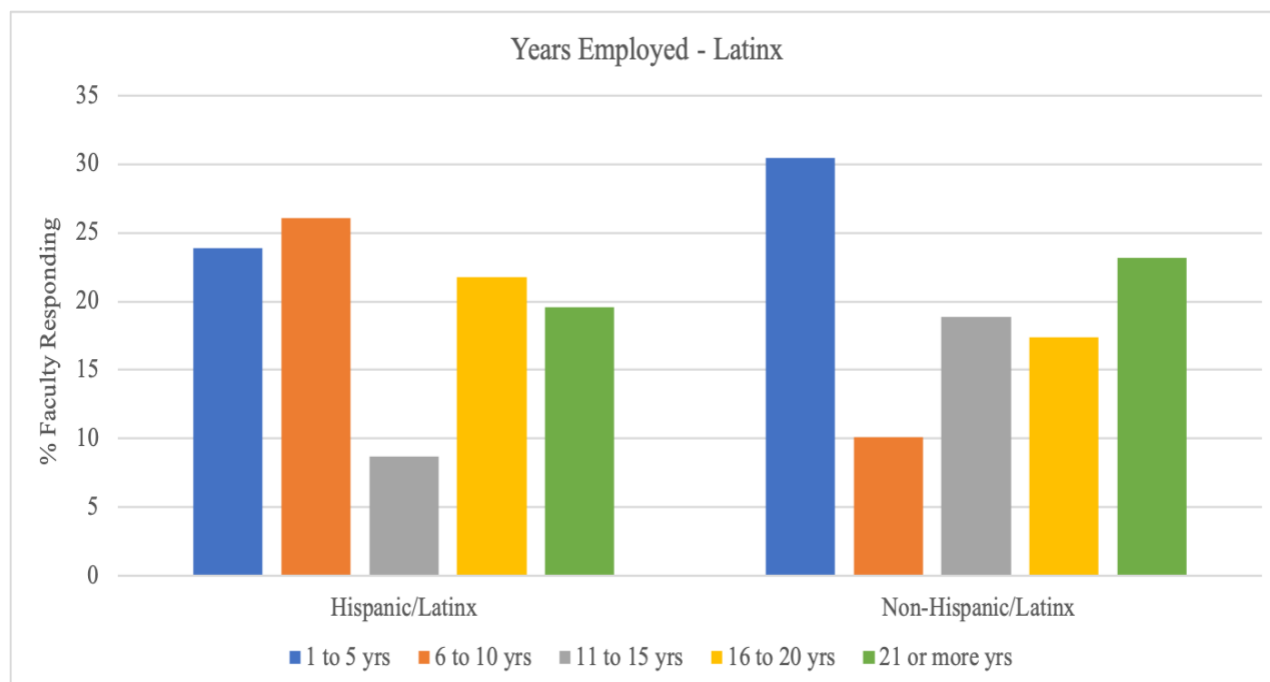
Of the respondents who identified as Latinx, 51% were tenured, 47% were non-tenured, and 2% did not respond. Of the respondents who identified as non-Latinx, 54% were tenured, 44% were non-tenured, and 2% did not respond (Figure 9).



*Figure 9.* Frequency distribution for Tenure Status by Ethnicity

Figure 10 shows how respondents varied by years of experience. Of the respondents who identified as Latinx, 24% were employed less than 5 years, 26% 6 to 10 years, 9% 11 to 15 years, 22% 16-20 years, and 19% were employed 21 or more years. Of the respondents who identified as non-Latinx, 31% were employed less than 5 years, 10% were employed between 6 to 10 years, 19% were employed 11 to 15 years, 17% were employed 16 to 20 years, and 23% were employed 21 or more years.





*Figure 10.* Frequency distribution for Years Employed by Ethnicity

Participants were provided with five potential responses to the demographic question about gender. The selections were female, male, gender variant/non-conforming, other, and prefer not to answer. Of the respondents who identified as Latinx, 41% identified as female, 50% identified as male, 2% identified as variant/non-conforming, and 7% said their preferred not to answer. Of the respondents who identified as non-Latinx, 49% identified as female, 45% identified as male, 3% identified as gender variant/non-conforming, and 3% said they preferred not to answer. The breakdown of gender and ethnicity is represented in figure 11.

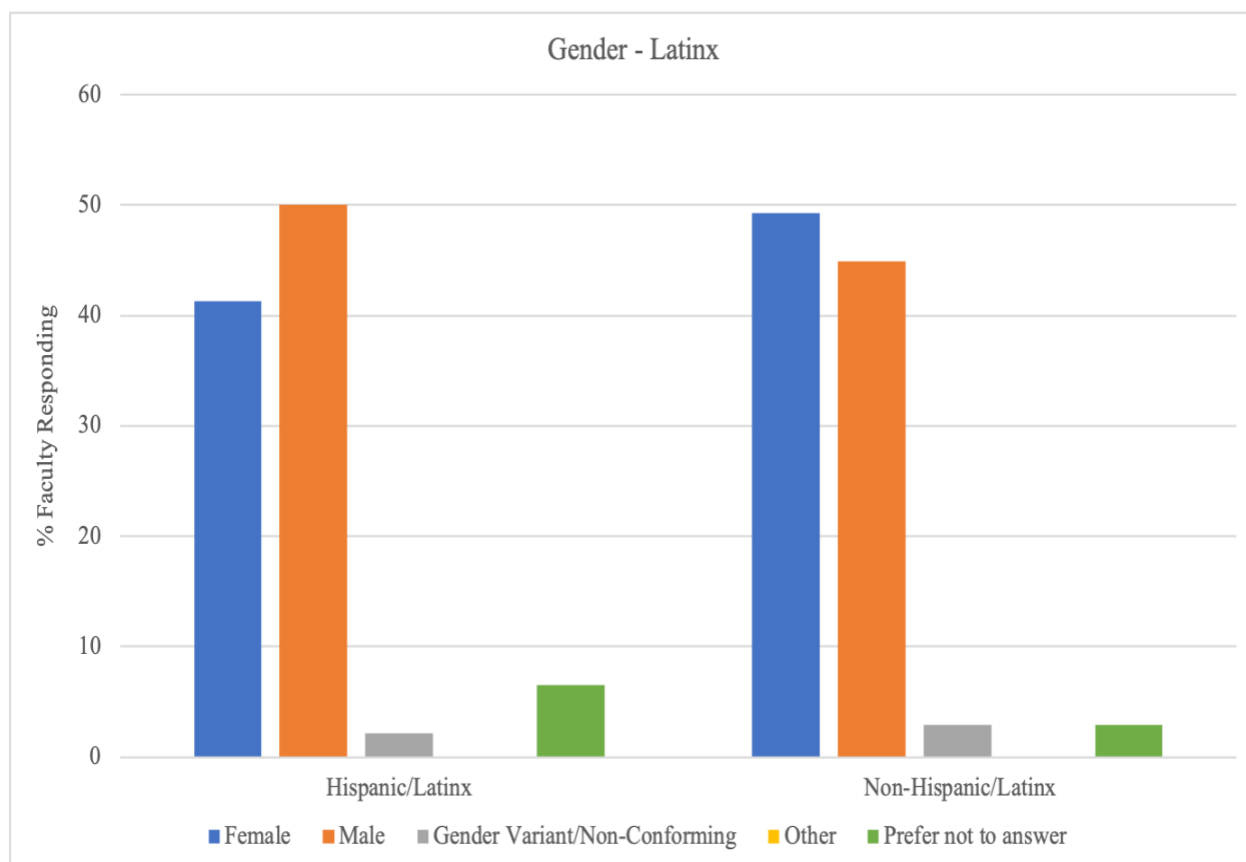


Figure 11. Frequency distribution for Gender by Ethnicity

### Descriptive Analysis

The following sections provide descriptive analysis of the survey responses by research question. The purpose of the study was to examine the perceptions of this population regarding their proficiency on the competencies identified in the faculty focus area. The study also examined whether perceived proficiency in the leadership competencies factors into faculty decisions to pursue administrative careers in Hispanic serving community colleges. The perceptions of proficiency in leadership competencies were measured with the following Likert scale: fundamental awareness (basic knowledge), novice (limited experience), intermediate (practical application), advanced (applied theory), and expert (recognized authority).

Faculty's perception of the leadership competencies as barriers were collected through a dichotomous question ("yes" or "no").

Given the length of the survey (5 demographic questions, 58 Likert scale selections, and 58 dichotomous selections), some participants did not complete all items in the survey. The missing data were automatically excluded by the statistical analysis run on SPSS. Each adjusted N is identified in the descriptive.

### **Research Question 1**

Research question 1 examined the perceptions of community college faculty who teach at one of four Hispanic Serving Institutions regarding their proficiency on the competencies identified in the faculty focus area of the American Association of Community Colleges' competencies for Community College Leaders. The participants rated their level of proficiency in each of 58 items on a Likert scale ranging from 1 (fundamental awareness) to 5 (expert). The items with the lowest means were interpreted to be the items where faculty perceived the lowest level of proficiency. The highest means were interpreted to be items where faculty perceived to be the most proficient.

Table 4 contains a list of individual competencies with a mean of less than 3. A mean of less than 3 indicated basic knowledge or limited experience in the level of proficiency in an individual competency. Nineteen of the 58 individual items had a mean score below three. There are 18 items that belong in 5 of the 11 subscales.

Table 4

*Proficiency Mean Score < 3*

Competency	N	Mean	Std. Deviation
Alumni relationships	88	2.11	1.14
Legislative relations	88	2.20	1.19
Fundraising	87	2.21	1.10
Facilities master planning and management	87	2.22	1.12
Technology master planning	87	2.24	1.13
Media relationships	88	2.25	1.18
Media relations	87	2.40	1.22
Marketing and social media	87	2.40	1.15
Stakeholder mobilization	87	2.41	1.30
Public relations	88	2.43	1.19
Workforce partnerships	88	2.48	1.26
Budgeting	87	2.48	1.15
Board relations	89	2.56	1.16
Prioritization and allocation of resources	87	2.68	1.17
Data analytics	87	2.84	1.28
Strategies for multi-generational engagement	88	2.89	1.28
Strategic and operational planning	87	2.94	1.17
Crisis communications	88	2.98	1.26
Accreditation	87	2.98	1.22

Figure 12 represents the 19 individual items coded by mean (< 3) and subscale. All six individual items in the Fundraising and Relationship Cultivation subscale, as well as all six of the items in the Institutional Infrastructure subscale, meet the mean threshold of M < 3.

