



THE NATURE OF THE COMMUNITY COLLEGE
LEADERSHIP SHORTAGE CRISIS: A DESCRIPTIVE WORK-BASED STUDY

A Thesis submitted by:

Curtis Burt

For the award of

DOCTOR OF PROFESSIONAL STUDIES

2021

Abstract

The literature shows that the pace of retirements among presidents, and top administrators exceeds the pace in which these positions are filled in community colleges located in Illinois, Kansas and Virginia today. The American Association of Community Colleges in its Leadership 2020 report indicates that in the next 10 years, community colleges will need to replace 800 of the 1,150 presidents. Despite these declining numbers, the preparation of presidents and other community college leaders has dropped, and the number of people prepared to step into leadership roles at higher levels, including the presidency, has dramatically diminished. Community colleges today function by adopting outdated management practices, traditional instructional delivery systems and inadequate approaches to student and institutional support services.

As the number of potential candidates in the internal leadership pipeline diminishes, due to retirements, lack of efficient recruitment and succession planning in urban areas and unprepared new leaders, institutions need to explore more unconventional options to increase the number of inside candidates or look for leadership outside higher education, by utilizing better ways in recruiting. Identifying potential solutions for the community college leadership crisis is urgent and critical for community colleges, as they cannot afford to maintain a status-quo view about their prospective leadership. To achieve a complete understanding of the community college leadership shortage, further investigation is needed related to the cause of the shortage and the efficacy of the response to resolve this problem. This leadership crisis has been projected but not sufficiently addressed and mitigated.

The purpose of this study was to investigate the nature and causes of the leadership crisis in community colleges, describe what responses are in place to mitigate the impact of the crisis, to assess the efficacy of these responses, and consider suggestions that emerged from the study as possible ways to look forward in addressing the problem. As such, the study seeks to make a knowledge contribution to professional practice that can assist policy makers, community colleges, leaders and other stakeholders in addressing the leadership crisis.

The study describes the nature of the crisis, reports on community college responses to the crisis and reports on community college leaders' assessment of the efficacy of these

responses. It describes the importance of development programs in supporting and preparing future community college presidents and leaders and their effectiveness in resolving the leadership crisis in these colleges.

The researcher is a practitioner in the education sector and recognises the purpose, importance and function of community colleges in the United States education system. Further, that structural changes in the system have the potential of undermining the priorities of higher order skills development, access and equity in higher education. This study employed a qualitative descriptive approach. It selected 11 community colleges in rural and urban areas in the three states of Virginia, Kansas, and Illinois of the United States. The data collected was through semi-structured interviews with presidents and other top administrators working in the selected community colleges. The descriptive work-based study with the thematic analysis of interview transcripts analysed the perceptions of the participants about the nature of the leadership shortage, community colleges responses and the extent to which community college leaders assessed current measures in meeting the current and future leadership challenges.

The results from the study suggested both internal and external influences converged to create the problem of the shortage of leadership in community colleges. The internal factors included limited financial resources, weak management structures, lack of succession planning and lack of effective leadership development. The geographic location of the college was a significant external factor that contributed to difficulties in leadership succession especially the dramatic increase in competition from universities recruitment of students and academic leaders. In addition, the inability to fundraise indicated that it was getting increasingly difficult to retain leaders in colleges due to their regional geographic location and an increased likelihood of talent moving to more populated urban settings. Emerging leader talent in urban settings perceived working at a university as a more attractive career advancement. The results suggested that the retention of talent in community colleges was a compounding issue influencing leader shortages.

The qualitative analysis revealed 21 themes regarding the strategies that community colleges could adopt to address the leadership crisis. These themes revolved around succession issues within the community college, limited financial resources, leadership recruitment, and weak management structures. These themes highlighted the challenges the community colleges face and the best practice regarding the strategies that community colleges are applying to address the leadership crisis. The findings demonstrated that the development of new team

leaders was crucial through training programs, recruitment from within, and training and skill development of future leadership to resolve the issue of leadership crisis within community colleges.

A main theme suggested that the inability or failure to complete effective succession planning influenced the severity of the shortage and as a result the performance of community colleges. The lack of succession planning presented a critical challenge for community college leaders because it is fundamentally a strategy for identifying and developing future leaders at an organization at all levels. Developing a dedicated team with innovative ways to assist in identifying leadership needs and developing succession plans was seen as a helpful intervention. Developmental programs were considered important for future and current leaders as these effectively implement the succession plans by the identification of talent, the creation of training opportunities and objective alignment across all departments. The study indicated that lack of funding was an important precondition for effective succession planning and ultimately influenced the ability to recruit new leadership.

The development of strategies that are proactive in terms of a leadership succession crisis such as succession planning, training, retention, and fundraising and inside recruitment for future leadership could reduce the challenge of leadership shortages for community colleges. The study concluded that there is not a leadership shortage of community colleges, but that despite this, there was still need for this institutions to consider effective and well-resourced succession planning rather than external recruitment. This would require that community colleges include succession in their corporate strategy and prioritise systemically and purposefully developing future leaders.

The findings of this study culminated in recommendations that can be used for further research to address the issue of leadership issues in community colleges by addressing the barriers to leadership retention and development in community colleges. Further to the purpose of the study, the study recommendations contribute to professional practice by providing insights that can be used by policy makers, college boards, leaders and other stakeholders.

Thesis certification page

This Thesis is entirely the work of Curtis Burt except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Associate Professor Luke Van Der Laan

Associate Supervisor: Dr. Bruce Millet

Associate Supervisor: Dr. Sophia Imran

Student and supervisor's signatures of endorsement are held at the University.

TABLE OF CONTENTS

ABSTRACT.....	i
CERTIFICATION PAGE.....	v
ACKNOWLEDGEMENTS.....	viii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	ix
CHAPTER 1: INTRODUCTION	
Introduction.....	1
1.1 Introduction.....	1
1.2 Study Background.....	2
1.3 Research Problem and Issues.....	5
1.4 Main Research Question.....	6
1.5 Research Design.....	7
CHAPTER 2: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.2 Community College Leaders.....	16
2.3 The Changes Community Colleges Need.....	37
2.4 Training in Leadership Development.....	47
2.5 Summary of the Literature.....	52
CHAPTER 3: METHODOLOGY.....	53
3.1 Introduction.....	53

3.2 The Research Questions	54
3.3 Significance of the Study	54
3.4 The Research Design and Strategy of Enquiry	56
3.5 Research Design	56
3.6 Research Paradigm	57
3.6.1 Qualitative Research.....	58
3.7 Conclusion.....	59
3.8 Chapter Summary.....	59
CHAPTER 4: RESULTS	60
4.1 Introduction	60
4.2 Demographics.....	57
4.3 Data Analysis	62
4.4 Presentation of Findings.....	62
4.5 Summary	77
CHAPTER 5: DISCUSSION	74
5.1 Introduction	74
5.2 RQ 1.1 What is the nature of the leadership crisis in community colleges in the states of Virginia, Kansas, and Illinois?	74
5.3 RQ 1.2 How are community colleges in the states of Virginia, Kansas, and Illinois responding to leadership crises?.....	83
5.4. RQ 1.3 How effective are community colleges' responses to this leadership crisis?.....	84

5.5 RQ 1.4 What recommendations can improve the efficacy of these responses?.....85

5.6 Main Research Question: How is the community college system in the states of Virginia, Kansas, and Illinois addressing the reported shortage of leadership?.....88

5.7 Conclusion.....93

CHAPTER 6: CONCLUSION..... 94

6.1 Introduction94

6.2 Conclusions of the Study.....94

6.3 Contributions.....96

6.4 Limitations97

6.5 Suggested Future Research98

6.6 Conclusion.....99

REFERENCES..... 100

APPENDICES.....128

 Appendix One (A-1and A-2): Consent Form and Human Subjects Board Approval.....128

 Appendix B-1: Interview Guide (President).....129

Acknowledgements

I feel most fortunate to have had the support of many wonderful people during the past several years. I would like to thank the University of Southern Queensland for accepting me into the program to complete this Doctoral degree. I would like to thank the lead supervisor Dr. Luke Van Der Laan. From the first day I arrived in the program he was always encouraging, upbeat, and most importantly to me he forced me to think outside the box which is always important to me I think. Next was Dr. Bruce Millet, who was the expert in the qualitative areas. Finally, I would like to thank another supervisor who came later was Dr. Sophia Imran, who was so good in organizing and asking questions about why is this or that put in the paper, including charts and graphs.

I finally want to thank my family, whereas all the children who were always making noises, while I was trying to concentrate on my studies as all my papers were spread all over the house upstairs and down. I also will have to thank one of my work supervisors who would give me vacations from my job to assist in this completion that I thought was impossible to do. I also had support from some of my fraternity brothers who kept my spirits up doing these trying times.

My accomplishment could not happen without the unimaginable help and support of everyone. Without their support, inspiring words, and above all the total belief in me and motivating me, not sure if I would have gotten this far. These are people I will never forget in my lifetime moving forward. Nothing but quality and dedicated people surrounded me to help through this never-ending journey.

LIST OF FIGURES

Figure 1: A Framework for research64

Figure 2: Phases of Research.....66

Figure 3: Key Recommendations for Improve Efficacy of responses..... 94

LIST OF TABLES

Table 1: Organization of Community Colleges across Four Generations.....12

Table 2: Purpose, Programs, and Students of Community Colleges across Four
Generations.....13

Table 3: Community College Relations with Others across Four Generations.....13

Table 4: Competencies for community college leaders vis-à-vis leadership models.38

Table 5: Roles in Leadership model..... 50

Table 6.1: Breakdown of Participants’ College Participants’ Demographics.....61

Table 6.2: Breakdown of study themes with number and percentages of references from
NVivo.....63

CHAPTER 1: INTRODUCTION

1.1 Introduction

Community colleges are part of a competitive higher education market. Therefore, research is necessary and advantageous to continue building basic competencies, insights and services in promoting the purpose and role of community colleges. In the context of this study, it is important to explore how future leaders in these colleges are developed and to ensure that the leadership of these important institutions are effective in helping to meet student and workforce needs (Reille & Kezar, 2010; Beach, 2012; Weis, 2018).

Since their establishment in 1901, community colleges have evolved into easily accessible and equitable higher educational institutions. Community colleges typically offer associate and pre-bachelor programs for students who do not meet the academic entrance requirement and/or the financial obligations of traditional four-year undergraduate college offerings (Strauss & Howe, 2005; McNair, 2015). However, community colleges are reportedly facing an imminent leadership crisis. They have always been resistant to change, and need to undergo a major transformation to continue to being relevant in a rapidly evolving democratic and economic environment. They can do so by addressing the leadership gaps left by the retirement of baby boomers and the competition of four-year undergraduate college recruitment (Riggs, 2009; Grossman, 2014; Trickle, 2015; Eddy & Garza, 2017; Jackson, 2017).

The American Association of Community Colleges has specified that 79% of community college presidents retired in 2010 (Sinady, Floyd, & Mulder, 2009; Bailey, Jaggars, & Jenkins, 2015). These baby boomers continue to retire and leave gaps in organizations across America. This has created a significant challenge in terms of the executive leadership of community colleges (Cooney, 2016; Eddy, 2012; McNair, 2015; Strauss & Howe, 2005).

The presidents have typically worked at all levels of organizations from front line positions to technical experts, sales managers, recruiting and administrative executives (McNair, 2015). As such, they represent a holistic and intimate knowledge of the particular role of community colleges in the United States education system. Community colleges are not immune from the baby boomer retirements as the gaps left by these retirements affect all sectors from business and industry to healthcare, education, and government (Andringa & Splete, 2005; Schwab, 2017; Carnevale, Smith & Strohl, 2013). The focus of this study was to investigate the

nature and effect of retiring leaders on community college leadership, how community colleges have mitigated the impact of the resulting leadership vacuum and what they perceive to have been effective responses.

Strong leadership is needed and is essential to respond to these rapid changes and needs of the area and community that these community colleges serve. However, fewer and fewer well-prepared individuals are entering the community college presidency (Eddy, 2012; Cooney, 2016). (Eddy, 2012; Cooney, 2016). In response to the limited number of strong candidates, community colleges have resorted to hiring practices that have resulted in the appointment of unqualified administrators who are either incapable or untrained in understanding transformational change (Riggs, 2009; Onyango, 2019).

Community colleges today function by adopting outdated management practices, traditional instructional delivery systems and inadequate approaches to student and institutional support services (Davidson, 2017). These practices simply do not work for institutions that are charged with serving as major democratizing forces and economic engines for a changing population, in a rapidly changing world (Fairlie & Grunberg, 2014). Leaders need to think differently about how community colleges operate, and in general, the whole purpose of their existence. This study investigated how community colleges responded to the shortage of leadership and the extent to which emerging leadership was fit for this purpose.

1.2 Study Background

Community colleges have made remarkable progress since their lowly beginnings in Joliet, Illinois, when Joliet Junior College commenced in 1901 as the first two-year institution. Two progressive leaders, J. Stanley Brown (superintendent of Joliet Township High School) and William Rainey Harper (president of the University of Chicago), envisioned the potential for a post-secondary experience that would contribute to the betterment of the community and its colleges (Ayers, 2015).

Harper believed that two-year institutions such as Joliet Junior College should be primarily concerned with the disciplinary specialization undertaken in the junior and senior undergraduate years, with particular emphasis on faculty research and post-graduate education (Smolich, 1967; Ayers, 2015). Controversy existed, and was related to the issue of whether these two years simply amounted to advanced placement programs, common at the turn of the century,

or whether they were truly postsecondary and degree granting in nature (Smolich, 1967; Ayers, 2015).

The earliest community colleges, formally called junior colleges, roughly balanced in number between private and public control, were united in their commitment to meet local needs (Franklin & Blankenberge, 2016). The typical early community college was small, rarely enrolling more than 150 students (Ayers, 2015). Joliet College became a Community College in Chicago, Illinois, (exact year unknown), despite low enrollments, not only fielded several athletic teams but also supported a student newspaper, government, thespian society, and orchestra (Franklin & Blankenberge, 2016).

Community colleges presently, provide the populations of their surrounding communities with higher education opportunities and technical trades. These colleges provide associate degrees, certificate programs, developmental courses, vocational programs, distance learning opportunities, flexible scheduling, childcare, veteran resources, counseling, and employment for the communities they reside in (Ayers, 2015).

The American Association of Community Colleges (Mullin, 2012) in its Leadership 2020, report indicates: In the next 10 years, community colleges will need to replace 800 of the 1,150 presidents (Petrie, 2011). Despite this declining numbers, the preparation of presidents and other community college leaders has declined, and the number of people prepared to step into leadership roles at higher levels, including the presidency, has dramatically diminished (Roueche, Baker & Rose, 2014).

The leadership gap facing community colleges today may extend even deeper than anticipated. These community colleges could be highly vulnerable and experience major fiscal impact if the issue is not resolved to replace and keep skill retiring community college presidents (Campbell, 2006; Burke, 2014). (Campbell, 2006) perceived the severity of this issue as analogous to two trains on a collision course and cited a need to build awareness of the forthcoming gap as a major issue that should be shared with community college trustees, presidents, vice presidents, and deans. This study is exploring the leadership crisis caused by the small pool of qualified candidates who are replacing the retiring community college presidents.

The retiring leaders have gained intimate knowledge of community colleges and their mission, culture, and values since their establishment and development in the 1900s (Alfred, 2012). It is impossible to estimate the experience and history that will be lost through the

retirement of these leaders (Shultz, 2001; Reed, 2016). Leadership is a critical factor for the future of community colleges. It is therefore critical to answer questions such as who the next community college leaders will be. Will the next community college leaders. Will presidents be committed to the community colleges' historic mission of ensuring access? How will community college presidents be prepared to meet current and future challenges? (Vaughan, 2006; Eddy, 2013).

Despite the realization of the looming leadership crisis of community colleges over the past several years, community college leaders and boards are struggling with how to best meet this growing need for the next generation of community college presidents and the concerning shortages (Sirkis, 2011). Furthermore, new community college leaders are entering at a time that is anticipated to involve more change than ever before in the history of community colleges (Gnyawali & Madhavan, 2001; McNair, Duree, & Ebbers, 2011). Future leaders must possess the competencies that are both relevant to the ongoing functioning of community colleges and in addressing the evolving challenges and opportunities facing community colleges (Bensimon, 1990; Mullin, 2012).

To replace the skills of retiring community college leaders, and to address the challenges associated with leadership shortages, some community colleges are offering leadership development training to managers, staff, and faculty at their respective institutions. However, the efficacy of the initiatives is unclear.

Numerous studies have revealed that the most common pathway to the community college presidency has been through academic development pathways and leadership (Amey & VanDerLinden, 2002; Weisman & Vaughan, 2007; Mullin, 2012). These studies indicate that a small percentage of presidents are promoted to the position by non-academic career paths, both from within and from outside of the community college ranks. Identification of factors affecting and influencing the levels of both formal and informal preparation of individuals from academic and nonacademic backgrounds may assist in addressing this difference in appointments. Based on their different career paths, the way presidents are identified in terms of their preparedness can also address the gap in understanding the issues related to leadership shortages (Stronge, 2018).

In light of the increased need for future leaders, the community college system must look at its own not only academic ranks, but must also develop other sources to meet this demand and provide a diverse pool of candidates (Shults, 2001; Weisman & Vaughan, 2002; Hazelkorn,

2015). Fulton-Calkins and Milling (2005), and Giroux (2013) predicted that the number of faculty currently employed in community college administration programs is expected to fill only a portion of the openings.

There is a positive side to the leadership crisis. Community colleges are encouraged to view the crisis as a window of opportunity to bring greater diversity, new energy, and new ideas to community college leadership and faculty (Boggs, 2003; Giroux, 2013). In order to understand the requirements for community college leadership, the mission and values of community colleges should be revisited and clearly articulated (Boggs, 200; Eddy, 2012). A president's leadership plays a pivotal role in a community college's ability to achieve its mission and move toward being "fit for the future" (Purcell, 2014).

In order to achieve a complete understanding of the community college leadership shortage, further investigation is needed related to the cause of the shortage, the efficacy of the response, and the way forward (Rossi, Lipsey & Henry, 2018). This study made a valid contribution to the investigation of the problem based on valid and reliable research insights.

1.3 Research Problem and Issues

The American community college system is reported to be at a crossroads as college Presidents and Vice-presidents are retiring at a pace surpasses the pace at which they are replaced (Leubsdorf, 2006; Shults, 2001; Sirkis, 2011; McNair, 2015). This leadership crisis was projected but not sufficiently addressed and mitigated. The leadership shortage has also created a financial crisis with the implementation of accelerated training programs, costing up to \$75,000 per person, adopted by community colleges as a strategy to address the problem (Jeandron, 2006; McNair 2015).

Exacerbating these anticipated shortages resulting from retirements is the brief tenure of many community college Presidents. The average age of Presidents in public associate degree-granting institutions is 60 with fewer than seven years in their current positions (Cook & Kim, 2012; McNair, 2015). It is vital that community college councils reflect on the value of current responses to the crisis with a view on being "fit for purpose" in the future (Chen, 1996; Kerr, Dyson, & Raffo, 2014).

As the number of potential candidates in the internal leadership pipeline diminishes, institutions will need to explore unconventional options (Shults, 2001; McNair, 2015) to increase the number of inside candidates or look for leadership outside higher education. Identifying

potential solutions for the community college leadership crisis is urgent and critical for community colleges, community college participants, and the communities they serve. Amey and VanDerLinden (2002, p. 2; Riggs, 2009) assert that community colleges “cannot afford to maintain a status-quo theory about their prospective leadership pool.” A key premise of this study is that by doing so, community colleges will undermine their mission.

McNair (2015) Boggs, (2003) identified that with the growing insufficient quantity and quality of community college presidents comes an opportunity to prepare the next generation of leaders, and to bring new energy, and focus to community college leadership. In addition, by understanding, the ways aspiring presidents intentionally prepare for the role can illuminate strategies for other aspirants who may be considering a presidency; such understanding can also help create a crew of candidates ready to fill this role.

The purpose of this study was to investigate the nature and causes of the leadership crisis in community colleges, describe what responses had been put in place to mitigate the impact of the crisis, to evaluate the efficacy of these responses, and, consider suggestions that emerged from the study as possible ways to look forward in addressing the problem. To achieve this purpose, the study came up with the following research questions:

1.4 Main Research Question

How is the community college system addressing the current leadership crisis?

The following sub-questions specifically define the main research question:

Research Question 1.1:

What is the nature of the leadership crisis in community colleges?

Research Question 1.2:

How are community colleges responding to the leadership crisis?

Research Question 1.3:

How effective are community college responses to this leadership crisis?

Research Issue 1.4:

What factors can improve the efficacy of these responses?

1.5 Research Design

The goal of this exploratory descriptive work-based study was to describe a phenomenon and its characteristics (Nassaji, 2015). The study applied a qualitative descriptive exploratory research design to describe how community college presidents determined the effectiveness of community college programs in terms of replacing new community college presidents regarding massive retirements of baby boomers. Research was conducted on current community college Presidents, Vice-Presidents and upper level Administrators in rural and urban areas of Virginia, Kansas, and Illinois in to get a balanced feedback.

This study described community college presidents' perceptions of "self" as it pertains to their experiences in different leadership programs of their respective colleges, and how these experiences have helped to shape their definition of leadership and prepare them for recruiting new leaders in facing mass retirements. The study drew comparisons between Presidents' perspectives of leadership competencies and skills, along with leadership competencies presented by the 2013 AACC research report on "recalibrated" leadership competencies.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provided the historical context for the research and assists in the development and emergence of its theoretical and conceptual frameworks. More specifically, the literature provides a backdrop to describe development of the community college system and the progression of the role of their Presidents over time. It also provides a context for understanding why their departure in large numbers presents a critical leadership gap for community colleges.

The first section of the literature review provides an introduction and background of how and where community colleges started. The current situation and inventiveness of leadership styles and their distinctiveness discussed in section two. Section three, contains a detailed explanation of the various ways community colleges began to grow, operate and expand. The definition, scope, problems, and barriers are discussed in section four. Finally, the last section provides a transitional leadership movement that took place in the field of community colleges during the 1960s.

Community Colleges across Four Generations

- Generation One: Extension of High School (1800 – 1930)

The American community college is the cornerstone of educational opportunity and access. Forty years before the founding of the nation's first public community college, a significant and historic event occurred. In 1862, the Morrill Act was passed, often referred to as the Land Grant Act. This legislation provided access to higher education for previously excluded individuals. In 1890, the second passage of the Morrill Act strengthened the intent of the original act, as higher education funding from states was withheld if minorities were not provided equal access to higher education (Prentice, 2007; Sommer, 2018).

As populations shifted from rural to urban environments, and as the economy shifted from agriculture to industry, community colleges were introduced as a preparatory mechanism to prepare the unprepared for specialized study at the university through general education (Ward, Siegel, & Davenport, 2012). The system was modeled more after high schools than universities and developed into an extension of the high school system. Universities, mainly those evolving into research institutions, were very accommodating regarding this new alternative venue for those they considered less than ready for the academic rigor of the university. With respect to

governance and leadership, the local school boards governed these colleges, which were managed as extensions by existing high school administrators and principals (Deegan & Tillary, 1985; Ward, Siegel, & Davenport, 2012).

The founding of Joliet Junior College is a significant event in the historical timeline for community colleges. Founded by J. Stanley Brown, Superintendent of the Joliet Township High School, and William Rainey Harper, president of the University of Chicago (Shaftel, 2010) in 1901, Joliet Junior College in Illinois is the oldest existing public two-year college. In the early years, two-year colleges focused on general liberal arts studies. The endeavor began as an experimental post-graduate high school program to provide higher education. In 1901, Joliet Junior College's enrollment included just six students. The founders' intent was to provide higher education to community members while allowing them to remain in their community and find jobs after being trained at local community colleges. The American Association of Junior Colleges (now AACC), founded in 1920, began creating a professional image and lobbying for the advancement of these institutions, resulting in favorable legislation (Ward, Siegel, & Davenport, 2012).

- Generation Two: Junior College (1930 – 1950)

During the Depression of the 1930s, community colleges began offering job-training programs to ease widespread unemployment. After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation along with the GI Bill created the drive for higher education options. The GI Bill was known as the Serviceman's Readjustment Act of 1944. It was enacted by the US Government prior to the end of World War II. The bill was designed to help soldiers returning from the war to transition back into the civilian population. Since the bill was signed into law, it has undergone many changes. It has increased benefits to keep up with an evolving economy.

The introduction of the GI Bill has had a major impact on both the military services and the economy of the United States (Martin, Samels, & ebrary, 2012). The armed forces have used this bill as a primary recruiting tool since the early 1980s. This GI Bill has provided military veterans with the opportunity to acquire critically needed job skills and to make themselves competitive in a challenging job market.

The GI Bill had an economic impact by providing both educational funding for jobs and for citizens to transition from these low interest home loans provided to military veterans after

seeking employment. Because of the education and experience that military veterans possessed, many employers actively sought out and hired military veterans to become a part of their organizations.

In 1948, the Truman Commission suggested the creation of a network of public, community-based colleges to serve local needs (Martin, Samels, & ebrary, 2012). The “junior college” shifted from a high school extension or secondary model to a collegiate identity, with local control. However, the effects of societal factors, such as the Depression, caused enrollments and functions to expand, beyond the purely collegiate model. Several functions were solidified: terminal education, general education, transfer and career education and guidance, lower-division preparation for university transfer, adult education, and removal of matriculation deficiencies. With respect to governance and leadership: Junior college boards of trustees, usually elected by local communities labeled “districts,” evolved in a variety of ways. These boards gained authority for levying taxes, building colleges, setting policies, and employing and terminating personnel. The institutions remained primarily staffed by former high school personnel (Deegan & Tillery, 1985).

With its roots in the past, it is doubtful that the community college movement could have evolved smoothly during this period of rapid population growth among the poor without the outstanding leadership and involvement of the American Association of Community Colleges (AACC). The (AACC) is the primary advocacy organization for community colleges. The association represents 1,100 two-year, associate degree granting institutions and more than 10 million students (Hawkins, 2009). AACC promotes community colleges through six strategic action areas: national and international recognition and advocacy, learning and accountability, leadership development, economic and workforce development, connectedness across AACC membership, and international and intercultural education.

One result of fiscal restraints was the question of who should pay for education: society or the individual. Evidence suggests that more of the cost of education was passed on to the community college student. Deegan and Tiller (1985), Ward, Siegel, and Davenport’s (2012) historical framework on the four generations of community colleges provided a lens for understanding the development of community colleges as institutions as well as the presidents who have led and currently lead them. According to Deegan and Tillery, The development of the community college system as we see it today began as the result of the combined influences

of industrialization requiring more trained people, the production of more high school completion rates because of ‘democratized’ public school education, and federal policies geared toward affordable and accessible postsecondary education (Altbach, 1998; Ziderman & Albrecht, 2013).

- Generation Three: Community College (1950 – 1970)

The junior colleges evolved into community colleges and their student enrollment increased from roughly one-half million to more than two million during the twenty-year period between 1950 and 1970 (AACC’s, 2015). This rapid increase in enrollments resulted in the building of new campuses and the expansion of existing ones. Articulation agreements were developed with four-year institutions. Federal support remained stable with strong student financial aid and capital funding programs. The concept of the “open door” policy was born through open admissions policies. The service philosophy moved to one of a community center, capable of providing something for everyone. The function of these institutions expanded beyond transfer programs to include terminal occupational education programs and services. With respect to governance and leadership, locally elected boards governed most community colleges, moving their identity from that of high school extension to a segment of higher education. Faculty senates emerged as the faculty participation increased in program decisions (Deegan and Tillery, 1985). The GI Bill in 1944 and the publication of the Truman Commission. The report helped shape the mission of community colleges. As a result, the 1960s saw significant growth in these colleges. About 457 new community colleges opened across the nation between 1961 and 1970, more than doubling the total number of community colleges to 909 (American Association of Community Colleges, 2015).

- Generation Four: Comprehensive Community College (1970 - 1985)

The growth and expansion during generation three increased the capacity of the community college to deliver an almost unlimited variety of offerings and services from a central location. The lifelong learning function mushroomed into a major core activity. Partnerships with the private sector emerged. With respect to governance and leadership, perceptions of state and local responsibilities created conflict. Faculty groups began organizing into collective bargaining units with contracts (Deegan & Tiller, 1985).

Deegan and Tillery’s four generations of the community college and the corresponding requirements of its leaders are outlined in Tables 1–3.

Table 1 Organization of community colleges across four generations, (Deegan & Tillery, 1985, p. 26).

Table 1. Organization Across the Four Generations.