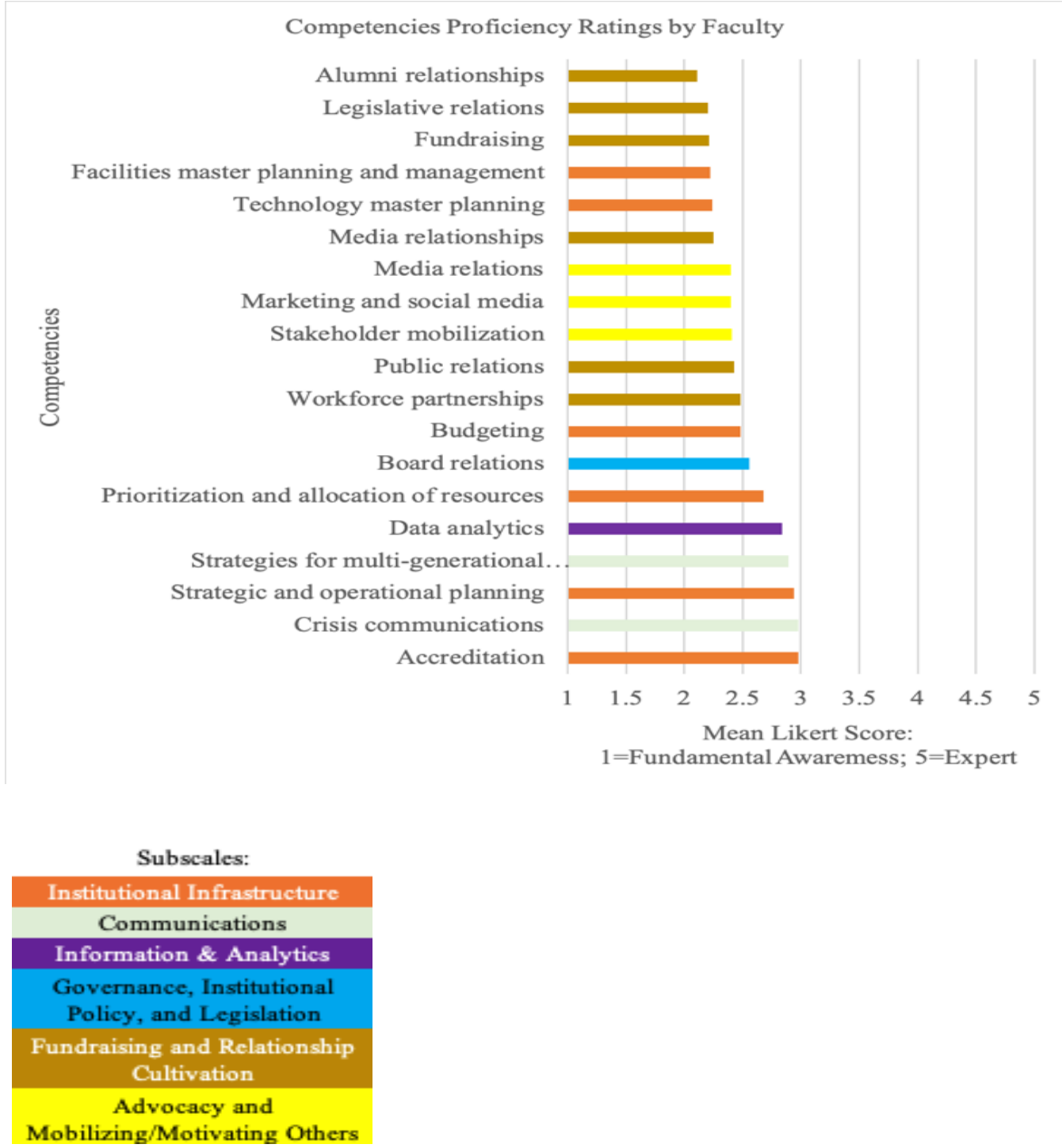


Figure 12. Proficiency Mean Score < 3

The six subscales represented in Figure 12 are areas where faculty rate themselves lower than the remaining 5 subscales. Collaboration has the lowest mean at 1.89. The competencies within the Collaboration subscale are interconnectivity and interdependence, work with supervisor, and institutional team building. Fundraising and relationship cultivation has a mean of 2.28. The competencies in that subscale included fundraising, alumni relationships, media relationships, legislative relations, public relations, and workforce partnerships. Institutional infrastructure relates to strategic and operational planning, budgeting, prioritization and allocation of resources, accreditation, facilities master planning and management, and technology master planning. Advocacy and mobilizing/motivating others included community college ideals, stakeholder mobilization, media relations, and marketing and social media. Finally, information and analytics pertained to qualitative and quantitative inquiry and data analytics. Table 5 reflects the subscales by mean. Although one item from the Governance and Institutional Policy subscale appears on the list, the subscale's mean score is above 3.

Table 5

*Descriptive Statistics for 11 Subscales*

Subscale	N	Mean	Std. Deviation
Collaboration	59	1.89	.27
Fundraising and Relationship Cultivation	87	2.28	1.04
Institutional Infrastructure	87	2.59	.98
Advocacy and Mobilizing/Motivating Others	87	2.61	1.05
Information and Analytics	86	2.94	1.22
Governance, Institutional Policy, and Legislation	89	3.21	.95
Student Success	88	3.32	.91
Communications	87	3.40	.93
Institutional Leadership	85	3.48	.99
Organizational Culture	90	3.56	.94
Personal Traits and Abilities	88	3.63	.98

Table 6 contains a list of individual competencies with a mean greater than 3.5. A mean greater than 3.5 indicated advanced (applied theory) or expert (recognized authority) in the level of proficiency in an individual competency. Nineteen of the 58 individual items had a mean greater than 3.5. The 19 items represent 7 subscales.

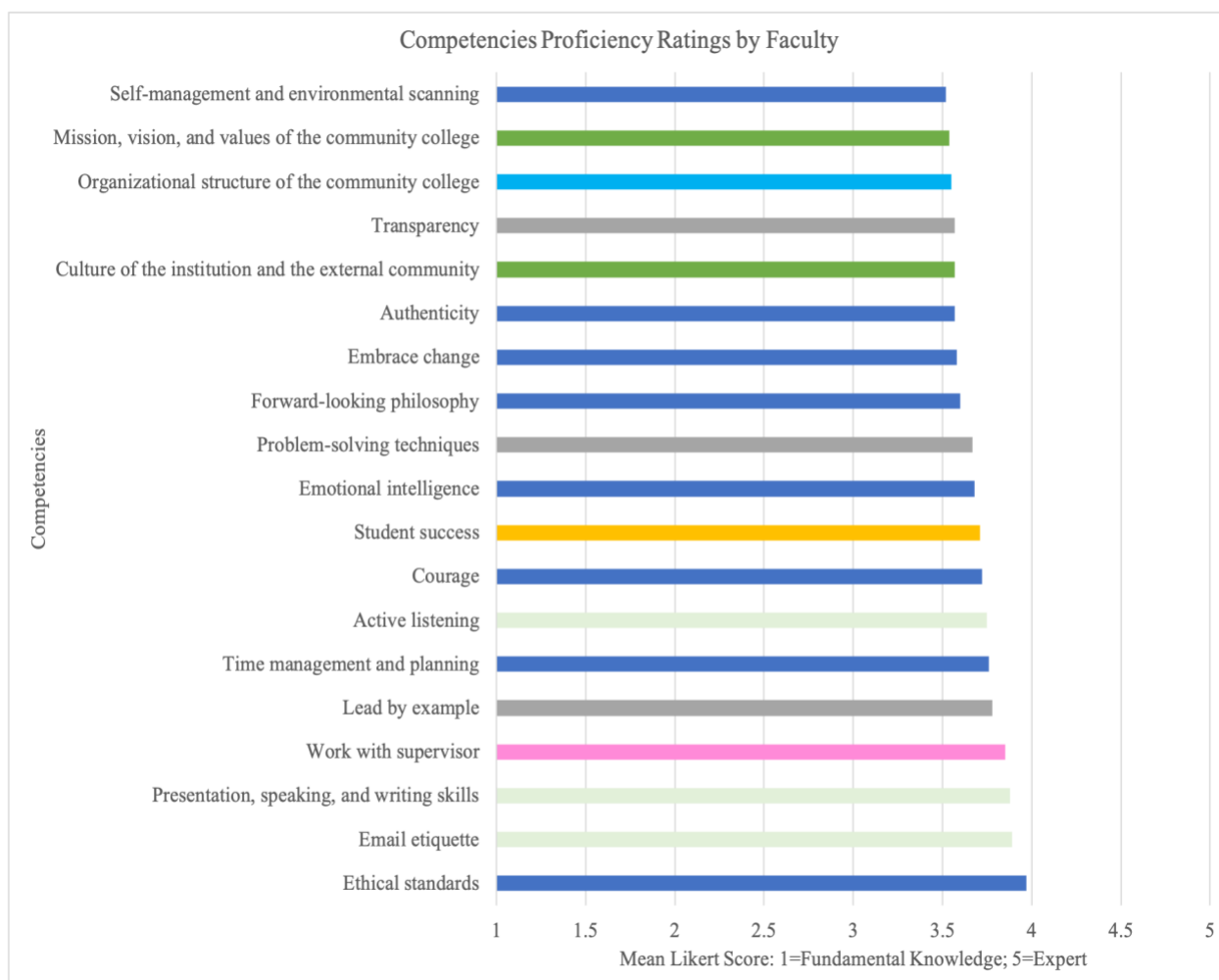
Table 6

*Proficiency Mean Score  $\geq 3.5$* 

Competency	<i>n</i>	<i>M</i>	<i>SD</i>
Ethical standards	88	3.97	.96
Email etiquette	88	3.89	1.0
Presentation, speaking, and writing skills	88	3.88	1.06
Work with supervisor	88	3.85	.90
Lead by example	88	3.78	1.18
Time management and planning	88	3.76	1.03
Active listening	88	3.75	1.08
Courage	88	3.72	1.06
Student success	90	3.71	.94
Emotional intelligence	88	3.68	1.13
Problem-solving techniques	89	3.67	1.12
Forward-looking philosophy	88	3.6	1.20
Embrace change	88	3.58	1.12
Authenticity	88	3.57	1.26
Culture of the institution and the external community	90	3.57	.96
Transparency	87	3.57	1.20
Organizational structure of the community college	89	3.55	.98
Mission, vision, and values of the community college	90	3.54	1.01
Self-management and environmental scanning	88	3.52	1.14



Figure 13 represents the 19 individual items coded by mean (>3.5) and subscale. Eight out of nine competencies in the Personal Traits and Abilities subscale had mean scores over 3.5.



**Subscales:**

<b>Personal Traits and Abilities</b>
<b>Collaboration</b>
<b>Communications</b>
<b>Student Success</b>
<b>Governance, Institutional Policy, and Legislation</b>
<b>Organizational Culture</b>
<b>Institutional Leadership</b>

Figure 13. Proficiency Mean Score  $\geq 3.5$

The seven subscales in figure 13 are areas in which faculty rate themselves at their highest level of proficiency. Personal Traits and Abilities has the highest mean at 3.6. The competencies listed under this focus area are self-management and environmental scanning, authenticity, embrace change, forward-looking philosophy, emotional intelligence, courage, time management and planning, and ethical standards. Familial impact is also listed under Personal Traits and Abilities, but it did not have a mean  $\geq 3.5$  (Table 8). Organizational Culture had the second highest mean of 3.56. Both competencies; mission, vision, and values of the community college and culture of the institution and the external community, were represented. The competencies under Institutional Leadership (M=3.48) listed in this figure were transparency, problem-solving techniques, and lead by example. The Communication subscale mean was 3.40 and included three of its competencies: active listening; presentation, speaking and writing skills; and email etiquette. The final three subscales represented only listed one competency each. Student Success (M=3.32) included student success. Governance, Institutional Policy, and Legislation (M=3.21) included organizational structure of the community college. Collaboration (M=1.89) included work with supervisor.

## **Research Question 2**

Research question 2 examined whether there is a significant difference between Latinx faculty ratings and the ratings of faculty who identify as other races or ethnicities of their proficiency on the competencies. The results of a one-way analysis of variance (ANOVA) in perceptions of proficiency in leadership competencies identified a significant difference ( $p < .05$ ) between the perceptions of proficiency in the following competencies: advocate for professional development across the institution, active listening, email etiquette, and work with supervisor. The competencies with significant differences in proficiency ratings are represented in Table 7.

Table 7

*Means, Standard Deviations, and One-Way Analyses of Variance in Perceptions of Proficiency in Leadership Competencies*

Competency	Total N	Latinx Mean	Non-Latinx Mean	Total Mean	F	Total St. Dev.	p < .05
Advocate for professional development across the institution	89	3.00	3.53	3.33	4.72	1.14	.03
Active Listening	88	3.36	3.98	3.75	7.32	1.08	.01
E-mail Etiquette	88	3.55	4.09	3.89	6.70	.99	.01
Work with supervisor	88	3.55	4.04	3.85	6.47	.90	.01

A one-way analysis of variance (ANOVA) resulted in no significant difference in the faculty perceptions of proficiency in leadership competencies by subscale. In one of the 11 subscales, information and analytics, Latinx faculty's mean (2.77) was lower than non-Latinx faculty's mean (3.04).

Table 8

*Means, Standard Deviations, and One-Way Analyses of Variance in Perceptions of Proficiencies by Subscale*

Subscale	Latinx		Non-Latinx		p<.05
	Mean	SD	Mean	SD	
Organizational Culture	3.39	1.04	3.67	.86	.17
Governance, Institutional Policy, and Legislation	3.04	1.07	3.32	.85	.18
Student Success	3.12	1.05	3.44	.80	.11
Institutional Leadership	3.28	1.14	3.60	.89	.17
Institutional Infrastructure	2.51	1.15	2.64	.87	.57
Information and Analytics	2.77	1.19	3.04	1.22	.32
Advocacy and mobilizing/motivating others	2.59	1.24	2.63	.94	.86
Fundraising and relationship cultivation	2.34	1.17	2.24	.97	.66
Communications	3.22	1.08	3.50	.81	.18
Collaboration	1.84	.35	1.92	.22	.30
Personal traits and abilities	3.45	1.12	3.73	.83	.19

A one-way analysis of co-variance (ANCOVA) was conducted to determine a statistically significant difference between Latinx faculty and non-Latinx faculty on perceptions of proficiency controlling for gender, tenure status, years of service, and race. The analysis resulted in significant differences in the student success subscale when controlled for years of service  $F(1,85)=4.07, p=.04$ . When controlling for race, there was a significant effect of organizational culture  $F(1,86) = 3.63, p=.04$ . There is a significant effect of ethnicity on

proficiency of governance, institutional policy, and legislation after controlling for race,  $F(1,85) = 6.25, p=.02$ . There is a significant effect of ethnicity on proficiency of student success after controlling for race,  $F(1,84) = 4.54, p=.04$ . There is a significant effect of Latinx faculty on perceptions of proficiency of student success when controlling for years of service,  $F(1,85) = 11.65, p = .01$ . Latinx faculty had lower perceptions of proficiency than non-Latinx faculty in each proficiency with significant difference.

Table 9

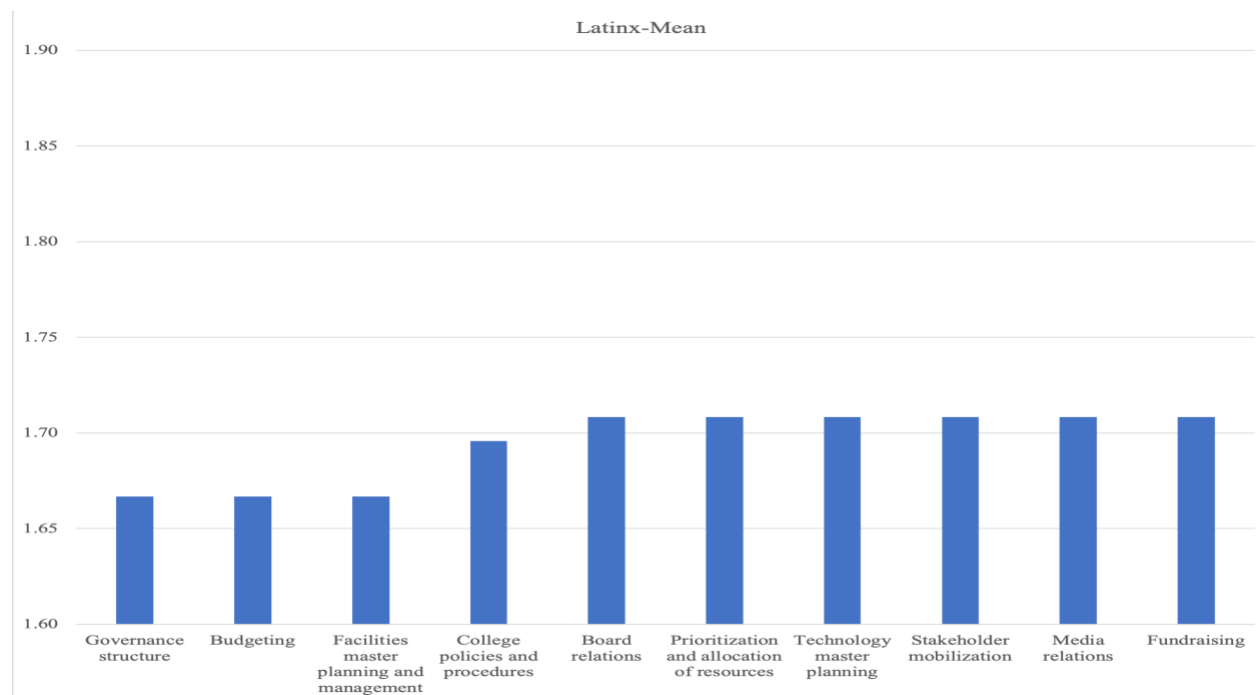
*Means, Standard Deviations, and One-Way Analyses of Co-Variance in Perceptions of Proficiency*

Subscale	Latinx		Non-Latinx		P<.05
	Mean	SD	Mean	SD	
Student Success Years of Service	3.12	1.05	3.44	.80	.04
Student Success Race	3.15	1.06	3.44	.80	.02
Org culture Race	3.38	1.05	3.66	.86	.04
Governance, Institutional Policy, and Legislation Race	3.02	1.08	3.32	.85	.02

### Research Question 3

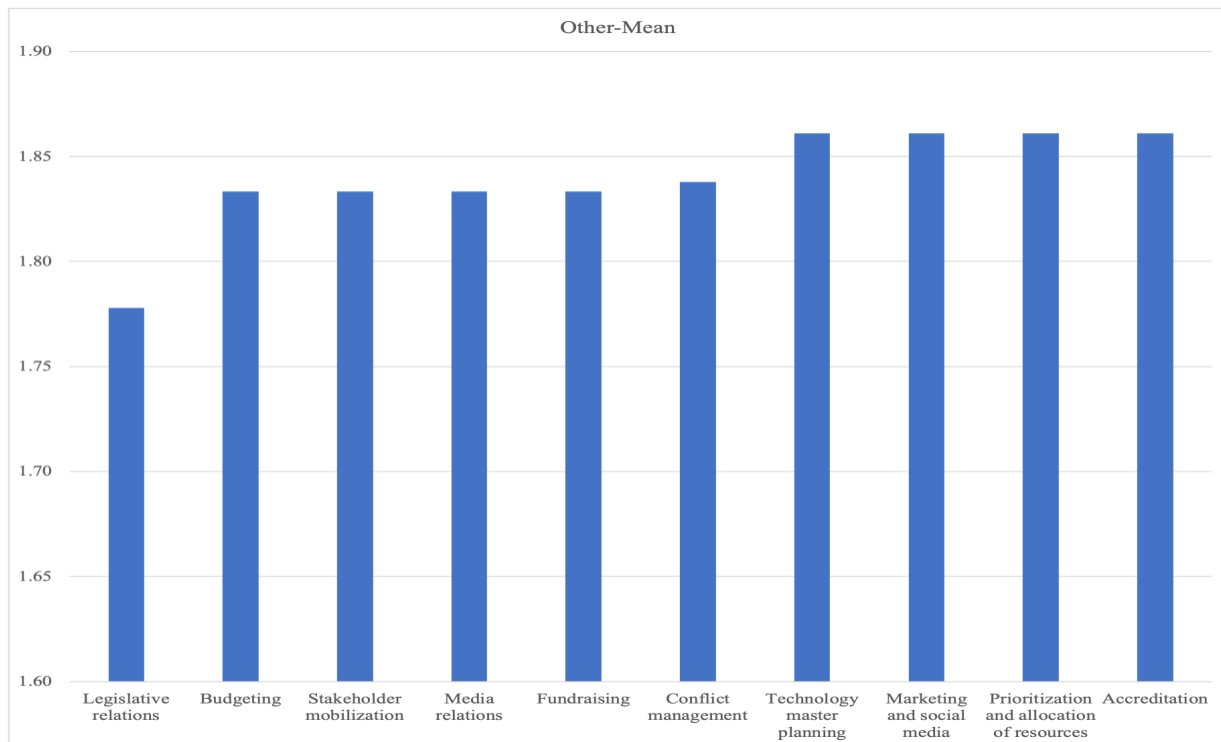
Research question 3 examined whether there is a significant difference between the competencies Latinx faculty most often identify as a barrier and the competencies non-Latinx faculty most often identified as barriers. Figure 14 illustrates the top ten competencies which Latinx faculty responded “yes” when asked if lack of proficiency keeps them from pursuing leadership positions. The means for the answers to part b of question a were arranged in ascending order. The ten competencies that Latinx faculty selected as barriers are governance