<i>Period</i>	<i>Governance</i>	<i>Role of Executive</i>	<i>Role of Faculty</i>	<i>Finance</i>	<i>Facilities</i>
1900-1950 1 High School Extension	Local school boards and state departments of education. Codes of legislative and administrative law. Residual authority with school boards; management by school administrators. Decentralized.	School administrator. Little status in higher education. Minor efforts to build "college" identity. Deference to state board in legislative affairs.	Little distinction from high school role. Close supervision by administrators; rules and regulations. Little professional development or faculty organization.	Extension of K-14 funding formulae based on ADE/FTE students. Local taxes and state foundation funds. Use of oil revenues from public domain. Underfunded.	Use of high school facilities. Slow trend toward JC campus identity. Conversion of some high schools as first generation ended.
1950-1950 2 Junior College	Emergence of local JC trustee boards and special state monitoring agencies. Beginning of multicampus districts. Primacy of local control under school model.	Leaders for college identity and comprehensive programs. Developers: community support and capital funding. Shift away from school style of administration.	University became the model for faculty with demands for more role in welfare and academic matters. Some unionization. Little interest in peer evaluation and little professional development.	Funding: 40-50 percent local, 25-30 percent state foundation, 25-30 percent federal. No tuition or low fees. Still school funding patterns. Local bonds for construction.	Trend toward separate JC campuses. West: modern college facilities. Educational specification with faculty participation. Use of business and military sites in some communities.
1950-1970 3 Community College	Separate local CC boards or local agency control. CCs part of university in few states. State governing boards and state systems of higher education. More attention to system governance.	Builders. New systems and colleges. University preparation for role. Much attention to state legislation and resource development. Leadership and management styles more like university.	Faculty senates, often established under law. States move toward collective bargaining. Initiatives in curriculum and instruction. Organized state faculty groups with political influence.	Separate CC funding using ADA/FTE formulae. Diverse state models. New federal support and categorical state funds. Rise in fees and tuition. Stable funding.	State-of-art planning for facilities. Great growth in many states with increased federal support. World-class campuses used as community centers; new facilities for vocational and technical programs.
1970-mid 1980s 4 Comprehensive Community College	Governance conflict. Increased state authority; contract negotiations with faculty and staff. Move toward political model of governance. Efforts to delineate state-local responsibilities.	Managers of scarce resources. Political negotiators. Role conflicts: faculty and trustees. Locals vs metropolitan leaders. Use of strategic planning.	Collective bargaining. Organized and politically sophisticated. Seek primacy in academic and professional development affairs. Senates survive collective bargaining.	State models: (a) 1/3 tuition, 1/3 local taxes, 1/3 state; (b) state support and 1/3 tuition; (c) no tuition with state and local funding. Tax rebellion. Retrenchment.	Slowdown in growth of new colleges. Outreach facilities developed; use of community sites. New learning centers. Beginning of deferred maintenance.

Table 2

Purpose, programs, and students of community colleges across four generations (Deegan & Tillery, 1985, p. 27).

Table 2. Purpose, Programs, and Students Across the Four Generations.

Period	Mission	Students	Curriculum	Support Services
1900-1950 1 High School Extension	Extension of the public high school; lower-division courses and some vocational courses; remediation for matriculation standards. New students: access for students unprepared or unable to leave home.	High school graduates not yet ready for university: <ul style="list-style-type: none"> • low GPA • course deficiency • family resources • personal needs Working students and those preparing for employment.	Regular school courses to make up deficiencies. "Parallel" university lower-division courses, civic, liberal arts, limited vocational work, remediation. Few noncredit or community service courses.	Limited counseling and advising. Vice-principal locus of student services. Focus: student activities, athletics, and discipline. Student decision making about education and career much less important than instruction. Little financial aid or job placement.
1950-1960 2 Junior College	Influence of national spokespersons, Peoples' colleges. Beginning of a more comprehensive program. Importance of student services. Some takeover of high school vocational courses and programs.	Near normative group of high school graduates. Second chance for young and mature adults. First generation students to higher education. Most students declare objective to transfer; less than 1/3 do.	Increasing vocational preparation with development of technical and paraprofessional programs. More organized approach to remediation. Curriculum makes second chance possible for under-prepared students.	Student personnel concept; career and program guidance, personal counseling, and activity program viewed as co-curricula. Attention to student programming and placement in courses. Counseling veterans, close of generation. Attention to financial aid.
1960-1970 3 Community College	Open door. New emphasis on extended day and on technical education. Community college key to opportunity for those groups underrepresented in higher education. Expansion of community services and counseling.	"New students." Outreach to disadvantaged and mature adults. Career orientation. Marked increase in ethnic and part-time students. Increased transfer rates with good outcomes. High percentage first admission of university eligibles.	Four functions of CC now national pattern: transfer preparation, vocation/technical education, remediation, and guidance. Some increase in community services.	Professionalization of student services and counseling. New concerns for university articulation and equality of access. Cocurriculum more myth than reality. Better staff for extended day programs. End of period: less attention to student assessment and course placement. "Right to fail."
1970-mid 1980s 4 Comprehensive Community College	Mission ambiguity. Tilt toward noncredit programs and community service. Nontraditional delivery: electronic learning centers, TV, "store front" sites, cooperative education. Ideological conflict about CC role.	Something for all: <ul style="list-style-type: none"> • Mature adults • Reentry women • Underrepresented • Career assesses • Reverse transfers • On-job trainees • Joint high school enrollees Apparent decline: transfer and completion rates.	Growth of noncredit and community service programs, but transfer and occupational programs dominant. Dropping enrollments in liberal arts/humanities. Search for sharper definition of remediation. New concern for learner outcomes.	Expansion and fragmentation of student services. Federal funding for affirmative action and financial aid. Decline in holistic counseling. Under researchers, competition for funds. Move toward categorical state fund for counseling. Renewal with increased attention to assessment, placement, and learner outcomes.

Table 3: Community college relations with others across four generations (Deegan & Tillery, 1985, p. 28).

Period	With Schools	With University	With Government	With Private Sector
1900-1950 1 High School Extension	R-14. Common boards, teachers and facilities with the schools. Use of school courses to make up matriculation standards. New tensions as JC seeks college identity. Local control derived from school heritage.	Major university presidents conceive JC. Bifurcated university. JC protects university from unqualified students. University influences on instruction and course of study; has control over student transfer. Support from university.	Modest recognition and funding. Early permissive legislation but no capital funding. Some use of oil revenues from public domain. First legislation enacted in California. Benign neglect of state system governance.	Little assessment of needs of business and labor. Modest placement activities but few efforts to articulate education with the workplace.
1950-1950 2 Junior College	Breaking away from the schools. Fewer high school teachers employed. Tensions with schools about open door and second chance. Some reluctance in schools to advise students to use JC for first admission.	Improved articulation for transfer students. Some independence gained in lower-division program. Good transfer outcomes. Beginning of state master planning for higher education and system coordination.	Junior college viewed as good social investment; alternative to over-expansion of the university sector. Federal support for education of veterans and some for manpower retraining.	Development of labor/management advisory committees. Better placement programs and community need assessment studies. Joint efforts to define level of technical programs for community colleges. About 25 percent of students with business majors.
1950-1970 3 Community College	Legislation for separate community college districts. Take-over of many adult and vocational programs from schools. Neglect or breakdown of school-college liaison.	State master plans: CCs part of state systems of higher education. New articulation agreements and provisions for transfer of students who have earned eligibility. High points in community college-university relations.	Vast support. Community college seen as way to solve social and economic problems. Growth encouraged on a national scale. Federal student financial aid. Many state funding formulae are enrollment driven.	Active labor/management advisory committees for vocational programs. CC-level technical programs defined. Difficulties with apprenticeship programs in matters of standards and equal access. Improvements in career guidance and placement. Joint efforts to reform general education for career students.
1970-mid 1980s 4 Comprehensive Community College	Competition for adults. Improved articulation for vocational education under legislation. Some joint enrollments of select students. The colleges join in efforts to improve the preparation of high school students.	Increased misunderstanding of contemporary CCs by university officials. Both institutions neglect articulation. New competition for scarce state resources and for high school graduates. Questions about community college transfer programs.	Fear of overexpansion and concerns about the comprehensive community college mission. Trends toward increased state authority and loss of local tax funds. New attention to system governance and accountability and planning.	Expansion in vocation and technical education. Period begins with development of cooperative education programs, ends with expansion of contract learning with business and industry. Relations with private sector primary focus of national community college leadership in the 1980s.

The rapid growth of community colleges has demanded changes in leadership roles. As the scope and mission of these institutions have evolved over these generations, so has the role of the community college presidents. Cohen and Brawer (2010, p. 113) wrote, “The role of the president changed as colleges grew larger. And as faculty and community advocate groups grew stronger, it became ever more circumscribed.” The community college presidency has grown from little more than a part-time role for a high school administrator to a multifaceted chief executive officer position with many competing responsibilities.

In 2007, the number of community colleges in the nation exceeded 1200, enrolling over 11.6 million students, or 46% of all undergraduates in the United States (American Association of Community Colleges, 2015). As the number of community colleges has continued to grow, so has the scope of their mission. While still fulfilling the role of the traditional junior college by offering the first two years of a baccalaureate education, community colleges have increasingly been called on to offer developmental education, workforce training, continuing education, and other specialized educational opportunities to fulfill the unique needs of the local areas they

serve. Increasing in complexity and scope, “The community college of the 21st century, designed to fill workforce needs, brings together within one institution the former missions of junior colleges, technical colleges, and community education programs” (Jepsen, Trosker, & Coomes, 2014, p. 6). There has been increasing recognition that community colleges have been established “...as an essential institution, vital to the health and well-being of this country” (Boullard, 2004, p. 9); as such, it is important that community colleges adequately respond to these new challenges and demands that lie ahead.

Given the growth and changing organizational structure of these institutions and the change and expansion of the presidential role, it is expected that some level of confusion may exist regarding the role of community college presidents. The growth and evolution of these colleges contributed to a leadership crisis in these community colleges. Vaughan and Weisman (2007) and McClenney (2013) identified a number of skills for today’s community college president, including the ability to build coalitions, bring a college together in the governing process, mediate, understand and appreciate multiculturalism, tolerate ambiguity, and navigate technology. Again, these descriptors represent a vast shift in the role of the community college president of the past in comparison to the community college president of today and the future.

The divergent growth of community colleges during generations one through three rendered generation four “the generation of management rather than leadership.” The proposition that presidents have been forced to manage and maintain rapidly growing institutions and customer bases rather than provide the leadership to prepare their institutions for the next and future generations of evolution is of particular concern, given the anticipated change in the administrative ranks over the next decade. This research explored the organizational and structural changes unique to the community colleges and how these changes resulted in the current shortage of leaders prepared to replace the retiring presidents.

Community Colleges in the Greater Chicago Illinois District

The goal of Joliet Junior College established in 1901 and Joliet Community College Chicago Illinois in 1930, was to offer pre-baccalaureate programs for students planning to transfer to a four-year university, as well as occupational education leading directly to employment. Additionally, Joliet Community College offered adult education and literacy programs, workforce development services, and student support services.

Superintendent J. Stanley Brown, who came to Joliet in 1893, first served as the principal of the high school. Throughout his time in Joliet, Brown became a well-known supporter of higher education, and would often encourage his students to attend college after graduation. Unfortunately, many students did not attend college because it was too expensive. Brown consulted his friend, William Harper, President of the University of Chicago, and together they created Joliet Junior College. Classes took place at Joliet Township High School. The first class was made up of six students in 1901. In 1916, the name of the institution was formalized. In 1917, Joliet Junior College received accreditation from the North Central Association of Colleges and Schools.

Community college leaders in Chicago, Illinois have observed that many of the hurdles their students face are financial, cultural, and personal as opposed to teaching efficacy. As a result, leadership that can adapt the role of colleges from a focus on teaching ability only to a broader, more holistic approach, is critical and will make them less volatile to the changing times. However, it is assumed that the leadership crisis and opposition of other demanding financial structures, such as fiscal responsibilities, have negatively affected the leadership that would ordinarily understand these needs and priorities.

2.2 Community College Leaders

The American Association of Community Colleges (AACC) stated in its Leadership report, ‘The major concern for community colleges is the impending shortage of college leaders resulting from an unprecedented number of retirements over the next decade. In the next 10 years, community colleges will need to replace 800 of the 1,150 presidents.’ The preparation of presidents and other community college leaders has declined, and the number of people prepared to step into leadership roles at higher levels, including the presidency, has dramatically diminished (Mullin, 2012).

Future community college leaders will need to have the responsibility for the overall operations of their institutions. These leaders must be innovative in their thinking to be convincing that their organizations must sustain themselves in a volatile, ever-changing global world. It may require an examination of the transformational leadership model. Transformational leaders are visionaries, role models, and facilitators who prepare their employees to work in a dynamic environment. The key areas to consider are managing practices,

evaluating the challenges that may arise from leadership shortages, and preparing potential suggestions to address these challenges.

Contribution to the Community

Community colleges have evolved to be dynamic and flexible centers of learning, which are responsive to local, regional and global needs. Community colleges play a pivotal role in educating a large part of the undergraduate student population. Presently, nearly half of all undergraduate students in the United States are educated at community colleges and these institutions serve as the point of entry into higher education for the majority of first-generation college students, minority students, students of limited financial means, and nontraditional aged students (Juszkiewicz, 2014). Community colleges have evolved to be dynamic and flexible centers of learning, which are responsive to local, regional and global needs.

They provide services that cover most communities of the country. Their local orientation makes them unique in postsecondary education in that they have a strong commitment to their community. Since the 1920s community colleges have been inclusive institutions that welcome all who desire to learn, regardless of wealth, heritage, or previous academic experience.

Community colleges are distinguished among higher education institutions by their responsiveness to the changing educational needs of the local community of which they are part. Community colleges are continually identifying new markets for educational services, creating business and other community liaisons, establishing joint ventures, creating forms of vertical integration with high schools and universities, and developing new education products, including delivery systems (Gleazer, 1980). Strategic changes taking place in American community colleges indicate an emphasis, with regard to teaching and learning, on the outcomes of learning (effectiveness); workforce education; new modes of instructional delivery, especially distance learning; civic education; global education; and new responses to student diversity.

Simply put, America's community colleges are the brokers of opportunity for a stronger middle class and more prosperous nation. When a company closes a business, community colleges often step in to retrain affected workers in the community. For example, when Food Lion closed a distribution center in Clifton, Tennessee, Roane Community College created a seven-week training program for laid-off workers to transition to a new job (Dembicki, 2012).

The ability of community colleges to skillfully train dislocated workers has been acknowledged by the creation of the Trade Adjustment Assistance Community College and

Career Training Grant Program (The Health Care and Education Reconciliation Act, 2010). This program authorized \$2 billion for colleges to develop, offer, or improve educational or career training programs for workers who are eligible for training under the Trade Adjustment Assistance for Workers program.

Community colleges and higher education in general maintain local economies by collaborating with existing businesses and industry. For example, the partnership between Western Nebraska Community College and the headquarters of international retailer Cabela kept the company located in Sidney, Nebraska, with a population of approximately 6,500 (Shaffer & Wright, 2010). Community colleges not only maintain local economies, but also expand and reshape them. As businesses continue to grow, a vital part of development is the preparation of skilled workers. Community colleges have expanded over time to better serve their customers.

Community colleges have operated as engines of economic development and contributed by offering pathways to credentials, degrees, and retraining opportunities for those with and without college credentials. The multifunctional nature of the community college mission has played a significant role in sustaining the nation's general welfare.

- Community colleges serve as a starting point for students in terms of educational progression of attainment. They also accelerate learning through early college experiences and transfer opportunities.
- Community colleges serve as providers of knowledge and skills to members of the community when they need them, and in ways they need them.
- Community colleges serve local purposes, focusing on the needs and demands of the communities they serve.

The workforce of the future will increasingly rely on occupations that require college-educated workers, and many of those workers will need the education and training provided at the sub-baccalaureate level to enter a field of choice, and in some cases to maintain job tenure. As businesses continue to grow, community colleges need to expand to better serve their customers. A vital part of expansion is the preparation of skilled workers prepared by community colleges in their communities. For example, when New Belgium Brewing decided to expand to Asheville, North Carolina, they collaborated with Asheville-Buncombe Community and Technical College to develop the workforce they needed. This partnership led to similar

partnerships with industry such as the partnership of Rockingham Community College in Wentworth, North Carolina, with Miller Coors.

The expansion of new breweries to the area and historical partnerships between breweries and community colleges contributed to the development of a new statewide curriculum program that includes many options for students who wish to learn to brew alcohol, to grow crops to make alcohol, or to run a brewing or distilling facility. As this example illustrates, community colleges play a crucial role in developing future workforces that is needed to stimulate the growing economy.

Contribution to the Economy

There are opportunities for community colleges in reshaping local economies. For example, the leadership of Indian River State College in Florida recognized it could no longer rely on tourism, citrus, and housing to maintain its state and local economy (Bers & Head, 2014). In response, the college worked with partners to develop the Research Coast, including opportunities provided in the Knight Center for Emerging Technologies to enhance the communities' profile of high-tech industry, and in the Brown Center for Innovation and Entrepreneurship to enhance energy-related fields (Mishel, Bivens, Gould, & Shierholz, 2012). Walla Walla Community College Center for Enology and Viticulture in Washington State has contributed in revamping the local community and has received national recognition.

Entrepreneurial spirit is also fostered in students through programs at community colleges that support and spur small business growth. The Kauffman Index of Entrepreneurial Activity (Fairlie, 2014) for students at all levels of educational attainment indicated an almost equal score for new business creation. In fact, one-fifth of all small business development centers are located on community college campuses. A small business development center at Lansing Community College in Michigan, for example, counseled and trained 2,014 people in 2011, resulting in thirty-eight new businesses and \$16.5 million in total capital formation (Mullin & Phillippe, 2013).

Locally committed students attend community colleges. Researchers conducting a study in Oregon, for example, estimated that 87% of former community college students had stayed in the region 30 years after leaving college (Robinson & Christophersen, 2006). In addition, 75.5% of registered nurses through associate degree programs continued to reside in the state in which they were educated, compared with 65.2% registered nurses through bachelor's degree programs

(Health Resources and Services Administration, 2010). Even for those students who go on to complete a bachelor's degree, attending a community college increases the proportion of students who stay in the state in which the degree was earned. For instance, 64% of bachelor's degree earners who did not attend a community college stayed in the state compared to 79% of bachelor's degree earners who did attend a community college (Lacey, 2013). Eighty-four percent of community college students work, contributing to both the tax base and the local economy (Bers & Head, 2014). Finally, community colleges provide jobs for faculty, administration, and staff, as well as their nuclear families, all of whom contribute to the tax base and local economy (National Association of State Universities and Land Grant Colleges, 2001).

Community colleges have traditionally excelled in their ability to innovate and create new programs literally "on a dime" in terms of both time and money (McClenney, 2013). The innovative programs and services are usually grant funded and often serve small numbers of students very well. Community colleges have the lowest tuition and fee structures, and thus allow broad access to higher education. However, community colleges, while contributing 43% of undergraduates, have received approximately 20% of state tax appropriations for higher education (Mullin & Phillippe, 2013). It is unfortunate that community colleges are inequitably funded and spend less than a third of the amount a private research university can spend on a student (Derochers & Wellman, 2011). For example, public funds in Maryland are allocated to community colleges via the Cade formula, which stipulates that, community colleges shall receive "an amount that is the greatest of 19.7% of the State's General Fund appropriation per full-time-equivalent student to the four-year public institutions of higher education in the state" (Levin, 2004).

The mounting pressure on states to budget for Medicaid, and elementary and secondary education has contributed to the disinvestment in public postsecondary education in general and especially in community colleges. Community colleges were the only sector of public institutions with lower total operating revenues per student at the end of the twenty-first century as compared to the beginning of that century (Kirshstein & Hurlburt, 2012). Research has shown that educational attainment rates improve with increases in state fiscal support (Zhang, 2008). If increasing educational attainment in community colleges a true state priority, commensurate fiscal support must follow.

Community colleges operate on a combination of tuition paid by students and appropriations from federal, state, and local taxes. Thus these institutions represent not just individual but societal investments. The AACC report suggests that the investment is a sound one, because community college educated workers have higher earnings than workers without any postsecondary education, which leads to higher tax revenues and increased demand for goods and services throughout the economy (Ullman, 2015).

Workers are also less likely to draw on government-funded social services and tend to enjoy better health. As such, the indirect benefits to the economy due to community college contributions are significant including a range of internal and external stakeholders at both the macro and micro levels.

Community College Challenges

While there is incredible potential for community colleges to help the nation meet college completion and workforce development needs, many challenges remain. Community colleges are facing a significant leadership shortage due to the mass retirement of presidents. Leadership development programs have emerged as the preferred solution offering leadership training to presidents and administrative leaders of the community colleges to address this problem (Shults, 2001; Lacey, 2013). While community college administrators have accepted leadership development programs as the solution to the leadership crisis, studies regarding alternative solutions and/or the effectiveness of these programs are rare. This study determined the extent to which leadership development preparations was effective in alleviating the crisis caused by the shortage.

Baker, Dudziak and Tyler (1994), authors of the seminal work, *A Handbook on the Community College in America: Its History, Mission, and Management*, describe the community college dilemma by stating, “The mission of the community college has grown from a rather simplistic focus on preparing students for transfer to a senior college or university to a very complex concept of meeting the needs of a diverse student population” (p. xiii).

Community colleges confront some critical organizational barriers in accomplishing their mission (Eddy, Boggs, & Ebrary, 2010). Moreover, community colleges face new challenges including growing competition from the private and for-profit sector, declining state and federal financial support, increasing regulations from external agencies and greater demands for accountability, and changing student and staff demographics (Puyear, 1991; Sullivan, 2001). As

an increasing percentage of the workforce will require postsecondary training, and as calls for universal access to higher education expand, it is certain that the demands and challenges facing community colleges will continue to increase. In addition, community colleges struggle with pressing issues such as teacher shortages, swelling enrollments, budget cuts, student transfer ratios, and student population diversity that require presidential leadership. Community college leadership stakeholders have begun to recognize the need for more and better community college presidential leadership programs to train new leaders (Barlett & Chase, 2013).

Professional development for community college employees, especially faculty, is vital to ensuring the future success of community colleges. Yet preparing faculty to deliver new and expanded services in a variety of alternative ways has become a major challenge for community college presidents. Many colleges do provide faculty development opportunities, but few require a mandatory number of training hours per year, and fewer still require any specified training (Myran, Baker, Simone, 2003).

A significant challenge facing community colleges is improving the way remedial education classes are structured to help students finish more quickly and to reduce the need for them altogether. These classes are not expensive on a large scale; they also tend to discourage students from finishing college. The more of these classes' students must take, the less likely they are to get a degree or certificate, and thus community colleges need to be hands-on in meeting this increasing challenge.

Research shows that spending for higher education has lagged relative to other state expenditures and access to these institutions is viewed as an entitlement (Lowe, 2001; Levine & Cureton, 1998). As minorities and under-prepared students' demands rise, services for these students must be addressed, with these additional demands often placing substantial drains on scarce resources.

Diversity on community college campuses has increased, but women and minorities still face prejudice and discrimination. As the student population becomes increasingly diverse, it is more important than ever to meet that challenge of hiring a diverse leadership. Generally, less visible and public is the discussion surrounding the scarcity of faculty and administrators of color and the tangible benefits of diverse teaching and leadership communities. This raises important questions about institutional climate, hiring practices, and equity on campus. A lack of consensus and leadership on issues of equity and diversity has affected the performance of underrepresented

students, as their outcomes have remained largely unchanged for decades (Carnevale & Strohl, 2013). The statistics on faculty diversity tell a sobering tale. “According to data provided by the National Center for Education Statistics, (2011) 79% of full-time instructional faculty members at degree-granting postsecondary institutions were white.” Males outnumbered females; for example, 44% were white men, and 35% were white women. Among full-time professors, 84% were white, and out of these, 60% were white men, 4% were black, 3% were Hispanic, 8% Asian/Pacific Islander, and less than 1% were American Indian/Alaska Native (Hope, 2013).

A diverse faculty starts with diverse applicant pools for open positions. College presidents can lead the dialogue on the issues of diversity, equity, and inclusion. Addressing equity matters by diversifying the ranks of faculty and administrators, and creating, nurturing, and sustaining a multi-ethnic campus culture that ultimately leads to improving student success, may lead to resolving some of the prejudice and racism in community colleges. Without this shift in diversity, equity, and inclusion in higher education, the education profession runs the risk of further divergence and passive perpetuation of racial inequality.

Other challenges are limited financial resources, declining enrollments, changes in student demographics that call for accountability, and collective bargaining. These challenges have signaled a profound change in the role of the community college president. The greatest change during the last 20 years is that the decision-making process, once exclusively the domain of the president, has evolved into a more democratic, participatory, and transformational process. In 2003, Cohen and Brawer; Coburn and Penuel, 2016, stated, “No other institution in American education plays a more difficult role than the community college” (p. 427, 48-54).

Until well into the 1960s, the teaching staffs for community colleges were recruited from the ranks of high school teachers (Darling-Hammond, 2010). Public school teachers with advanced certification in various remedial areas such as reading, writing, arithmetic, and various forms of bi-lingual instruction and the teaching-of-English-as-a-foreign-language, found the opportunity for advancement in community colleges as their fellow colleagues in more conventional subjects. In the late 1950s through the 1970s, there was a dramatic surge in the number of terminal degrees completed. Because of this surge, community colleges had a wider range of recruitment choices. One can speculate that changes in overall employment patterns, coupled with community college rising costs and private colleges increasingly competing with community colleges. The challenge for community colleges will be in this changing environment

to remain sustainable (Jenner, 2003). Thus, enrollment planning and management strategies and achieving enrollment goals offer a pathway for community colleges optimize the health and viability of their enterprises.

Community college presidents must be able to identify, prioritize, and strategize solutions to these challenges, or administrators, faculty, and support staff will quickly lose confidence in their ability to lead and make decisions (O'Bannon, 2016). This study identified the challenges community college presidents' encountered, how these challenges were prioritized, and strategies used to address these challenges during their presidency.

The Crisis of Community Colleges

In the past, community colleges' functions were managed and grounded in outdated Weberian organization practices, outmoded instructional delivery systems, and traditional approaches to student and institutional support services. This simply does not work for modern institutions that are charged with serving as major democratizing forces and economic engines for a changing population, a changing world, and a rapidly evolving future (Lacey, 2013). If community colleges do not start changing soon, they are likely to slide into insignificance (Riggs, 2009).

Community colleges are in competition with for-profit colleges. The increased availability of technology and online education, the rapidly changing demands of students and employers, and the advancing calls for accountability and fiscal effectiveness threaten not only the current nature of community college funding streams, but also institutional sustainability and recruitment of new community college presidents overall. This particular and impending crisis must be faced with the reexamination of existing business models and financial structures so that community colleges can continue to serve student and community needs, innovate, recruit the best leaders, and compete in a rapidly changing, digital, global, and highly unstable environment.

Community colleges three-pronged mission of transfer education, vocational education, and community service was to be realized through a solid financial model that included revenues from federal support, state support, local property taxes, student tuition and fees, and other minor, miscellaneous income sources. Community college leadership was not trained enough to cash on these incentives which resulted in the decline in funding and resignation of community college presidents.

Lack of corresponding increases in student financial aid has become a concerning trend (Katsinas & Palmer, 2005; Whissemore, 2014). The challenge faced by community colleges is, therefore, the substantial shift from state and local funding to a growing dependence on tuition and fees. At the same time, community colleges face intense and growing demand to increase student access, retention, outcomes, and completion rates while serving more students at a reduced cost. Public concern about rising tuition levels, student loan debt eclipsing \$1 trillion, poor job prospects, and low salary levels in jobs after graduation has called into question the value of a community college education.

A study of the National Council of State Directors for Community Colleges further noted that the funding mix for community colleges not only varied considerably by state, but also was increasingly under pressure due to both fiscal and policy pressures (Friedel, 2010). Fundraising was, and is, an area of concern by community college presidents because some thought they were least knowledgeable and prepared to address this when they began their presidency (Duree, 2007).

These research findings indicate that leadership of community college presidents that can guide today's community college requires a skillset that extends beyond statesmanship, budget setting, communication, and community leadership. Community college presidents must think in multiple dimensions, embrace calculated risks, innovate, create, explore, develop new relationships, develop new capital, think competitively, leverage resources, tolerate ambiguity, and document and communicate achievement.

To overcome this leadership challenge colleges are collaborating in their pursuit of federal grants to improve their likelihood of success. What needs to be addressed are the inabilities of current college presidents to run and lead a community college, inadequate leadership and the shortage of emerging community college presidents.

The leadership shortage in community colleges has triggered crisis of mission, crisis of funding, and crisis of identity. If the crisis is poorly understood and not addressed, the contribution community colleges make to their communities will be undermined. Given the numerous public and private returns associated with educational attainment, it is therefore important these colleges have a fit-for-purpose leadership that takes them out of this crisis. Research suggests that community colleges can only come out of this crisis if they have strong leaders to guide these institutions (Thompson, 2013).