structure (M=1.67), budgeting (M=1.67), facilities master planning and management (M=1.67), college policies and procedures (M=1.70), board relations (M=1.71), prioritization and allocation of resources (M=1.71), technology master planning (M=1.71), stakeholder mobilization (M=1.71), media relations (M=1.71), and fundraising (M=1.71) .



*Figure 14. Latinx Faculty Barriers*

Figure 15 illustrates the top ten competencies which non-Latinx faculty said lack of proficiency keeps them from pursuing leadership positions. The means for the answers to part b of question a were arranged in ascending order. The ten competencies that non-Latinx faculty selected as barriers are legislative relations (M=1.78), budgeting (M= 1.83), stakeholder mobilization (M= 1.83), media relations (M= 1.83), fundraising (M= 1.83), conflict management (M= 1.83), technology master planning (M= 1.86), marketing and social media (M= 1.86), prioritization and allocation of resources (M= 1.86), accreditation (M= 1.86).



*Figure 15. Non-Latinx Faculty Barriers*

As indicated in Table 10, there were no significant differences in the perceptions of barriers by subscales between Latinx faculty and non-Latinx faculty.

Table 10  
*Means, Standard Deviations, and One-Way Analyses of Variance in Barriers by Subscale*

Subscale	Latinx		Non-Latinx		<i>p</i> <.05
	Mean	SD	Mean	SD	
Organizational Culture	1.93	.23	1.90	.28	.68
Governance, Institutional Policy, and Legislation	1.38	.34	1.51	.23	.08
Student Success	1.80	.35	1.93	.22	.07
Institutional Leadership	1.85	.34	1.92	.20	.31
Institutional Infrastructure	1.71	.42	1.90	.32	.13
Information and Analytics	1.79	.39	1.90	.32	.29
Advocacy and mobilizing/motivating others	1.74	.41	1.84	.31	.26
Fundraising and relationship cultivation	1.80	.40	1.84	.35	.60
Communications	1.83	.34	1.94	.16	.08
Collaboration	1.84	.35	1.92	.22	.30
Personal traits and abilities	1.85	.35	1.97	.12	.08

## Summary

The purpose of the present study was to examine the perceptions of faculty members who work at Hispanic Serving community colleges regarding their perceptions of the AACC leadership competencies in the faculty focus area. The author examined data collected in a survey administered to full time, tenured and non-tenured, faculty. The survey responses provided quantitative data about factors related to perceived competency proficiency and perceived barriers to leadership positions in higher education. Faculty responded to



demographic questions that included ethnicity, race, tenure status, years of employment, and gender. For research question one, the participants rated their level of proficiency in each of 58 items on a Likert scale ranging from 1(fundamental awareness) to 5 (expert). Descriptive statistics were used to compare the means of the responses. Research question 2 examined whether there is a significant difference between Latinx faculty ratings and the ratings of faculty who identify as other races or ethnicities of their proficiency on the competencies. The results of a one-way analysis of variance (ANOVA) and a one-way analysis of co-variance (ANCOVA) were reviewed to determine a statistically significant difference between Latinx faculty and non-Latinx faculty on perceptions of proficiency, as well as their perceptions controlling for gender, tenure status, years of service, and race.

Chapter five includes a summary of the study. The author will discuss how the study relates to the previous literature on the topic. The chapter also includes a discussion of the meaning of the findings, and a presentation of the conclusions. The conclusions will include the implications of this study for practitioners, recommendations for practitioners, and recommendations for further study on the topic.

## CHAPTER 5

### DISCUSSION

Throughout its history, the community college mission has broadened to include the delivery of workforce programs, developmental education, certificates and terminal degrees, and continuing education programs. The broadening of the mission has extended access to students who seek a better life through education at the community college to include Hispanic and Latinx students (Malcolm, 2013). Although community colleges are under pressure to deliver improved outcomes, increase completion rates, prepare students for jobs, serve an increasingly diverse population, and help their students transition from high school and into four-year institutions, they are doing so with less financial resources and higher expectations from stakeholders. According to Meier (2013), the multiple identities and missions are part of the design of the community college, and they provide different types of opportunities not just for students, but for those in the leadership pipeline.

#### **Hispanic Serving Institutions**

As the only racial or ethnic group in the United States who enrolls at higher levels at community colleges than 4-year universities (Gonzalez, 2012), Hispanic and Latinx students are changing the identity, challenges, and demographic profile of community colleges. Numerous studies point to certain demographic and academic factors, such as socioeconomic status, level of academic preparation, degree goals, and geographic location, that been found to influence college choice (Kurlaender, 2006). These factors oftentimes lead Latinx students to choose community colleges. Currently, 247 of the 539 institutions that meet the requirements for HSI designation are community colleges (*Excelencia*, 2020). Sixty-nine percent of all Latinx undergraduates who were enrolled in two-year institutions were enrolled at community colleges

designated as Hispanic Serving Institutions (*Excelencia*, 2015). The number of Emerging HSIs, institutions with 15-24% Hispanic student enrollment, has also increased dramatically in the last few years. This is due in part to regional demographic changes as noted above.

Garcia (2017) argued that the exponential growth in number of Hispanic Serving Institutions as a result of the growth of Latinx student enrollment makes HSIs essential players in postsecondary education. Scholars must understand how to serve Latinx college students, and they must understand the institutional identities of Hispanic Serving Institutions (2017). Many institutions that are now HSIs were originally predominantly White institutions (PWI) that began to experience a change in enrollment numbers due to immigration and births (Hurtado & Ruiz Alvarado, 2015). Although there is an expectation that these institutions will move the needle on Latinx student achievement, there are no explicit indicators, no direction on what to do or how to serve, and no other federally mandated markers for the designation of a Hispanic Serving Institution. (Garcia & Ramirez, 2015).

### **Community College Leadership**

There are two prominent issues that influenced the need for additional research in Hispanic Serving community colleges and the development of leadership competencies for faculty. The changing demographics of the United States have had an effect on the enrollment and student demographics of community colleges. Disproportionate numbers of Latinx students in higher education enroll in community colleges, and therefore the number of two-year institutions designated as Hispanic Serving has increased. Simultaneously, the number of community college CEO transitions is on the rise. The impending shortage of leaders creates a potential to rethink community college leadership, which includes how to identify, recruit and prepare those future leaders (McNair, 2014). Although community colleges continue to function

as low-cost, open-access institutions, they also continue to evolve through the expansion of mission, changing demographics, and impending leadership transitions. These changes require a different approach to leadership and leadership development (Eddy & Garza Mitchell, 2017).

The leadership pipeline of Hispanic Serving community colleges is an important part of the establishment of the identities of Hispanic Serving Institutions. Even though research suggests that the path to CEO in higher education continues to be through the faculty, Latinx professionals continue to be underrepresented in the faculty and the administration of many institutions, including community colleges (Hatch et al., 2015). Although there is extensive research on predominantly White institutions (PWI), the leadership pipeline, and leadership competencies, there is little research about the leadership pipeline and the practical use of the competencies in other types of institutions, including Hispanic Serving community colleges (Eddy, 2012). As reiterated by McNair (2014) and Eddy (2013), the opportunity has presented itself to re-imagine leaders and leadership development.

The AACC published their recalibrated second edition of the leadership competencies in 2017. According to the AACC, the competencies support institutional transformation through the development of community college leaders. In November of 2018, the AACC issued the third edition of the Competencies. The revised competencies are meant to “reflect the skills necessary to be a leader advancing a student success agenda or a member of a team actively engaged in implementing student success initiatives and activities,” (AACC, 2018, p. 3). The 59 competencies are arranged into 11 focus areas and described below:

1. Organizational Culture – embrace the mission, vision, and values and the significance of the institution’s history

2. Governance, Institutional Policy, and Legislation – knowledgeable about governance and policy that guide the institution
3. Student Success –improve access, retention, and success
4. Institutional Leadership – create student-centered institutions through interpersonal relationships, personal philosophy, and management skills
5. Institutional Infrastructure – manage the strategic plan, finances, facilities, accreditation, and technology master planning
6. Information and Analytics –use data to improve the institution’s performance
7. Advocacy and Mobilizing/Motivating Others – understand and embrace community college ideals, mobilize stakeholders to take action, and use communication resources to connect with the college community
8. Fundraising and Relationship Cultivation – support the institution and advance the community college agenda through relationship building
9. Communications – act as spoke person for the institution
10. Collaboration – develop and maintain responsive, cooperative, beneficial, and ethical relationships that nurture diversity, promote success, and sustain the community college mission
11. Personal Traits and Abilities – focus on honing abilities that promote the community college agenda.

Relevant to this study, the AACC addresses competencies for emerging leaders based on different roles at the community college, including faculty. To ensure that the leadership pipeline

is filled with individuals who will be prepared to take the helm of community colleges, the document is described as aspirational and recommended for use as guidelines for career progression and improvement. However, the competencies have not been tested on their capacity to support leaders with different skills than those listed, and they have not been tested on their capacity to support leaders of community colleges designated as HSIs. Testing the competencies at Hispanic Serving community colleges could advance the knowledge about the transformational needs of former PWIs.