Leadership Crisis

A key premise of this study is that leaders enable community colleges to fulfill their purpose by ensuring that all stakeholders are engaged and contribute to the community college's mission. As such, a vacuum in leadership suggests that stakeholder engagement would become fragmented leading to systemic dysfunction that could otherwise have been prevented by succession planning.

A leadership survey conducted by AACC in 2001 warned that nearly half of community college presidents at that time planned to be retired by 2007, and 33% of presidents estimated that one quarter or more of their chief administrators (the ranks from which community college presidents rise) would retire in the next five years (Shultz, 2001; Mullin, 2012).

According to Duree (2007), who led a large study at Iowa State University on the community college presidency, indicated that over three quarters of community college presidents surveyed planned to retire by 2012. A large number of community college presidents needed to be hired in the next five years, due to vacancies and untrained administrators (Matheny & Conrad, 2012). Few well-prepared individuals were available and willing to enter community college administration, while seasoned administrators at all levels were retiring and leaving at an alarming rate (Riggs, 2009). These statistics indicate that community colleges are facing a leadership crisis in Illinois, Kansas and Virginia, due a lack of succession planning and experienced trained leadership.

In the past, either other presidents or those holding chief instructional officer (CIO) positions filled vacant president positions. CIOs were likely to retire at the same time as their bosses. With applicants that historically filled most of the vacant president positions retiring, community colleges have an increasingly difficult time finding well-qualified candidates to fill their executive leadership positions. On a national basis, the AACC (n.d), through its Leading Forward Initiative, has for years brought this issue to the forefront.

Pending retirements and the lack of succession or some alternative planning to fill upcoming vacancies has reached a critical point. The Chronicle of Higher Education (Leubsdorf, 2006) projected an administrative turnover exceeding 50% in the next decade among community college presidents.

A key premise of this study was that leaders enable community colleges to fulfill their purpose by ensuring that all stakeholders are engaged and contribute to the community college's mission.

As such, a vacuum in leadership would suggest that stakeholder engagement would become fragmented leading to systemic dysfunction that could otherwise have been prevented by succession planning and leader development. Only by addressing this critical issue of leadership, can community colleges achieve their purpose of the highest level of postsecondary educational attainment in the world by 2020 (Spann, 2017).

Succession planning

The literature reviewed here defines succession planning and explores how it is currently being addressed in community colleges with their aging population and mass retirements. Furthermore, the benefits and barriers of academic succession planning are described.

The leadership crisis is due to mass departure of leadership (Fulton-Calkins & Milling, 2005; Klein & Salk, 2013). The significant number of pending retirements coupled with the lack of academic training in the area of community college leadership has been of great concern among community colleges. Succession planning is needed in community colleges to prepare future leaders for 2010 and beyond (Klein & Salk, 2013). Succession planning or talent management is a comprehensive initiative that involves developing a philosophy about cultivating talent within an organization, agreeing on a process, and looking strategically and broadly at institutions that grow and evolve.

Klein and Salk (2013, p. 145-146) defined succession planning as “perpetuating the enterprise by filling the pipeline with high-performing people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future.” Axelrod (2002) further defines succession planning as an ongoing, systematic process to create an environment for chief executives to succeed from the very beginning of their terms until the cycle is repeated with their successors. A significant percentage of participants reported lacked the skill of succession planning in higher education, particularly at community colleges and identified the tradition of academia as a considerable challenge to succession planning (Klein & Salk, 2013). Succession planning in terms of ensuring the continued advancement of the colleges and to identify and further develop the institutions’ internal human capital to produce the brightest leaders (Rothwell, 2010; Schank & Abelson, 2013).

Most community colleges undoubtedly have their own professional programs for staff to address a specific skill gap or to target an underrepresented population, but succession planning and professional development is often treated as separate and distinct functions. Further, several

impending retirements in critical positions have compelled some community colleges to reassess their succession planning through a new lens (Rothwell, 2010). The method of succession planning is to guarantee a smooth continuation of business. The goal is to identify and prepare suitable individuals to fill important positions when people retire, transfer, or find new opportunities outside of an organization. Formal documentation of presidential succession planning is nonexistent in most colleges and universities in the USA (Kkeub & Salk, 2013). However, a few studies have focused on succession planning in community college settings (Negrea, 2008; Klein & Salk, 2013). Several key components have been identified for the successful filling of senior leadership roles within community colleges. They include (a) awareness of the issue, (b) understanding the institutions' needs, (c) consideration of talent outside the "normal" profile, and (d) consistent opportunities for development of both faculty and administrators (Fulton-Calkins & Milling, 2005; Klein & Salk, 2013). Rothwell (2010), in his book, *Effective Succession Planning*, predicted that it would be increasingly difficult for academic institutions to attract talent because of greater rewards in private sector businesses and emphasized that community colleges must find more effective ways to recruit, retain, and cultivate talent.

There are several benefits and barriers to academic succession planning. Succession planning has long been a part of the corporate world (Rothwell, 2010; Bizri, 2016), yet historically, there has been little attention within academic settings, especially in community colleges. Multiple barriers have been cited about why academic institutions have not adopted succession planning. For example, Barden (2010), p 20-21, suggests, "Succession planning in academia needs to be very different from that of corporate succession planning." He asserts that academic succession planning must involve every key area, instead of a select individual or small group of individuals. Succession planning must be intentional, ongoing, and regularly evaluated in order to be purposeful and embraced by stakeholders. Just as strategic plans, missions, visions, and goals are evaluated, a succession plan must also be evaluated to ensure that it continues to forecast and monitor future needs (Cameron, 2013). Shared governance has been cited as a barrier to succession planning, as it has the potential to create an environment that builds trust and accountability (Klein & Salk 2013). Shared governance can be defined as a process of deciding, among multiple constituencies, what is best for the institution (Klein & Salk 2013).

Drucker (1999) states that adapting to changing organizational climates can be addressed by succession planning. Already a widely accepted practice in business, succession planning is needed in community colleges to prepare future leaders (Drucker, 1999; Ebbers, 2010). According to Rothwell (2005) succession planning has often been erroneously referred to as replacement planning. Succession planning or talent management is a comprehensive initiative that involves developing a philosophy about cultivating talent within an organization, agreeing on a process, and looking strategically and broadly at institutions that grow and evolve (Cameron, 2013).

Research indicates that replacement planning is about filling a void within a position (Rothwell, 2010; Phelan, 2014). It is a strategic initiative that is designed to develop and cultivate talent, and create pools of skilled leaders to draw from later. Rothwell (2010) also acknowledges that succession planning has obstacles. For example, one obstacle might be that individuals cannot be named as successors for a specific position without a formal posting and search process. However, it does allow for opportunities as community colleges can proactively develop a talent pool through a succession plan that will provide access to several skilled individuals.

Community colleges committed to developing a succession plan perform the following actions: (a) create strong and involved boards, (b) continually expose senior leadership to trustees, (c) encourage both college presidents and corporate CEOs to be involved in community organizations, (d) form executive committees to facilitate the development of several administrators who are aware of the challenges, business plans, and strategies across the entire institution, (e) view succession planning as ongoing, (f) link the compensation of presidents/CEOs to the development of succession plans, (g) require the trustees to make a personal commitment to the institution, (h) periodically calibrate likely internal candidates for presidents against comparable outside leaders, and (i) develop a succession culture (Carey, Ogden, & Roland, 2000).

In sum, the academic literature available to better understand presidential succession planning in community colleges is limited. Although literature exists independently on the concepts of succession, leadership development, and CEO succession, no pragmatic work has focused on succession planning, specifically in a community college setting. Understanding succession planning in college and university settings, particularly community colleges and their

unique attributes, can possibly fill this gap and provide guidance for institutional awareness development of community colleges.

Community College Leadership Roles

Effective community college leaders promote the success of all students, which strategically improves the quality of the institution, and sustains the community college mission based on knowledge of the organization, its environment, and future trends. An effective community college leader uses equitability and ethics to sustain people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

The career ladder into community college administration and the presidency is complex . Moving on the career path toward a college presidency can take several years and require a great deal of personal sacrifice. Moreover, a doctorate degree must be earned from a reputable institution, while working full-time and raising a family. Nevertheless, it is difficult to pinpoint why fewer people are entering into a career path of community college administration and presidency. Most studies on community college leadership focus primarily on the college presidency, and fall short of examining why so few enter the community college administrative career path, or why many choose to exit this career path early. This study assumes that lack of leadership skills could be one factor why this situation occurs.

Many leadership characteristics can be learned and enhanced by natural aptitude and experience; it is essential to support leaders with exposure to theory, concepts, case studies, guided experiences, and other practical information and learning methodologies (Davis III, Deil-Amen, Rios-Aguilar, & González, 2015). Leadership roles not only need to be effective but also reflective of the world around to manage the challenges facing community colleges. Rapidly ballooning enrollments, escalating fiscal pressures, the change engines of technological advances, a wide array of constituents, and a tumultuous political climate all make it more important than ever for community college presidents to understand and be responsive to their communities and the contexts in which higher education takes place.

Mentoring initiatives, both formal and informal, can contribute to the professional growth of individuals aspiring to senior leadership roles, earning advanced degrees and being retained in the community college system (Molina, 2008). Piland and Wolf (2003) describe mentoring as a

valuable tool used to inspire future leaders. Succession planning in higher education require a cultural shift in hiring practices. It is imperative that college presidents and boards of trustees have a relationship built on trust that allows succession-planning practices to occur.

Based on current and emerging trends, the fifth-generation presidents (2010 and beyond) could be recognized as adaptive leaders as they are challenged to guide colleges through economic, political, social, global uncertainties and advanced technology that are exceptionally more complex than those earlier generations experienced. It may require community colleges to embrace completely new models and be more proactive in their choice of presidents and leadership styles when recruiting.

As noted, to meet these existing and emerging trends, leadership must be highly engaged with all stakeholders and adopt a proactive stance. New knowledge, skills and attributes will differentiate the community college leader of the future from the community college leader of the past. As such, a framework of competencies is needed to clarify what these new knowledge, skills and attributes are.

AACC's Competencies for Community College Leaders

A community college presidency involves a wide range of complex responsibilities. Additionally, it is expected that community college presidents will face an increasing number and more diverse set of challenges in the future. The development and availability of well-prepared leaders is vital to the continued success of community colleges and their students. The American Association of Community Colleges (AACC, 2012) has made proactive leadership development a central focus of its mission. The leadership gap caused by the retirement of presidents corresponds with the gap in the leadership skills required because of greater student diversity, advances in technology, accountability demands, and globalization. Based on its continuing support of the development of community college leaders, AACC has collaborated extensively with its many constituencies to identify and endorse a set of competencies for community college presidents and leadership roles.

The American Association of Community Colleges (AACC, 2012) has developed six competencies for effective leadership (organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism).

Within these six competencies, it is indicated that leadership can be learned. The competencies represent current best thinking and provide a forum for continual updating and improvement in thinking about community college leadership. Eddy (2012) asserted that leadership is not necessarily based on a set of traits but is instead multi-dimensional “with the various dimensions existing on continua that reflect the evolution” of the leader (p. 2). While leadership can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential. Learning leadership is a lifelong process, the movement of which is influenced by personal and career maturity as well as the six competencies for leadership and developmental processes.

This research assumes that the leadership gap can be addressed through a variety of strategies such as college grow-your-own programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring, and on-line and blended approaches. Important considerations that apply to all forms of delivery include sustaining current leaders and developing new ones.

As the level of turnover among community college leaders escalates dramatically with declining skills, AACC (McMair, Dupree and Ebbers, 2011) has delineated a competency framework for today and tomorrow’s college leaders. The framework has wide utility for both individuals and institutions. It helps emerging leaders chart their personal leadership development progress. It provides program developers with curricular guidelines. Institutionally, it informs human resources departments with directions for staff recruitment, hiring, rewards, and professional development. This competency framework is intended as a “living document,” evolving over time to meet changing human and institutional needs.

In the fall of 2004, AACC designed a survey to ensure that the critical areas of leadership competencies required by community college professionals had been addressed (McMair, Dupree and Ebbers, 2011). The survey was distributed electronically in December 2004 to all participants in the leadership summits and to members of the Leading Forward National Advisory Panel. Out of 125 surveys, 95 were returned resulting in a response rate of 76%. The results indicated strong support for the six competencies for community college leaders. One hundred percent of the respondents noted that each of the six competencies was either “very” or “extremely” essential to the effective performance of a community college leader, thus affirming

the validity of the Leading Forward competencies. Respondents also provided suggestions for minor modifications, which were reviewed by AACC staff and integrated into the competencies where appropriate.

Respondents who worked for leadership development programs were questioned about how well they were formally trained to apply each competency and how well their leadership program prepared them to apply each competency. Most respondents replied “minimal” or “moderate” to these two questions. In other words, these respondents, who made up a significant percentage of U.S. community college leaders and leadership development program personnel, indicated that each of the six competencies was essential to community college leadership but the integration of these competencies was not as well established in the leadership programs.

These findings suggest a crucial need to promote these competencies in the curricula of community college leadership programs. Today, community colleges educate more than half the nation’s undergraduates (Whissemore, 2014). Community colleges open-door policies, low tuition fees and affordability draw many low-income, first generation, multigenerational, immigrant, and Hispanic students (Gorski, 2008). Because of this diversity, students frequently encounter difficulty succeeding in community college classrooms due to numerous barriers, including cultural differences between the faculty and students.

The complex issues facing community colleges require advanced competencies among community college leaders to ensure that their contributions and purpose are realized. As community colleges gear up for its second century, they may face unprecedented challenges reflecting the changing nature of America and its global society. If the community college is to survive, it must address an alarming crisis of retirements of faculty and administrators and the lack of updated programs to prepare the next generation of replacements and the ever-evolving economy.

Strategy

Research suggests that community college leaders fail to achieve the preferred leadership and future competencies for two reasons (Nevarez, Wood, & Penrose, 2013).

- They approach visioning and strategizing in simplistic, linear ways rather than embracing a strategic framework that responds to the complexity and turbulence of the environment in which community colleges exist today.

- They fail to align institutional operations to the mission, vision, and core strategies of the college. They do not develop effective execution strategies that provide a roadmap for the faculty.

Community colleges have relatively fewer external regulations and oversight, when compared to public school colleagues who face layers of mandates and political obstruction (Hadderman, 2002). Community colleges have considerable freedom regarding what programs to offer, how to offer the programs, how they organize themselves, and how they measure success. Community colleges need to stop blaming the lack of funding, lack of qualified applicants, board members, unions, state education offices, past practices and so on (Lacey, 2013). State legislatures, accreditation committees, state and federal education officials, four-year institutions, local business leaders, and voters are strong forces that are on the verge of taking control of the future of community colleges, just as they have done with the public schools. If community colleges do not strategize their own futures and reinvent themselves, they will become shaped and reinvented by these strong external social, political, and economic forces.

With the leadership challenges and decreasing flow of potential leaders in the academic pipeline, community colleges are looking for people to prepare for leadership positions. If community colleges do not address the leadership vacuum with some type of effective strategy, the crisis will increase. The best strategy is to embrace the challenges of the present and future reality, provide leadership through it, communicate about it, take reasoned risks and move forward. Only then will community colleges have a reasonable chance of avoiding institutional stresses, unnecessary upheavals, and for some, the possibility of being shut down due to poor leadership and lack of recruitment strategies. The principles of succession planning have been used as a strategy for decades in business and industry to address institutional employment issues. Similarly, the leaders of community colleges can design the institution's mission statement, vision statement, core strategies and the systems, and structures to execute these strategies using succession planning as a tool. These strategic actions that chart the future of the colleges can create the environment and the capacity to achieve that future.

2.3 The Changes Community Colleges Need

The changes community colleges should make need to be purposeful, well planned, and strongly executed by capable managers (Mullin, 2012). After at least a decade of data review, reflection, and the piloting and evaluation of a wide array of strategies by community college

presidents for improving the overall function of the college, such as student success, improved teaching methods, and better structure by the faculty for delivery services, many community colleges and its presidents are realizing that marginal change simply will not be sufficient, as was in the past.

The president's responsibility is intellectually challenging, administratively complex, and often politically risky. It demands unparalleled leadership at all levels, as well as collaboration among the community colleges. Legislators, foundations, and other key stakeholders recognize that community colleges are key players in advancing national goals for college access and completion. Community college leaders need to "connect with all stakeholders" especially communicating with involved constituency groups. Reaching beyond the media, being present, accessible, and communicating in person through group and individual meetings, is vital to creating rapport and building the image of community colleges (Cameron, 2013, p. 3). New leaders must be prepared to lead their institutions through the challenges facing community colleges. Institutional transformation cannot take place without the development and continual improvement of a college's leadership.

The expectations from today's leaders are different from expectations from past leaders; priorities must shift to accountability and improving student success and matriculation (Davis III, Deil-Amen, Rios-Aguilar, & González, 2015). Breen (2012) identifies key issues associated with the current state of the leadership, including the lack of a plan for recruitment, selection, preparation, placement, and professional development.

The academic model for strategic systems thinking in community colleges in which the three processes, characterized as discovery, framing, and action, can be enacted either individually or sequentially for enhancing organizational performance (Davis, Dent & Wharff, 2015). The model draws upon boundary critique, critical systems thinking, systemic intervention, total systems intervention, system dynamics, soft system methodology, complexity theory and complex-adaptive systems, yet uses language more readily identifiable to community college practitioners.

Table 4 provides brief descriptions of work underway in colleges and consortia that illuminate possibilities for community college improvements in performance.

Shults, C. (2020). *Reinventing the Community College Business Model: Designing Colleges for Organizational Success*. Rowman & Littlefield Publishers.

from:	to:
on student access	on access and student success
limited course taking	coherent educational pathways
measures of student success	measures of student success
presence of achievement gaps	commitment to eradicate achievement gaps
reliance on anecdote	reliance on evidence
total faculty prerogative	shared responsibility for student success
reliance on isolation	reliance on collaboration
focus on boutique programs	equitable education at scale
focus on teaching	focus on learning
information infrastructure as management support	information infrastructure as learning analytics
metrics tied to enrollment	metrics tied to enrollment, institutional effectiveness, and student success

Shults, C. (2020). *Reinventing the Community College Business Model: Designing Colleges for Organizational Success*. Rowman & Littlefield Publishers.

Future Leadership Competencies and Practice

Emerging leaders of community colleges are intentional in their preparation for the executive role: completing a doctorate, attending professional development programs, and seeking “stretch” assignments on their campus. Many doctoral programs and training seminars, and some individuals, have adopted the Leading Forward competencies developed by the American Association of Community Colleges as a framework for learning to lead (AACC,

2013). These competencies are clustered into six categories: organizational strategies, resource management, communication, collaboration, community college advocacy, and professionalism. Each category includes illustrative skills and behaviors (AACC, 2013). The last category, professionalism, emphasizes the importance of self-assessment through reflection; lifelong learning; and expressions of values, ethics, and authenticity.

Hockaday and Puyear (2000) identified nine traits of effective community college leadership development including vision, integrity, confidence, courage, technical knowledge, ability to collaborate, persistence, good judgment, and the desire to lead. In 2001, the AACC (Boggs, 2003) formed a Leadership Task Force in recognition of the potential leadership crisis for community colleges. The task force produced a report describing the skills needed by community college presidents to be successful. The recommended leadership development skillset included understanding the mission of community colleges, effective advocacy and administrative skills, interpersonal skills and knowledge of community and economic development (Raby, 2012). Shults (2001) found that skills essential for community college presidents included mediation skills, a working knowledge of technology, being able to build coalitions, and an ability to bring a college together through the governance processes.

Miller, Pope, and Steinmann (2005) found that presidents identified eight important leadership development skills for community college leaders: stress tolerance, problem analysis, and organizational ability, personal motivation, written communication, oral communication, educational values, and sound judgment. Miller, Pope, and Steinmann (2005) also pointed out that community colleges have become increasingly business-practice centered. Community college presidents have been forced to pay more attention to how the college operates revenue centers such as bookstores, food services, and fundraising with less emphasis on academic leadership of the college (Miller et al.).

Fulton-Calkins and Milling (2005) suggest nine leadership traits as being crucial for future community college leaders:

- Learning from the past while embracing the future
- Value-based leading
- Vision to make connections

- Providing continuous leadership learning opportunities
- Keeping faculty in the loop
- Making connections to business and industry
- Enriching the inward journey
- Looking for talent from a broad pool
- Staying student centered while preparing the future workforce

The American Association of Community College's (AACC) 21st Century Commission on the Future of Community Colleges report calls for a system redesign brought about by transformative change that "cannot be achieved without committed and courageous leaders" (AACC, 2012). Reflection can make community college leaders more effective. Reflection methods employed in a leadership development program help to encourage multiple levels of reflection and contribute to the development of participants' reflective dispositions. In the often-chaotic daily activities of community college presidents, there seldom seems to be time to reflect on the events, issues, and challenges that fill each day.

Recent research suggests, that regular reflection increases leaders' learning and may make them more effective (Densten & Gray, 2001; Stoeckel & Davies, 2007, AACC, 2015). In this constantly changing environment of today's community college, the practice of reflection may be of great value to new generation of leaders. Emerging leaders, and seasoned ones, can develop a temperament for and habit of reflection.

Mid-Level Administrators as Future Leaders

There are important areas that need to be explored regarding how community colleges can improve both the quantity and quality of available leaders at all levels. These areas include developing a better understanding of ways to support administrators as they move through the leadership pipeline; developing alternatives to the traditionally rigid career paths for those who want to become community college administrators; and improving organizational practices in the selection of administrators. There is a need to incorporate best practices that already exist in professional development in training programs for community college presidents and new administrators. Research indicates mentoring as a potential leadership development tool for

future community college leaders. Duree (2007) found that almost half of current community college presidents had a mentor prior to their first presidency. With 84% of community college presidents and administrators planning to retire in the next 10 years (Weisman & Vaughan, 2007), mentoring could provide a way to pass on valuable knowledge to the next generation of community college leaders.

An unfair and persistent devaluing of the important contributions made by mid-level administrators has caused this leadership problem. Outstanding mid-level administrators have made enormous contributions to the successful operations of their colleges (Calwell, 2014). While strong presidential leadership is a critical component to the long-term success of a community college, the deans, vice presidents, and other mid-level administrators are the ones who have the greatest impact on the actual operations, organizational priorities, and how the college really functions (Riggs, 2009). The quality of the academic environment, meaningfulness of services for students, and support for the faculty are all driven by dedicated individuals in mid-level leadership positions.

Most importantly, community colleges need to develop new dynamic leaders from within these mid-level positions to lead the transformation of their institutions. Community colleges must identify these internal potential leaders and provide adequate training to prepare them for senior administrative roles and presidents. Existing leaders need to identify, train, and “grow their own” to meet the increased need for new leadership development (Ebbbers, Conover, & Samuels, 2010).

Too often administrators find themselves bogged down in operational details, where it is easy to lose sight of the real purpose and goals for the community college. One of the ways that community colleges can break out of this dilemma is that the leaders need to take the responsibility of building the capacity of these administrators and strengthening the academic culture of the college (Rhoads & Valadez, 2016). Presidents need to engage college administrators in activities such as allocating resources and balancing budgets, resolving personnel and student problems, guiding paperwork through the system, and preparing reports as part of their daily routine. These important functions need to be viewed not as distractions but as essential actions in preparing future leaders and advancing the academic culture (Rhoads, R. A., & Valadez, 2016).

Leadership

Leadership in its basic form is defined as “the position or function of a leader, a person who guides or directs a group in his or her way” (Campo, 2014). Leadership is also the ability to elicit extraordinary performance from ordinary people (Tracy, 2014). Furthermore, leadership is the ability to get followers to buy in (Tracy, 2014). Leadership is a shared influencing process involving several individuals, and leadership occurs in the interaction of diverse individuals who share a collective identity as well as essential expertise (Dewettinck & van Ameijde, 2011).

Leadership is a complex phenomenon that may present a variety of obscurities for scholars and researchers alike, as they attempt to analyze and understand the leadership process and its theoretical underpinnings. While no single definition describes effective community college presidential leadership, leadership has been studied as an essential component for success in business, government, and military environments (Roueche, Baker III, & Rose, 2014). However, the optimal style of leadership in university settings remains unclear. The transformational leadership style has been proposed as efficient for community colleges and universities.

Presidents who have such a leadership style use active participation of subordinates to ensure there is a “buy-in” by everyone on the team (Goleman, 2000). This style of leadership is called an open communication system in which all information and ideas are placed on the table. Presidents who had a leadership style that focused on both accomplishing tasks and involving staff in the accomplishment of tasks were best suited for leading community colleges (Roueche, Baker III, & Rose, 2014).

Several new community college presidents will need to be hired in the next five years due to the large percentage of current presidents who plan to retire within this period. As current presidents leave, it is vital that these new presidents be prepared to lead community colleges through financial and other challenges. Leadership development programs can be designed to ensure that future presidents have the necessary leadership skills to lead these institutions through these challenges. |

Over the past 40 years, community colleges have become fully established in the American higher education landscape (Brint & Karabel, 1989). . However they are facing a paradigm shift: from available to convenient, from teaching to learning, from supported to self-assisted,

from insulated to community-based, and from self-focused to customer-focused (Bagadiong, 2013). When faced with widespread and rapid societal changes, leaders often find that mapping the best route for their colleges can be an overwhelming task.

Leaders increase motivation, satisfaction, and performance through the allocation of status and rewards just as they enhance organizational quality and mission accomplishment by establishing and monitoring programs for staff recruitment, selection, promotion, retirement from the organization (Davis, Dent & Wharff. 2015). It is very excruciating for the community college president to eliminate or reduce programs, services, or other functions of the college, because this may have a negative impact on the jobs and careers of faculty and staff members (Alfred, 1978; Karp et al., 2012). However, the integrity of the community colleges' mission and financial strategies demands an annual program review process through which selected instructional programs, administrative functions, and student services are evaluated for their currency, effectiveness, and alignment with the college's mission (Dickeson, 2009).

An example of a program review is provided by the experience of the Illinois community colleges during the cost-cutting period of the 1990s (Burstein, 1996; Belfield & Jenkins, 2014). Cost-cutting steps included reduction of personnel, increases in average class size, reduction in the number of sections of courses offered, and reallocation of funds from one program to another.

Levels of Institutional Strategy Building

The term transformational change, when applied to community colleges, requires a definition (Behrend, Wiebe, London, & Johnson, 2011). For example, this research proposes that in a tree transformational change, it involves change in the roots and trunk of the tree and that is, the mission, values, functions, vision, and core strategies of the college. The branches of the tree represent the more specific tactical elements of the strategic plan and the annual action plans and budgets. Based on a four-level institutional change model, transformational change is the fourth and highest level of change in the community college, although all other levels of change form part of the strategic framework.

Level-1 change addresses operational aspects that are broken and need immediate fixing. If a library cannot open because the lights are not working, the problem must be resolved immediately. If the registration line in a community college is stopped because of a computer system breakdown, the system must be fixed immediately. Institutional services such as community colleges must have the capacity to respond to these immediate needs quickly and

effectively (Behrend, Wiebe, London, & Johnson, 2011). The creation and maintenance of these responsive services is an integral aspect of institutional strategy. The executive team ensure that the capacity to respond exists and that those in charge have the authority to act immediately.

Level-2 change addresses execution strategies with a focus on operational excellence within the community college. At this level, the community college has the capacity not only to fix the immediate problems, but also to correct the systems so that they operate efficiently in the future. When the computer system fails, for example, the resolution must address the underlying problem so that it does not occur again. When various routine institutional systems, such as admissions, class registration, class schedules, new employee hiring and orientation, payroll, and annual planning and budgeting, operate smoothly, reflects executive team has created an environment that empowers unit leaders to develop systems, structures, and staff assignments and competencies that make operational excellence possible. Creating a climate of operational excellence is an integral part of institutional strategy. Operational excellence is the engine for implementing institutional strategy through the day-to-day actions and decisions of faculty and staff members.

Level-3 change deals with future-shaping initiatives that typically appear in the three or five-year plan of the community college. These initiatives may be referred to as core strategies because they create a route or path to the future along which more specific implementation or execution strategies that will be channeled. For example, core strategies that will be aligned to execution strategies may include increasing enrollment from 10,000 to 12,000 students, undertaking the expansion of the community college's service area, introducing a new area of curriculum, shifting resource allocations to undertake a major building program, or playing a major role in an economic development initiative in the community. Each core strategy is included and combined with other strategies. In turn, these core strategies are aligned to execution strategies (Roberts & Alpert, 2010; Walters & McKay, 2005).