### **Faculty**

The challenges facing HSIs in the 21<sup>st</sup> century have a direct connection to the Latinx population and to the growth and economic development of the United States (De los Santos & Cuamea, 2010). In their 2007 survey of presidents and chancellors of Hispanic Serving Institutions, De los Santos and Cuamea identified the top challenges these institutions will face. The two main themes that emerged in relation to faculty were replacing retiring faculty and the need for diverse faculty who understand the need of Latinx students.

The road to community college leadership has traditionally begun with faculty who progress along academic ranks into department chairmanships, deanships, and into executive level positions of chief academic officer and chief executive officer. Disproportionate representation of Latinx faculty in the faculty positions creates a gap in the leadership pipeline in community colleges and other institutions (Arciniega, 2012). This gap has to be addressed strategically by the leadership of both the institutions serving undergraduate students (more specifically community colleges), and those whose job is to prepare future faculty and higher education leaders, such as graduate programs and grow-your-own programs at individual institutions.

## **Problem Statement**

A large amount of research on community college leadership focuses on chancellor and president perceptions about preparation for the job, challenges, and opportunities. However, it is also important to understand what future leaders are in the pipeline and how they may navigate change (McNair, 2014; Munoz, 2009). There is a gap in the research on community colleges that are HSIs that focuses on how professionals, both faculty and staff, are relating to the changing student demographics, whether they can meet the needs of their students (HSIs are not homogenous), and whether they are prepared and willing to lead the community college that is an HSI (Fosnacht & Nailos, 2015). In other words, do the future leaders of community colleges identify their institution as Hispanic serving, or simply as Hispanic enrolling, and are these future leaders prepared to lead these institutions? The findings of the current study identified leadership competencies for which Latinx faculty members feel prepared as well as those competencies for which they need more professional development.

Although the research about Latinx student success in community colleges designated as HSIs is increasing, there are still very few documented best practices on the development of structures that support these students (Garcia & Ramirez, 2015). One of these practices is increasing the number of Latinx faculty who will be developed into the future administrators of HSIs (Andrade & Lundberg, 2016; Garcia & Ramirez, 2015; Santos & Acevedo-Gil, 2013). However, community college faculty are not a homogenous group, therefore more research is needed on the behaviors and perceptions of community college faculty in Hispanic Serving Institutions (Levin et al., 2013).

The changing demographics of the United States are affecting the landscape of higher education. The community college continues to be a primary point of access to postsecondary

education for Latinx youth. The increase in Latinx student enrollments have increased the number of community colleges designated as Hispanic Serving. However, this designation does not automatically convert the institution into one that meets the needs of the Latinx students. Although student success continues to be an area of focus for researchers, leaders and policy makers, institutional infrastructure is not analyzed at the same rate. For example, the leadership of community colleges does not always proportionally represent the student body. More research is needed to understand the implications of shifting demographics and changing institutional identities on the needed competencies for leaders of Hispanic Serving community colleges. The current study adds to the literature through an analysis of Latinx faculty members' perceptions of their leadership abilities and whether they are willing to serve in leadership positions in order to increase representation in administrative roles at Hispanic Serving community colleges.

### **Purpose Statement**

This study focused on Latinx community college faculty members who teach at four Hispanic Serving Institutions. The purpose of the study was to examine the perceptions of this population regarding the relevance of the AACC leadership competencies to the leadership of community colleges designated as HSIs. The study also examined whether perceived proficiency in the leadership competencies factors into faculty decisions to pursue administrative careers in Hispanic Serving community colleges.

### **Research Questions**

The study was guided by following research questions:

1. What are the perceptions of community college faculty who teach at Hispanic Serving Institutions regarding their proficiency on the competencies identified in the faculty focus area of the AACC Competencies for Community College Leaders?



2. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on their proficiencies on the competencies?
3. To what extent is there a significant difference between faculty who are of Hispanic or Latinx origin and those who are not of Hispanic or Latinx origin on the competencies the faculty most identify as barriers?

### **Summary of Methodology**

This quantitative study included the creation of a survey instrument that assessed the perceptions of faculty at four Hispanic Serving community colleges about the leadership competencies as outlined by the AACC. The instrument also examined competencies that may be a barrier for faculty. Demographic information collected included tenure status, length of service, gender, ethnicity, and race. These additional faculty characteristics were used to provide context to the data collected. Data were disaggregated by Hispanic / Latinx origin (yes or no). The responses were compared between the two groups to determine if there was a significant difference.

Construct validity was established by using a panel of three experts who determined which competencies are directly related to potential career progression into administrative roles at the community college. Procedures were utilized to determine the reliability of the instrument for the current study's purposes, and a pilot study was completed. Procedures were utilized to determine the reliability of the instrument for the current study's purposes, and a pilot study was completed. A blueprint mapped each of the questions to items on the instrument to ensure that data were collected to address each research question.

The participant sites were four urban community colleges that each have over 50% Hispanic / Latinx student enrollment and, therefore, meet the threshold for designation as Hispanic Serving. These colleges were selected because they belong to the same community college system, and therefore are subject to the same policies and procedures as dictated by the governing board and the system's chancellor. Although each college is individually accredited, the human resources department is centralized within system offices. This facilitated the process of obtaining faculty contact information for all four colleges.

### **Summary of Major Findings**

The researcher received 147 survey responses from which to collect data for the current study. Demographic information was collected based on tenure status, years employed, gender, ethnicity, and race. Of the respondents, 71 reported their status as tenured and 61 were non-tenured. Sixty-three respondents were employed less than ten years, 42 were employed between 11 and 20 years. 31 respondents were enrolled 21 or more years. There were 63 female respondents, 60 male respondents, 3 gender variant, and 6 preferred not to answer.

Research question 1 was addressed using part 1 of survey question 8. In part 1 of survey question 8 the participants rated their level of proficiency in each of 58 items (question 8, items 1-58) on a Likert scale ranging from 1- fundamental awareness (basic knowledge) to 5 - expert (recognized authority). The items with the lowest means were interpreted to be the items where faculty perceived their proficiency as low. A mean of less than 3 indicated faculty considered themselves to have fundamental awareness (basic knowledge) or function as a novice (limited experience). Nineteen of the 58 individual items had a mean below 3. The highest means were interpreted to be items where faculty perceived themselves to be the most proficient. A mean greater than or equal to 3.5 indicated advanced (applied theory) or expert (recognized authority)

in the level of proficiency. Nineteen of the 58 individual items had a mean equal to or greater than 3.5.

Faculty reported that the competencies that they found to be least prepared in were within 6 of the 11 subscales. The competencies within the Collaboration (M=1.89) subscale are interconnectivity and interdependence, work with supervisor, and institutional team building. Fundraising and relationship cultivation has a mean of 2.28. The competencies in that subscale included fundraising, alumni relationships, media relationships, legislative relations, public relations, and workforce partnerships. Institutional infrastructure (M=2.59) relates to strategic and operational planning, budgeting, prioritization and allocation of resources, accreditation, facilities master planning and management, and technology master planning. Advocacy and mobilizing/motivating others (M=2.61) included community college ideals, stakeholder mobilization, media relations, and marketing and social media. Finally, information and analytics (M=2.94) pertained to qualitative and quantitative inquiry and data analytics.

Faculty reported that the competencies they found to be the most prepared in were within 7 of the 11 subscales. Personal Traits and Abilities had the highest mean. The competencies listed under this focus area are self-management and environmental scanning, authenticity, embrace change, forward-looking philosophy, emotional intelligence, courage, time management and planning, and ethical standards. Both competencies under Organizational Culture; mission, vision, and values of the community college and culture of the institution and the external community, were represented. The competencies under Institutional Leadership that represented high levels of preparation among faculty were transparency, problem-solving techniques, and lead by example. The Communication subscale mean included three of its competencies: active listening; presentation, speaking and writing skills; and email etiquette. The final three subscales

only listed one competency each. The Student Success focus area only included the student success competency. Governance, Institutional Policy, and Legislation included organizational structure of the community college. Collaboration included work with supervisors.

Research question 2 was addressed by comparing the responses in the first part of question 8 in the survey, “Please rate your level of proficiency for each competency listed below.” The researcher identified a significant difference ( $p < .05$ ) between the perceptions of proficiency in the following competencies: advocate for professional development across the institution, active listening, email etiquette, and work with supervisor. Latinx faculty rated their levels of proficiency lower than non-Latinx faculty. There was no significant difference when the data were analyzed by subscale. There was a significant difference in organizational culture; governance, institutional policy, and legislation; and student success subscales when controlling for race. In every one of the competencies, Latinx faculty rated their perceived proficiency lower than their non-Latinx counterparts.

Research question 3 was addressed using the second part of question 8. The ten competencies that Latinx faculty selected as barriers are governance structure, budgeting, facilities master planning and management, college policies and procedures, board relations, prioritization and allocation of resources, technology master planning, stakeholder mobilization, media relations, and fundraising.

The ten competencies that non-Latinx faculty selected as barriers are legislative relations, budgeting, stakeholder mobilization, media relations, fundraising, conflict management, technology master planning, marketing and social media, prioritization and allocation of resources, and accreditation.

## **Findings Related to the Literature**

The community college is experiencing change at a rapid pace. Demographic trends are impacting not just the student population, but also the leadership pipeline. Hispanic and Latinx students continue to choose community colleges as their access point to higher education. Presidents and vice-presidents continue to express the desire to transition out of community college leadership (Lavorgna, 2020), in part because resources are scarce, while student success expectations continue to rise. These challenges create an urgency to redefine the identities of Hispanic Serving Institutions, especially as they relate to recruiting, hiring, and retaining the Latinx faculty members who will serve as HSI leaders. In order to implement intentional strategies, such as explicit leadership development programs for Latinx faculty, it is important for current leaders to understand the specific mission and values of the Hispanic serving community college.

Although the research about Latinx student success in community colleges designated as HSIs is increasing, there are few empirical studies on the development of structures that support these students (Garcia & Ramirez, 2015). One accepted best practice that is reiterated in the literature is increasing the number of Latinx faculty who will be developed into the future administrators of HSIs (Andrade & Lundberg, 2016; Garcia & Ramirez, 2015; Santos & Acevedo-Gil, 2013). The results of the current study can inform initiatives related to the development these structures, to include the preparation of future Latinx leaders. Providing leadership development for Latinx faculty ensures that, as the faculty take over leadership of the college, the frameworks for supporting Latinx students will continue to evolve.

One of the ways in which future leaders can access opportunities for leadership development is through their supervisors, mentors, or other leaders. McNair (2014) identified a

phenomenon called the “tap on the shoulder.” The tap on the shoulder is a way of identifying potential future leaders by assigning them to committee work or providing them with training and development opportunities. For the participants of McNair’s study, the tap on the shoulder eventually led to leadership positions, including the community college presidency. In the current study Latinx respondents perceived that their ability to access professional development and to work with their supervisor is less than that of their peers. Existing leaders and mentors need to be aware of the need for Latinx faculty to be invited into leadership roles, and they also need to establish clear frameworks and programming for their Latinx faculty members to explore for professional and leadership development.

In an effort to add to the literature on community college leadership, the current study attempted to measure perceptions of Latinx faculty at Hispanic Serving Institutions regarding the AACC competencies for leadership. Previous research typically addressed the experiences of current or former community college CEOs or executive leaders. However, Latinx faculty and administrators who could potentially be future leaders are underrepresented in the leadership pipeline and in the research (Hatch et al., 2015). Although the current study supports the findings of Hatch and colleagues (2015) and others who have called for increased equity in community college leadership and a better understanding of the unique culture and values of Hispanic serving community colleges, it also extends the conversation to stress the need for more Latinx faculty who are explicitly trained to lead these institutions. That training will need to be tailored to the competencies identified by Latinx faculty participating in the present study as areas of deficiency and barriers to a career in leadership.

The findings of the current study support the overall findings of previous studies on the AACC Leadership Competencies. Community College faculty identified similar areas of less

preparation as presidents did in Duree and Ebbers' study in 2012. Duree and Ebbers (2012) found that although community college presidents indicated they were prepared to develop positive work environments as organizational strategists, they were not as prepared to grow college personnel. The results of the current study support Duree and Ebbers' findings from 2012. The collaboration focus area (subscale) had the lowest mean, meaning that faculty perceived their proficiency at basic knowledge or limited experience. The collaboration focus area includes interconnectivity and interdependence, work with supervisor, and institutional team building.

In the area of resource management, presidents in Duree and Ebbers' (2012) study noted that they were not prepared to take on entrepreneurial duties. Fundraising was the greatest challenge identified by presidents in this domain, and it was also an area of concern for faculty in the current study. Faculty rated their proficiencies at basic knowledge and limited experience in the subscales of institutional infrastructure and fundraising. Exposing Latinx faculty to fundraising opportunities and committees that deal with organizational infrastructure early in their careers could serve to overcome their perceived deficits and barriers.

Most of the community college presidents surveyed considered themselves prepared to communicate and advocate for the college. However, they did not feel culturally competent or prepared to develop collaboration within a global society. Presidents did not feel they had the competencies to address advocacy work, which included valuing and promoting diversity, inclusion, equity, and academic excellence. Similarly, faculty in the current study perceived their proficiencies at a basic or limited level in advocacy, mobilizing and motivating others, and relationship cultivation.

Although most presidents identified with transformational leadership, they also said they were not prepared in transformational leadership characteristics when they first became presidents. Hatch, Unman, and Garcia (2016) argued that equitable participation of Latinx faculty and administrators is important to the conversation on equity and to the transformation of PWIs. The competencies in these focus areas (subscales) are relevant to the leadership of Hispanic serving community colleges, particularly strategic and operational planning, budgeting, and prioritization and allocation of resources. Overall, Latinx faculty scored themselves lower in most competencies than other faculty.

In the current study, faculty were asked to identify those competencies that they regard as a barrier to pursuing leadership positions based on their perceived level of proficiency. In addition to fundraising and stakeholder mobilization, Latinx faculty rated governance structure, college policies and procedures, and prioritization and allocation of resources as barriers. These results support Garcia's (2016) assertion that the organizational identity of Hispanic Serving Institutions is conceptualized through mission statements and explicit values that lead to intentional strategy development, and therefore should involve the development of Latinx faculty and leaders. Future Latinx leaders should receive the appropriate training and development on implementation of policies, procedures, structure, and resource allocation that serves a Hispanic serving community college's unique students and community.

## **Discussion**

Hispanic Serving community colleges have unique challenges. As community colleges contend with the pressure to expand their mission with diminished resources and an impending leadership crisis, Hispanic Serving community colleges also grapple with an institutional identity and an organizational infrastructure that may not be keeping up with the shifting needs of the



students and the community. These institutions need to explore and assess their identity as Hispanic-Serving by using metrics that go beyond matriculation and graduation rates (Franco & Hernandez, 2018). Institutional infrastructure is an area of community college leadership that past CEOs and current faculty cite as a deficiency in their leadership skills. Hispanic Serving community colleges serve a disproportionately higher number of Hispanic and Latinx students, therefore the institutional infrastructure must support the unique needs of that student population. If rising Latinx faculty leaders are going to advocate for more equitable institutional infrastructure, they will need exposure to the infrastructure at their own college, as well as an understanding of processes that can shift the organization toward more diverse and inclusive practices that other colleges and institutions outside of higher education use to improve equity and inclusion.

Because of the unique challenges faced by Hispanic Serving community colleges, more Hispanic and Latinx representation is needed in the faculty and administration. The disproportionate growth of Latinx student enrollment in community colleges has outpaced the growth of Hispanic and Latinx faculty and leaders. Two of the challenges facing Hispanic Serving Institutions in relation to faculty are replacing retiring faculty and the need for diverse faculty who understand students served in a Hispanic Serving Institution. Currently, the path to community college leadership adheres to a traditional model. That path typically leads from faculty to chair, dean, and chief academic officer. This path, or leadership pipeline, should include diverse faculty, especially Hispanic and Latinx faculty.

Another critical institutional structure that supports Hispanic and Latinx student success is culturally sensitive leadership, which allows for program development that reflects an understanding of the needs of the students. Evidence in the literature supports that student

success increases when students feel like they are integrated into the institution and when the faculty and leaders understand and identify with them. Leaders must understand that Hispanic Serving community colleges are not served by monolithic structures traditionally found in PWIs. In fact, monolithic structures may impede the success of the diverse students served in Hispanic Serving community colleges. Increasing Hispanic and Latinx representation within the faculty and leadership ranks requires colleges to provide adequate resources for recruitment, hiring, and professional development of diverse personnel. Professional development and leadership competencies are traditionally not viewed through a lens that represents the varying racial and ethnic (and gender) views.

The current study was framed by the literature related to leadership theory. Path-Goal Leadership Theory and Transformational Leadership Theory can both support the relationship between current community college leaders and faculty who have demonstrated interest in developing their leadership skills that may lead to leadership positions. Path-goal leadership theory focuses on the relationship between the college leader and the faculty member (Nevarez, Wood, & Penrose, 2013). The goal is for the current leader to exhibit behaviors that complement and enhance the work environment of the faculty member. The current study has identified leadership competencies that Hispanic and Latinx faculty consider as barriers for faculty for engagement in leadership activities. The current community college leader (using path-goal leadership theory) can identify leadership development opportunities for faculty that address competencies that Latinx faculty consider barriers. Such activities can include engagement in budget development, attending governing board meetings, or serving on a policy review committee.

Clearing the leadership path of barriers through motivation can begin the transformation of individuals, which in turn begins the transformation of an institution. Transformational leadership theory emphasizes change and transformation through motivation and development. The two-part approach to leadership, goal-path and transformational, can help advance the mission and values of a community college that is truly Hispanic serving, rather than Hispanic enrolling. Transformational leaders go beyond the transactional behavior and seek to motivate faculty to change the institution through advancement of the vision and values of a Hispanic serving community college. A transformational leader has a clear understanding of the unique needs of a Hispanic serving institution and promotes changes to better serve the students and community.

The AACC Leadership Competencies provide a structure for the development of transformational community college leaders. The document explains that the competencies are guided by the principles of student access and success; institutional transformation; and career progression. These considerations are based on the assumption that transformation and leadership development can be achieved over time. With this framework, the AACC seeks to strengthen the leadership pipeline by supporting diversity in the recruitment and hiring of leaders. Studies show consistency in the competencies that CEOs and CAOs say they do not have enough preparation (Lavorgna, 2020).

### **Implications for Practice**

Although a single study cannot provide a comprehensive basis for ensuring that Latinx faculty have opportunities for leadership roles, the current study would suggest that community college leaders serving now should be intentional in reflecting the institutional identity in the organization's mission, vision, and values. Consequently, those organizational principles must

translate into strategies and practices that support Hispanic and Latinx students, faculty, future leaders, and the community it serves. Strategies that include operational planning, budgeting, resource allocation, and accountability processes must center institutional identity in order to ensure that the institution is achieving its mission of meeting the needs of Hispanic and Latinx populations.

In the current study, Hispanic and Latinx faculty reported that low proficiency in certain leadership competencies were barriers to their pursuit of leadership opportunities. This, along with the finding in the current study that Hispanic and Latinx faculty do not perceive themselves as proficient in developing relationships with their supervisors, are reasons to improve leadership development practices. Current community college CEOs must provide more and earlier leadership development and training in governance structure, college policies and procedures, and prioritization and allocation of resources, which are the barriers listed by Latinx faculty, to increase the understanding of structures, strategies, and practices of the community college. For example, onboarding and extended orientation programs could emphasize how the college employees allocate the budget across the organization of the institution and ask incoming faculty to think critically about the impact of those allocations in service of diversity, equity, and inclusion. College CEOs and CAOs could also use the “tap on the shoulder” to encourage Latinx faculty to serve on budget and infrastructure committees early in their careers.

Allocating resources to holistic leadership development in grow-your-own programs creates an essential point of access to leadership opportunities for Latinx faculty who have trouble accessing professional development, and who do not feel the same level of interconnectedness and interdependence as their non-Latinx colleagues. Presently, we see that Latinx faculty are not as comfortable working with their supervisor, and therefore may not be

privity to the “tap on the shoulder.” College faculty and leaders need to open a dialogue about the gaps in professional development that are currently available and devise plans to explicitly train faculty in the leadership competencies that promote effective leadership and expand equity and inclusion practices going forward.