Level-4 change may be referred to as transformational change; that is, change in the roots (mission, functions, values, design, and vision) of the community college. There are times in the life of a community college when the typical strategic changes are not adequate to deal with changing community conditions or internal conditions, and when the executive team must lead those associated with the college away from their comfortable programs, services, structures, and systems to reinvent the community college. An assessment of the activities of American

community colleges engaged in transformational change suggests a pattern of initial assessment, followed by dialogue and decision-making, yielding solid results (Myran, 2003).

Role of Community College President

Community college presidents fail because of bad implementation than because of bad planning (Christensen, 2013). They do not sufficiently consider the ability and capacity of the organization to execute the strategy. For example, the success of a plan to develop the college's role in advanced technology education in the service area will depend on appropriate execution in areas such as curriculum development, faculty and staff professional development, financial development, and facility development. The challenge for the community college president and the executive team is to make execution decisions in a coherent, integrated, and holistic way that translates the strategy into successful implementation (Greiner & Cummings, 2009).

The president and the executive team must at times lead an institutional revolution (Jefferson). Beatty and Quinn (2010) stated that "leading strategically often demands courage and the willingness to swim against the tide of conventional wisdom" (p. 4). It allows a community college president to engage in the dynamic process of transformational change.

The community college president is the designer of the community college and needs to see the college as a system made up of interdependent parts. The president should seek to create an organizational architecture such that (1) the interdependence between the college and its environment is recognized; (2) the structures and systems of the college facilitate the achievement of its core strategies; (3) there is continual improvement of the college's structures and systems; (4) faculty and staff are engaged in continuous organizational learning and improvement as they work on cross-functional projects and problems; and (5) the interdependence of the units and systems of the college is recognized, and increased synergy is achieved.

Training in Leadership Development

The creation and implementation of a training program is expensive, costing up to \$75,000 per person for potential community college leaders and presidents (Jeandron, 2006). While community colleges have accepted costly leadership development programs as the solution to the critical leadership shortage, the effectiveness of these programs is unknown. To address the

national need for community college leaders, AACC developed competencies for community college leaders (Jeandron, 2006).

As part of the AACC leading forward initiative, university-based leadership programs were reviewed and highlighted practices of six university-based community college leadership development programs (Amey, 2006; AACC, 2012). This study reviews six programs established since 2000 that are meeting the challenges outlined by AACC.

In April 2005, the AACC Board of Directors approved a document specifying a newly revised set of six competencies to be used as a framework for community college leadership Development (Duree, 2007). The results indicated that 100% of the respondents characterized each of the six competencies as “very” or “extremely” essential to the effective performance of a community college leaders. After this survey, questions remained as to how well education and leadership programs are preparing presidents to meet these competencies. However, it remains unclear whether any of these leadership development models sufficiently provided what the next generation of community college leaders needs to learn (Amey, 2005).

Therefore, there is a need to look at if presidents actually are acquiring the leadership skills as outlined in the AACC’s competency framework (Strickland, 2013). For candidates interested in becoming community college leaders to be adequately prepared to succeed (Schmitz, 2008) requires better understanding of how presidents learn the skills and develop the traits and competencies necessary to be successful.

The challenges within leadership awareness can be grouped under the themes of response to change, employee buy-in, failure to produce, and leadership awareness within the community college (Daft, 2014). Leadership awareness in community colleges encompasses the ability to stay focused on what needs to be done, how a leader uses his or her time, and the ability to understand and work with data.

Most community colleges’ presidents demonstrate at least a minimal level of experience in their given position in leading that can push these presidents toward a more traditional approach to managing their organization (Hill, Jones, & Schilling, 2014). As an example, at most community colleges, talent evaluation places the highest level of emphasis on individuals’ ability to lead an organization without consideration of the abilities to interact with other members of the organization. These inferences show that providing real-life learning

experiences that introduce aspiring leaders to the processes of transformational leadership could possibly assist in the development of the critical competencies prior to entering the presidency.

Leadership Theories

Three leadership theories, servant-leadership, business leadership, and transformational leadership, suggest techniques for potential community college leaders. Servant-leaders focus on the needs of their employees, and business leaders focus on outcomes and quality methodologies (Nevarez & Wood, 2010). Transformational leaders structure all employees' work towards the mission, establish open communication systems within the institution, and then focus their work on strengthening and sustaining their institutions for the future (Nevarez & Wood, 2010). Servant leadership, developed by Robert Greenleaf (2009), emphasizes the belief that before one can be an effective community college leader, he or she should be willing to serve others. Servant-leaders focus on teamwork and inspiring those around them. The transformational and business leadership models discuss the importance of vision.

These three different leadership theories recommend approaches for future community college leaders to consider. The transformational and business leadership models both discuss the importance of vision and change. These maintain the institution's viability and communication delineates how messages are conveyed. In contrast, the servant-leadership model does not speak about vision, which could be a result of serving followers first rather than the needs of the institution. Leaders of community college institutions, whether following transformational, business, or servant-leadership theories need to motivate their workforce to work within teams, to review their work, and to understand the vision and mission of their organization (Nevarez & Wood, 2010). Through the communication system, much of the understanding between leaders and employees develops about the work of the institution and where institution's future work.

In all three leadership models, leaders need to exhibit specific work practices, engage employees, and incorporate systems thinking within their institutions (Nevarez & Wood, 2010). For example, servant leaders focus on serving others and putting employees' needs in the forefront. Transformational leaders work on creating trust with their employees. They can then delegate the day-to-day operations to their employees, freeing leaders to focus on exploring new opportunities for the institution. The business leadership model stresses that leaders should test how their time is used and eliminate those activities that are non-essential. Then community

college leaders can focus their objectives on the ideas that maintain their organizations' sustainability and practicability.

These leaders must be innovative in their thinking to ensure that their organizations are able to sustain themselves in a volatile, ever-changing global world. They may want to consider an examination of the business, servant-leadership, and transformational leadership models. The key areas are managing practices, the challenges that may arise, and potential suggestions to address challenges.

The use of teams within a community college organization is a common role for leaders across the three leadership theories. It is through teamwork that leaders and employees work cooperatively towards achieving the vision of the institution and establish a work environment, where teams can develop. Managing practices that fall under systems thinking are vision, change, analysis, and communication.

Hawkins, C. (2009). Leadership theories-managing practices, challenges, suggestions. *Community College Enterprise*, 15(2), 39-62.

Roles in Leadership theories:

	Formational	Business	Servant	Trans-Formational
Agent				X
ness / Efficiency		X		
maker			X	
odel / Mentor				X
ers		X		X
sor		X	X	X

Builder	X	X	X	
---------	---	---	---	--

Table 5. Roles in leadership models: Cheryl Hawkins

Transformational Leadership Development in Community Colleges

Out of these three theories, only transformational leadership theory emphasizes leaders as change agents who with their innovative thinking transform change and continue to explore new horizons to maintain the institution.

Transformation leadership and planning is recognized as preceding strategy formulation and strategic planning (Zeiss, 2015). Transformational leadership also is a process whereby the level of motivation and morality is raised in both the leader and the follower. Transformational leaders are those who can effect dramatic change within an organization. Business leaders like Lee Iacocca are credited with the turnaround of major corporations because of their transformational leadership (Bass, 1990).

Transformational leaders are typically charismatic and act as models for their followers. They usually have high ethical standards, and followers trust them to do the right thing (Zeiss, 2015). Transformational leaders create a sense of purpose in their followers and inspire them to commit to a shared vision. In addition, transformational leaders encourage followers to challenge their own and the leader’s beliefs and values. Finally, transformational leaders provide a supportive climate for followers and use a variety of means to help them reach their potential.

The transformational leaders possess the synergy to create something new out of something old; out of an old vision, these leaders develop and communicate a new vision and get others not only to see the vision, but also to commit to it themselves. As transformational leaders revise the mission and vision of the institution, they change their employees’ values, attitudes, beliefs, and behaviors. Since change is never easy, once a change is implemented, transformational leaders may find that they will need to draw upon not only their physical energy to make the endeavor work, but also their emotional and cognitive energy. For community colleges to survive in changing times, leaders need to instill in their employees the importance of continually revisiting the mission and revising it as necessary.

Transformational leaders are conscientious regarding community or global crises occurring within and outside their community colleges that could influence their operations (Eberly, Johnson, Hernandez, & Avolio, 2013). However, since transformational leaders

delegate most of the day-to-day operations to their employees, it is important for them to convey the rationale for change and then allow created work teams to plan, strategize, and implement the necessary changes. Such a process increases employees' ownership in the shared vision of the future.

The greatest change during the last 20 years is that the decision-making process, once exclusively the domain of the president, has evolved into a more democratic, participatory process (Wallin, 2012). A process of reviewing, revising, eliminating, or creating should be part of what employees and leaders of the institution continually do. Such continual review provides necessary information to leaders and employees to improve day-to-day operations, maintain the institution's viability, and improve the wellbeing of those working within the institution.

Formal education programs preparing the community college presidents of the future need to revisit how transformational leadership theory is presented in the curricula. This research proposes that a better understanding of how community college presidents learn the skills and develop the traits and competencies necessary to be successful transformational leaders is needed to help resolve the leadership crisis as talented pools of potential candidates are identified.

2.5 Summary of the Literature

This literature review revealed that a standardized group of presidents will be retiring in large numbers from the community colleges during the next several years. The current leaders do not mirror the gender and ethnic diversity of the students they serve. At the same time, these leaders have traveled predominately to the presidency through a single career path of academics. The steps leading to the job of presidency have been and will continue to accelerate along with the growing complications and expanding challenges; this is changing the role of the community college president (Zeiss, 2015).

Today's leaders are expected to possess many skills, such as corporate, political, and academics to satisfactorily deal with the internal and increasingly large number of secondary constituents. Societal changes as well as the evolutionary process of community colleges drive much of this shift. In the face of these challenges, the model of leadership that characterized community colleges when they were founded, and the way they functioned in the past, must continue to change to keep up with the demands.

Nevertheless, since community colleges are a dynamic part of higher education and are miscellaneous in their offerings. The importance and complexity of the community college creates a challenging leadership environment (Brint & Karabel, 1989; Cohen & Brawer, 2003; Torres & Evans, 2005; Vaughn, 2006; Zeiss, 2015). This shift requires entering leaders to bring with them or obtain additional skills. It is vital that future leaders understand what the most relevant skills and competencies are needed by community college leaders and how these should be developed or attained.

The review primarily focused on the challenges community colleges face in addressing retirement and how transformation leadership can address this challenge. Furthermore, it explored the challenges community colleges face in the selection of new leaders, considering the changing demographics caused by the mass retirements of community college presidents. It identified the challenges new community college presidents' encounter, how these challenges were prioritized, and the strategies used to address them.

The knowledge gathered from this review provided insights into the high number of complex challenges college presidents encounter within the American Community College system during a leadership crisis and challenges for future community college presidents.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The preceding chapter provided the foundation and understanding of community colleges and their leadership or lack thereof to determine a way forward for future and current community college presidents. This chapter describes the research design and methodology. The purpose of this chapter is to demonstrate the theoretical underpinnings of the research methodology and provide an overview of the relevant stages of analysis and the systematic research process.

This chapter explains the research methodology used to understand how presidents, vice Presidents and senior officers perceive the next generation of leaders at community colleges. It provides support for selecting the qualitative descriptive method for studying the research questions. It describes, in detail, the steps taken to identify and select the research site, the participants, the collection and analysis of data, and how the research questions and research method shifted and changed directions.

This descriptive study utilized a qualitative research approach. The qualitative approach in the collection of data enabled the researcher to compare and confirm findings.

There are varied types of qualitative research. The method utilized in this study was the historical approach. The historical approach or historiographies is a form of qualitative research that involves collecting, analyzing, and interpreting data for the purpose of reconstructing events or combinations of events that occurred in the past. Modern historical research can be described as "the application of systematic and rigorous methods of inquiry for understanding the past; it is an interpretive synthesis of past events and records" (Verma & Maffick, 1999, p. 75). By examining information from the past, one may be more proficient at determining implications for the future. The historical research method can also be useful in coping with educational problems.

3.2 Research Questions

How is the community college system addressing the current leadership crisis?

The following sub-questions specifically answer the main research question:

Research Question 1.1:

What is the nature of the leadership crisis in community colleges USA?

Research Question 1.2:

How are community colleges responding to the leadership crisis?

Research Issue 1.4:

What measures are required to improve the leadership in community colleges?

3.3 Significance of the Study

This study is significant to the field because of the real and perceived view that there is a leadership crisis in the community college environment. About 79% of community college presidents are to retire within the next eight years (Shults, 2001; Bowen 2020). This study identified areas of leadership development to increase the performance level of community college presidents.

The literature on community college leadership represents a relatively minor portion of information in the overall field of leadership research. There is general information on the challenges and impending crisis and some specific information on the evolution of quality leadership programs targeted to community college leadership. However, there is little available research providing detail on skills and behaviors that lead to effective community college leadership.

This study explored, the opportunities for learning and understanding leadership needs, skills and traits most beneficial to development of leadership in community colleges. It provides those who are considering college presidencies some detail on which skills might be most beneficial to develop and enhance.

Nature of the Study

This was a descriptive study. The study took place in an illustrative format, which means the primary goal of the study was to provide an explanation of the community college leadership shortage and the retirement of the baby boomers creating a shortage of community college administrators. Descriptive studies place importance on the subject, participants, environment, and potential outcome (Cherry, 2000; Tebbs et al., 2020).

The researcher explored questions that defined events and the importance of these events as they applied to an individual, group, or the organization. The exploratory study was versatile in nature. Thus, a large amount of data did not need to be collected in order to validate the study. A clear account of what was happening was the critical factor. This study provided an outline for future research including a more extensive analytical study from which cause and effect may be inferred (Cherry, 2000; Tebbs et al., 2020).

3.4 The Research Design and Strategy of Enquiry

When undertaking research, Creswell (2014) encourages the researcher to make clear framework for the research which includes a worldview. In doing so, the researcher is better able to explain their approach to the research, the research design, and research methods (see figure 1). This section will explain the philosophical worldview that underpinned research, the research design, the research approach, and research methods as they applied this research.