The AACC Leadership Competencies provide a foundational roadmap for leadership development. A holistic leadership development structure includes the AACC Leadership Competencies along with more intentional programming that meets the needs of a Hispanic Serving Institution and Hispanic and Latinx faculty. Each of the competencies should be developed within the context of the institutional identity, as well as the diverse experience of each future leader. For example, in the current study Latinx faculty listed governance structure as a barrier. The behavior for this competency is described by AACC as understanding how to effectively advance curriculum improvements, addressing student support services, program review, and promoting other methods of delivering content. Current leaders should ensure that Latinx faculty are engaged in these activities, and that they are included in the decision-making processes. Specifically, strategic initiatives such as curricular improvements serve to support and advance the mission and values of the Hispanic serving community college.

A broader, more inclusive framework requires resources that go beyond money. Access to disaggregated data is crucial for effective strategic and operational planning. Current and future leaders must have a firm grasp of the profile of their employees, students, and community members. The results of the current study support the notion that different ethnic groups may have different training needs, different perceptions of their proficiencies, and different barriers. Governing boards and CEOs of Hispanic Serving community colleges are responsible for ensuring that adequate resources are available to all stakeholders. Additionally, strategies for

moving the college toward practices that are truly Hispanic serving, rather than just Hispanic enrolling, should be clear in the review of data, recruitment practices, and development of faculty, staff, and students. Recruiting Latinx faculty, administrators, staff, and students to the college is only the beginning of the cycle. In order for them to flourish, they will need to feel connected to the college culturally and feel supported by leaders who consistently reach out to them with clear intentions.

### **Recommendations for Further Research**

This preliminary study provides the groundwork for further inquiry into Latinx faculty members' desire to pursue leadership opportunities as Hispanic Serving community colleges. As the population demographics of the United States continue to change, the composition of the student body, faculty, administrators, and leadership of the community college will change. Future research should include a larger population: more community colleges, more Hispanic Serving Institutions, and more minority serving institutions. Since the number of Emerging Hispanic Serving Institutions (those with at least 15% Hispanic student enrollment) is increasing due to population changes, these institutions should also be the focus of empirical examination of faculty perceptions. Further, the emerging HSIs should be from multiple regions of the country. The current study included one community college district in a geographic area. Including other institutions that vary in size and location would be beneficial to begin to generalize the results.

It is recommended that further research take place into the differences between groups represented in this study. Assessing the perceptions of faculty, and particularly certain groups of faculty (Latinx, female, etc.) would provide insight into the career desires and professional development needs of typically underrepresented groups in leadership positions at community colleges. Further research could help faculty better understand the intricacies of institutional

infrastructures and help them decide earlier in their careers if they are interested in leadership opportunities. It would be beneficial for leadership programs focused on higher education administrator training to incorporate findings from this study into their leadership curriculum. Future research should also disaggregate participant demographics in order to understand how other groups (e.g., Latinx women faculty members, Latinx faculty who are first-generation college graduates, Latinx faculty members with differing years of experience at the community college, etc.) perceive the leadership competencies.

Qualitative research on this topic would be beneficial to further inform future training and leadership programs to increase the number of Latinx faculty members who would feel prepared for institutional leadership positions. Qualitative data would provide additional insight into the experiences of faculty, particularly Latinx faculty, including their views and perceptions on leadership roles and leadership development. Qualitative research would gather the data required to gain a better understanding of why Latinx faculty perceive their proficiency to be different from that of faculty member from other racial and ethnic groups. These data would also help current leaders provide appropriate training and professional development opportunities to Latinx faculty who are interested in leading community colleges.

A study using one of the path-goal leadership theory inventory tools would add to the literature about leadership of Hispanic Serving Institutions. For example, the Nevarez and Wood (2013) Path-Goal Leadership Inventory (NW-PGLI) is designed to help leaders assess the components of path-goal leadership. Using the inventory tool, current leaders will reflect on their actions to determine their level of path-goal orientation, as well as determine what steps they can take to improve their leadership skills.

This survey was conducted during the Covid-19 pandemic. It is important to replicate the survey post-pandemic. Higher education has been greatly affected by this public health issue. Student enrollment and success metrics have declined as a result of community colleges' students struggle to manage different aspects of their everyday lives. Students, as well as employees, have been attending class and working remotely in environments that are not ideal or that do not suit their learning needs. This crisis has also drawn attention to the inequities in access to healthcare, access to technology, employment opportunities, housing insecurity, food insecurity, mental health, and many other issues. Future studies should also consider how the Covid-19 pandemic has affected the professional development of faculty, and whether there were any changes in their perceptions about competencies as barriers.

In the midst of a global health crisis, the United States also reckoned with social justice unrest caused by police violence towards Black and African American lives. The Black Lives Matter movement gained momentum in the summer months, with hundreds of peaceful protests around American cities. Many of the protests became violent, and citizens placed blame partly on the militarization of police forces. Like the Covid-19 pandemic, this movement called attention to racist systems that propagate inequities based on race. Access to education can bring about social change. Future community college leaders must be prepared to transform their institutions into social change incubators. Future research should continue to focus on the development needs of faculty members and mid-level community college administrators of color, particularly Hispanic and Latinx faculty members. Further exploration of ways to increase the pipeline of Hispanic leaders at two-year colleges will help to ensure that community colleges are positioned to prepare students - and society - for positive change.



## **Concluding remarks**

The community college represents the democratic ideal of education for anyone who wants it, regardless of their background. Community college students are diverse. They represent more histories, cultures, and academic and career goals than other institutions. Some students are high school valedictorians, some have GEDs, and some have not been in a classroom in many years. Some students seek quick credentials in order to obtain employment, and some students want to transfer to university. Decision makers must reflect and represent the needs of the students and the community, while ensuring that no one is left out. It is not beneficial to leaders, students, and community members to perpetuate models and frameworks that do not support diversity.

Community colleges are undergoing constant change. These institutions continue to face a potential leadership crisis, along with changes in institutional identity and the shifting needs of their students. The American Association of Community Colleges' Competencies for Leaders have provided a roadmap for leadership training for almost two decades. The intersect between community college leadership, Hispanic Serving Institution designation, and Latinx faculty deserves additional attention.

Current community college leaders have a responsibility to ensure that their institution's capacity to serve is based on a foundation of equitable resources and opportunities. By encouraging more Latinx faculty members to consider pursuing leadership positions, Latinx students – one of the fastest student populations in the United States – will see people like themselves leading the postsecondary institution they are most likely to attend. Current leaders have an opportunity to build a solid pipeline to leadership for faculty by proving early

intervention programs that can develop faculty, particularly Latinx faculty, into leaders of tomorrow's Hispanic Serving Community Colleges.

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## APPENDECES

**Appendix A: Expert Panel Review of Faculty Competencies  
for Community College Leadership**

Please rate the following competencies based on the direct relation to potential career progression into administrative roles at community colleges. In addition to the ratings, please provide any suggestions of items that should be included in the instrument that will be needed to answer the research questions.

1	2	3	4	5
Not related to career progression	Somewhat related to career progression	Related to career progression	Closely related to career progression	Directly related to career progression

AACC Competencies for Community College Leaders-Faculty

Focus Area	Competency	Behavior	Rating
Organizational Culture	Mission, vision, and values of the community college	Have passion for teaching and learning, and demonstrate a willingness to meet students where they are regardless of their level of readiness for college-level work.	
	Culture of the institution and the external community	Become familiar with the culture of the institution and the external community in an effort to design strategies to break down barriers that hinder students in their pursuit of higher education.	
Governance, Institutional Policy, and Legislation	Organizational structure of the community college	Be familiar with the organizational structure to effectively advance curriculum improvements, address student support services, program review, and to promote other methods of delivering content.	
	Governance structure	Understand the institution's governance structure to effectively advance curriculum improvements, address student support services, program review, and to promote other methods of delivering content.	
	College policies and procedures	Develop knowledge of the college's learning environment, especially its policies and procedures, in order to create new teaching methods that will improve student learning.	
	Board relations	Through the college's shared governance process, faculty should take opportunities when presented to engage with trustees as a way to educate them on the important work taking place in the classroom.	

Student Success	Student success	Actively engage in the development of the institution's student success agenda. Be willing to try new instructional techniques in the classroom if it will help students persist. Serve as an early alert if a student experiences trouble.	
	Consistency between the college's operation and a student-focused agenda	Create a classroom environment that contains learning experiences that promote student success.	
	Data usage	Use data around achievement, retention, and persistence to drive your teaching pedagogy and strategies.	
	Program/performance review	Be willing to engage in open, honest program review that focuses on opportunities for program improvement. If a program is not meeting established results, be willing to suggest bold changes (backed by data) to improve the program.	
	Evaluation for improvement	Assess teaching strategies regularly to ensure that they are having the intended outcome for students and adjust as needed. Be willing to solicit feedback from colleagues on ways to improve.	
Institutional Leadership	Be an influencer	Be an advocate for innovative teaching practices. Be willing to work on behalf of the institution to get buy-in from colleagues on trying new approaches designed to improved student success.	
	Support team building	Be willing to serve on faculty and cross-functional committees as a way to build trust among and across units.	
	Performance management	Be knowledgeable about the process used to evaluate your performance so that you may actively engage in the review process.	
	Lead by example	Set a positive example for students and colleagues by modeling the highest moral and ethical standards in and out of the classroom.	
	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	When conflict arises, be firm in your opinion, listen respectfully to others, do not bring other peers into the conflict, stay focused on the problem, come up with alternative solutions, and decide on the outcome.	
	Advocate for professional	Be willing to seek and advocate for professional development opportunities that will assist you in improving student learning outcome. If you attend	

	development across the institution	a meeting and learn important information, be willing to come back to your college and share it with other faculty, staff, and administrators.	
	Customer service	Find opportunities to create and foster an inclusive learning experience for all students, Include ways that students can connect with concepts through their own cultural experiences.	
	Transparency	Always be open, honest, and forthright. Do not harbor a hidden agenda. Be clear about your motivation.	
Institutional infrastructure	Strategic and operational planning	Understand the importance of the faculty's role in the college's strategic and operational planning process. Be willing to participate in college planning meetings, and take opportunities to inform administrators of actions/initiatives they might want to consider in support of student success.	
	Budgeting	Be familiar with your college's budget cycle and with the process for making new requests for funding. Ensure that your request is comprehensive and that you focus on how the request will support student success.	
	Prioritization and allocation of resources	Have knowledge about the resources available to you. Prioritize your needs based upon your institution's student success goals.	
	Accreditation	Understand the principles of accreditation, specifically in relation to programs, degrees and faculty qualifications.	
	Facilities master planning and management	Gain knowledge on how classroom space is assigned so that you can ensure your classroom is equipped with audio visual and other tools and resources needed to enhance student learning.	
	Technology master planning	Maintain knowledge about the latest technology available to support student success. Be familiar with the college's process for making technology requests, and ensure that your requests are supported by clear and measurable results.	
Information and analytics	Qualitative and quantitative data	Use quantitative data and qualitative data to inform your teaching philosophy and in-class instruction, as there are a number of factors (i.e. socioeconomic, cultural) that may impact student learning.	
	Data analytics	Have knowledge of how data sets are used by your college to advance the student success agenda.	
Advocacy	Community college ideals	Be an enthusiastic advocate for the mission of the community college and share with people the role	

		that the college can play in improving an individual's quality of life.	
	Stakeholder mobilization	Step up and be a leader among your peers. Be willing to work in mobilizing faculty members and students behind student success. This includes playing a more active role in recruitment, retention, and accountability efforts.	
	Media relations	If interviewed, be prepared with your elevator speech about the great opportunities that your college provides for the community it serves. Understand the importance of clear and concise sound bites in getting constituents to support your efforts.	
	Marketing and social media	Take opportunities to promote college successes, accomplishments, and new activities through media and other channels of communication.	
Fundraising and relationship cultivation	Fundraising	Follow college policy for seeking grant funds. Do not pursue opportunities that do not directly align with the college's priorities. Engage all individuals who would have responsibility for grant implementation in the application process.	
	Alumni relationships	Be willing to serve as a conduit to connect former students with the appropriate person managing alumni relations for the institution. Be open to sharing suggestions what that individual on ways to engage students to support the college.	
	Media relationships	Be familiar with the college's policy and procedures for media engagement. Be willing to engage with media on behalf of the college if called upon to do so.	
	Legislative relations	Understand that many states prohibit lobbying the legislature by public-sector employees. Have knowledge of the college's strategies for providing information to state legislators. Be willing to engage with members of your delegation if asked by the college.	
	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	Always keep your eyes open for potential opportunities to build workforce partnerships for the college. If you encounter a lead for a promising partnership, be willing to connect the potential partner to the college's workforce officer. Close the	

		loop by making sure the college representative has contacted the potential partner.	
Communications	Presentation, speaking, and writing skills	Be cognizant of way that you can make your instruction engaging for the classroom community. If you have written content for students to review, ask questions to make sure your instructions are clear.	
	Active listening	Practice active listening so that you may gain appreciation for, and understanding of, other positions. Do not enter every conversation with responses formulated before questions are asked.	
	Global and cultural competence	Seek opportunities to promote global and cultural competence within the classroom as a way to expose students to the value of differences.	
	Strategies for multi-generational engagement	Be willing to adapt your teaching strategies to reach students from different generations so that they may all connect to the course content.	
	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	Ensure that any messaging you develop and communicate focuses on student success. Ensure that you are consistent in your position.	
	Consistency in messaging	Ensure that any messaging you develop and communicate focuses on student success. Ensure that you are consistent in your position.	
	Crisis communications	Be familiar with the college's crisis management and communications plans. Know protocols for faculty in responding to man-made events. Also, note how and when to report your status to the college following natural disasters.	
Collaboration	Interconnectivity and interdependence	Understand and appreciate the interconnectivity and interdependence between faculty, staff and administrators in advancing student success initiatives.	
	Work with supervisor	Establish a process for routine communications with your supervisor. Ensure that you are clear on your supervisor's expectations. Alert your supervisor promptly regarding any challenges you might have in or out of the classroom if it impacts your ability to do your job.	
	Institutional team building	Understand that you are a member of the college team. Be willing to engage with your peers and colleagues in supporting efforts to improve student success.	

	<i>Collective bargaining (for employees in collective bargaining states)</i>	Have familiarity with your state's collective bargaining process. Engage with the organization representing you to voice any concerns you may have.	
Personal traits and abilities	Authenticity	Utilize instructional strategies that fit your leadership style and that resonate with your students as translated by outcomes.	
	Emotional intelligence	Be aware of your emotional state and its impact on student learning.	
	Courage	Have the courage to try new strategies that can improve student outcomes. Be willing to step outside of your comfort zone to test promising practices in the classroom.	
	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	Understand the institution's culture, and manage yourself and your actions in relation to it.	
	Time management and planning	Understand the importance of prior planning with your course load as a way to manage your time effectively. Allocate ample time to plan, execute, and assess in-class and out-of-class activities.	
	Familial impact	Be mindful of the demands of the job, and how additional assignments might impact your availability, in particular to your family.	
	Forward-looking philosophy	Continuously look at trends and issues impacting community college instruction to proactively make needed changes to your teaching philosophy.	
	Embrace change	Be willing to use research, data, and other resources to improve the student experience in the classroom.	



**Appendix B: Leading Hispanic Serving Community Colleges –  
Faculty Competencies Survey**

What is your full time faculty status?

Tenured

Non-Tenured

How many years have you been employed as full time faculty in a community college?

1-5

6-10

11-15

16-20

21 or more

To which gender identity do you most identify?

Female

Male

Gender Variant/Non-Conforming

Other

Prefer not to answer

Ethnicity-Are you of Hispanic or Latinx origin?

No

Yes

Race-Indicate one or more:

White

Black or African American

American Indian or Alaskan Native

Asian or Pacific Islander

Other \_\_\_\_\_

Please rate your level of proficiency for each competency listed below.

1	2	3	4	5
Fundamental awareness (basic knowledge)	Novice (limited experience)	Intermediate (practical application)	Advanced (applied theory)	Expert (recognized authority)

Barrier – Lack of proficiency in this competency keeps me from pursuing leadership positions

Leadership position - Dean, Vice President, President

American Association of Community Colleges  
Competencies for Community College Leaders-Faculty

Competency	1	2	3	4	5	Is this competency a barrier for you?
Mission, vision, and values of the community college						
Culture of the institution and the external community						
Organizational structure of the community college						
Governance structure						
College policies and procedures						
Board relations						
Student success						
Consistency between the college's operation and a student-focused agenda						
Data usage						
Program/performance review						
Evaluation for improvement						
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						
Transparency						
Strategic and operational planning						

Budgeting						
Prioritization and allocation of resources						
Accreditation						
Facilities master planning and management						
Technology master planning						
Community college ideals						
Qualitative and quantitative						
Data analytics						
Stakeholder mobilization						
Media relations						
Marketing and social media						
Fundraising						
Alumni relationships						
Media relationships						
Legislative relations						
Public relations						
Workforce partnerships						
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						
Crisis communications						
Interconnectivity and interdependence						
Work with supervisor						
Institutional team building						
Authenticity						
Emotional intelligence						
Courage						
Ethical standards						
Self-management and environmental scanning						
Time management and planning						
Familial impact						
Forward-looking philosophy						
Embrace change						

Is lack of proficiency in any of these competencies a barrier for you to pursue leadership opportunities at your institution? YES      NO

What other barriers, if any, do you see in pursuing leadership opportunities?

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## Appendix C: Introductory E-Mail

Dear Faculty,

I am writing to you to ask for assistance with a study to examine faculty perceptions of leadership competencies. The following survey is being conducted to gather information regarding faculty perspective on whether proficiency in the American Association of Community Colleges' Competencies for Community College Leaders are factors for deciding to pursue leadership positions in Hispanic Serving community colleges.

Specifically, I am asking that you complete a brief survey. Below you will find a link to the online survey that should not take more than 15 minutes of your time. All full time faculty members at this college have been selected to participate. Participation in this survey is voluntary. If you choose to participate, please understand that all responses are strictly confidential. No personally identifiable information is being requested.

**Please follow this link to the survey:**

<link to Qualtrics survey>

Or copy and paste this URL below to your internet browser:

<URL link>

**Please complete the survey within one week from the date of this e-mail.**

By taking the survey, you will help advance the research on leadership of community colleges that are designated as Hispanic Serving Institutions. If you have any questions, please contact me or the Principal Investigator, Dr. Mitchell R. Williams.

Sincerely,

Sanjuanita C. Scott  
Doctoral Candidate, Old Dominion University  
sscot005@odu.edu  
210-275-9205

Dr. Mitchell R. Williams  
Department of Educational Foundations and Leadership  
Old Dominion University  
mrwillia@odu.edu  
757-683-4344

## Appendix D: Exempt Letter

- 1 - Generated on IRBNet

### OFFICE OF THE VICE PRESIDENT FOR RESEARCH

**Physical Address**

4111 Monarch Way, Suite 203  
Norfolk, Virginia 23508

**Mailing Address**

Office of Research 1 Old Dominion University Norfolk, Virginia 23529  
Phone(757) 683-3460  
Fax(757) 683-5902

DATE: February 5, 2020

TO: Mitchell R. Williams

FROM: Old Dominion University Education Human Subjects Review Committee

PROJECT TITLE: [1559096-1] Leading Hispanic Serving Community Colleges: Latinx Faculty  
Perceptions About the American Association of Community Colleges'  
Leadership Competencies

REFERENCE #:

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: February 5, 2020

REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of New Project materials for this project. The Old Dominion University Education Human Subjects Review Committee has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact Laura Chezan at (757) 683-7055 or lchezan@odu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Old Dominion University Education Human Subjects Review Committee's records.

## Curriculum Vita

**Sanjuanita Chavira Scott**

Northwest Vista College

San Antonio, Texas

**Education**

- 2020 Doctor of Philosophy, Community College Leadership, Old Dominion University
- 2001 Master of Arts, Public Administration, Webster University
- 1996 Bachelor of Arts, English, The University of Texas at San Antonio

**Professional Experience**

- November 2019 Director of Strategic Initiatives  
Northwest Vista College
- January 2017 Project Facilitator  
Northwest Vista College
- January 2006 Assistant to the Vice President for Academic Success  
Northwest Vista College
- January 2002 Assistant Director of Student Activities  
Northwest Vista College
- August 2001 Adjunct Instructor, Developmental English and Student Development  
Northwest Vista College
- November 2000 Service Learning Coordinator  
Northwest Vista College
- September 1998 Pre-College Advisor, TRIO Programs  
The University of Texas at San Antonio
- June 1996 Financial Aid Advisor  
The University of Texas at San Antonio

**Recent Professional Presentations**

Scott, S.C. & Frohardt, R.J. (2019). Implementing the guided pathways model: A case for change management and transformation. At the *Academic Chairpersons Conference*.

<https://newprairiepress.org/accp/2019/working/5>