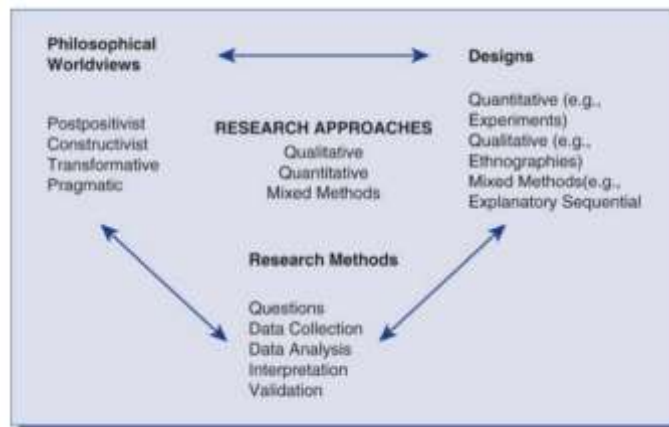


Figure 3 A Framework for research (Creswell 2014, p. 35)

3.5 Research Design

In order for research to achieve its goals it is important to identify the most suitable research design, approach for enquiry, as well as tools and techniques (Romeu 2006). Providing justification of the research design and investigative strategy is important to meet the aims and objectives of the research as well as the research questions. A descriptive exploratory research design was selected to assess the perceptions of a sample of community college presidents, vice presidents and other top administrators from various community colleges using the interview technique.

The research was designed in three phases. In the first phase, literature was reviewed to extract the main influences on the current leadership crisis in community colleges. This information was used to inform the second phase of the research design, the nature of the leadership crisis in community colleges, aimed at addressing Research Question 1.1; and research question 1.2: how are community colleges responding to the leadership crisis? The research design then progressed to the third phase, Research Question 1.3 which studied the perceptions of the community colleges leaders about the leadership crisis and their suggestions toward improving the leadership in these colleges. and suggestions toward improving the leadership.

3.6 Research Paradigm

Creswell (2014) encourages researchers to make explicit the worldview - that is the epistemology, ontology, and methodology - proposed by any study. According to Creswell (2014) there are four widely discussed worldviews in the literature. These include post positivism, constructivism, transformative, and pragmatism. The researcher's choice of worldview is often influenced by the discipline of study, previous research experiences, and, in the case of students, the influence of supervisors (Creswell 2014).

The pragmatic model was chosen for the current research as it does not have a focus on antecedent conditions and "is not committed to any one system of philosophy or reality"(Creswell, 2009, p. 4). Instead it focuses on knowledge claims being a result of action orientation and consequences in order to find solutions (Creswell 2009).

Utilizing a pragmatic approach requires that the research problem itself is held central and that data collection and analysis is chosen based on ability to provide insight to the research question (Mackenzie & Knipe 2006). By determining the research problem as the most important factor, any approach to understanding the problem may be introduced. Rowe (1977) states that any methodology is proven by its pragmatic acceptance, ability to solve real problems, and adaptability to application.

It is acknowledged within the pragmatist's paradigm that there is not one absolute truth (Creswell 2009) and therefore reality can and does change. Pragmatic approaches help facilitate human problem solving and deal with problems as they arise (Powell 2001). As Pansiri (2005, p. 197) explains "pragmatists refute the idea that 'truth' can be determined once and for all." Given

this, pragmatists are not committed to one research paradigm, system, or reality (Mackenzie & Knipe 2006). Instead, pragmatists favor methods that provide the most benefit and insight.

The pragmatic paradigm underpins the current research as it aims to provide solutions to real-world problems. Creswell (2014) promotes mixed method design that encourages researchers to draw liberally from qualitative and quantitative assumptions.

However, qualitative methods can also be applied within this approach. This research applied the qualitative method to get in depth perspectives of the participants who were directly linked to the research problem.

3.6.1 Sample Population

3.6.2 Data Analysis

The researcher applied Braun and Clarke's (2006) qualitative thematic analysis to analyze the interview data sources. Braun and Clarke described thematic analysis as a method for "identifying, analyzing, and reporting" common but important patterns or themes found across the data (2006, p. 79). Hence, the researcher explored and classified content from the interviews according to the research questions of the study. For the research study, the researcher followed the six-stage process of thematic analysis by Braun and Clarke. These were: (1) "familiarization of oneself with the data; (2) generation of initial codes; (3) searching for themes; (4) reviewing of themes; (5) defining and naming of themes; and the (6) production of the whole report" (2006, p. 87). These steps permitted the researcher to identify the study themes based on the responses of the participants. After the fifth stage, the researcher uploaded the coded files on NVivo12 by QSR to systematically re-code and tabulate the themes.

3.6.3 Qualitative Research

Qualitative research aims to provide construction of social reality and meaning (Creswell 2014). The purpose of qualitative research is to explore and describe complex phenomena through designs that include case studies and action research methods (Creswell 2014). Qualitative research can provide depth of understanding through content-based analyses and interpretation. Thus, the descriptive designs are used to explain important elements of a phenomenon in a particular context.

Under the pragmatic paradigm, the research approach related to the purpose of the study and to answer the research questions, content analysis of the interviews was the chosen method of enquiry (Armsby 2000; Onwuegbuzie, Leech, & Collins, 2012).

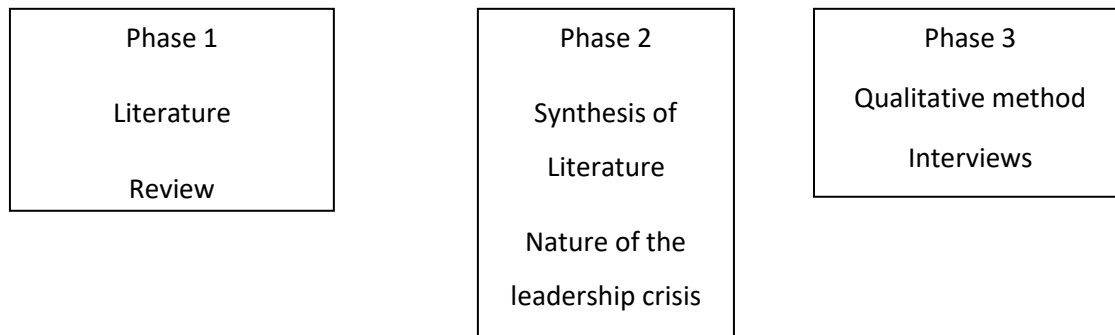


Figure 4 Phases of Research

Phase 1 - The literature review

A literature review is defined as “the selection of available documents (both published and unpublished) on the topic, which contains information, ideas, data, and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed” (Hart 1998, p. 13). The aim of the literature review, as it relates to the current study, was to identify and organize the concepts associated with community college leadership shortages (Rowley & Slack 2004). Identifying, organizing, and purifying the concepts, theories, and pragmatic support in the literature helped in identifying limitations as well as pointed to specific research questions (Rowley & Slack 2004, Andersen & Kragh, 2010).

The research commenced with a comprehensive review of the literature on the community college leadership shortage. Consistent with the recommendations of Creswell (2014) a priority for selecting literature material began with a broad synthesis of the literature, followed by more targeted review of journal articles, appraisal of relevant books, an exploration of recent conference papers, and a search for web-based materials.

The existing literature on relevant key word searches (including but not limited to “community colleges” and “community college leadership shortages” resulted in a range of academic articles,

books, research projects, whitepapers, conference proceedings, journal articles, and government documents relevant to the topic area.

3.7 Conclusion

The current chapter provided an overview of the research design, paradigm, and strategy for the current study. Through detailing the research methodology, data collection, and methods of statistical analysis, the rigors of the study were elucidated. While the research was underpinned by a vigorous approach to investigation, it is not without limitation, which were acknowledged. Finally, the ethical considerations of the study have been identified.

3.8 Chapter Summary

This chapter has established the methodology for the study and explained the processes used for participant selection, data gathering, and data analysis. The following chapter presents the findings of the study including the descriptions of the context the results of the interviews with the participants.

CHAPTER 4: RESULTS

4.1 Introduction

Chapter four of the study contains the results from the thematic analysis of interview transcripts collected from the shared responses of 11 leaders of community colleges in the states of Illinois, Kansas and Virginia in the United States. Interviews were performed to gather the experiences and perceptions of community college presidents, vice-presidents, and administrators on the observed and reported shortage of community college leaders. The purpose of this study was to describe the nature of the shortage and possible causes of the leadership crisis in community colleges, describe what responses have been put in place to mitigate the impact of the crisis, to evaluate the efficacy of these responses, and consider suggestions that emerged from the study as a knowledge contribution to professional practice. One main research question and four sub-research questions were asked:

Main Research Question

How is the community college system in the states of Virginia, Kansas and Illinois addressing the reported shortage of leadership?

Research Question 1.1. What is the nature of the leadership crisis in community colleges in the states of states of Virginia, Kansas and Illinois?

Research Question 1.2. How are community colleges in the states of Virginia, Kansas and Illinois responding to the leadership crisis?

Research Question 1.3. How effective are community the community college responses to this leadership crisis?

Research Question 1.4. What recommendations can improve the efficacy of these responses? The chapter also contains four further sections. Participants’ brief demographics are presented containing the breakdown of the participants’ characteristics and professional standing in section two. In the third section, the data analysis applied in analyzing the 11 interviews and the results along with the participant responses are discussed extensively. Finally, a summary concludes the chapter.

4.2 Demographics

A total of 11 participants were interviewed for the study. The college and participants names were removed to de-identify the participants and protect the confidentiality of both the community colleges and their representatives. Thus, as seen in Table 6.1, the colleges and participants were assigned with codes. Out of the 11 participants, six were females and five were males. Participants were located in the states of Virginia, Kansas and Illinois in the United States, had leadership roles in their respective community colleges at the time of the interviews.

Table 6.1.

Breakdown of Participants’ College Participants’ Demographics

Code and Representative	Participant Code	Gender	Role/ Position	Location of College
A’s Vice President	Participant A	male	President of Academic Affairs; Top Administrator	Kansas City
B’s President	Participant B	female	Current President	Waukegan, Illinois
C’s Associate Vice Chancellor	Participant C	female	Associate Vice Chancellor for Human Resource Services	Stafford County Fairfax Virginia
D’s Education	Participant D	male	Education Dean	Spring Valley, Illinois
E’s President	Participant E	female	President	Virginia
F’s Vice President	Participant F	female	Vice President	Virginia

G's Assistant	Participant G	male	Assistant Director of Research and Planning	Chicago Illinois
H's Director	Participant H	male	Director of Strategic initiative Office of the President	NA
I's Executive Manager	Participant I	male	Executive Office Manager of the President	NA
J's President	Participant J	male	President	Kansas
K's President	Participant K	male	President	Wichita, Kansas

4.4-3 Presentation of Findings

In this section of the chapter, the researcher presents the themes generated from the thematic analysis of the 11 interviews. The themes found in this section are the coded responses of the participants, grouped under the formed themes based on the meanings that they share. The results of the data analysis using NVivo are given in Table 4. The number of references per theme as shown in the table assisted in determining the hierarchy of themes. The greatest number of references given by the participants for particular words or phrases are labelled as the main themes of the study. Considering the high number of responses, these main themes are regarded as the most significant themes associated with the research questions. The other important themes with fewer references are considered as the study's minor themes. Finally, subthemes are also added to better explain the main themes.

The results are addressed and presented for each research question. Overall, there are four major themes, nine minor themes, and eight subthemes; producing 21 themes that pertain to how the community college system is addressing the current leadership crisis they are faced with.

Table 6.2 contains a summary of the study themes.

Table 6.2. Breakdown of study themes with number and percentages of references from Nvivo analysis

Research Question	Themes	Number of references	Percentage of references
-------------------	--------	----------------------	--------------------------

What is the nature of leadership crisis in community colleges?	theme 1: Facing succession within the community college <i>Increased number of retirees without succession plans</i> <i>Lack of developmental training programs</i> <i>Lack of leaders who are willing to stay at the college</i>	6	55%
	theme 1: Facing limited financial resources, affecting leadership recruitment	4	36%
	theme 2: No leadership crisis due to the presence of formal succession mechanisms	4	36%
	theme 3: Facing weak governance structures	1	9%
How are community colleges responding to the leadership crisis?	theme 2: Following a strong strategic plan to develop leaders <i>Implementing succession programs in place</i> <i>Providing professional training and development, mentoring, and more</i> <i>Using formal mechanisms to avoid leadership issues</i>	8	73%
	theme 1: Developing a team of new and fresh ideas to assist with leadership needs and plans	2	18%
	theme 2: Focusing on community college's strengths to address the other issues	2	18%

	theme 3: Lacking response plans and efforts	1	9%
How effective are community college responses to this leadership crisis?	theme 3: Demonstrating competence with proactive planning and implementation of leadership development programs	5	45%
	theme 1: Looking for other ways to address leadership crisis	4	46%
	Theme 2: Facing ineffective response with the lack of resources <i>needing proper funding to create a positive work environment</i> <i>needing professional development opportunities for leaders</i>	2	18%
What suggestions were made toward improving the response?	theme 4: Equipping present and future leaders with knowledge and skills in leadership and management <i>empowering of “own leaders”</i>	9	82%
	theme 1: Creating other ways to reduce issues and further community college’s initiatives	2	18%

Note: *subthemes

Research Question 1.1. What is the nature of the leadership crisis in community colleges? The first sub-research question asked about the nature of the leadership crisis in community colleges. The majority (55%) of the interviewed participants noted that there were succession issues within the community colleges. In particular, they identified the following

challenges: increasing number of retirees without proper succession plans; of developmental training programs; and lack of leaders willing to stay with the college. Furthermore, four other participants added that community colleges had limited financial resources, affecting leadership recruitment. Meanwhile, another four participants shared an opposite perspective, stating that they had no leadership crisis given the presence of their formal succession mechanisms. One participant identified that they had weak management structures, however, given the lack of further data on this theme more research is needed to substantiate it.

Major Theme 1: Facing succession issues within the community college. The first major theme of the study indicated that there was a succession issue present within the community colleges of the six participants. These participants believed that their colleges were faced with big and inevitable changes where their leaders were set to retire in the next few years; and succession plans were still on-going which could affect their colleges heavily. According to Participant E, they were continuing to work on the problem of how to survive in the next years as their community was somewhat traditional and resistant to making big changes. The participant narrated:

Therefore, some communities are dying so the community college is probably in the best position to ask the question of how we are going to revitalize ourselves. Fortunately, that is not happening in my region but, it is happening in many regions and you know I think those communities have a lot of work to do to try to say how are we going to survive into the next century. Particularly to a rural community college even more so than urban. Urban community colleges have their own challenges but I think rural community colleges if the region is not being invested in, if companies are not moving in and people do not have jobs; it is just very, very difficult to think about how you can revitalize that kind of community.

Subtheme 1: Increased number of retirees without proper succession plans. The first subtheme that followed was the issue on the increasing number of retirees but with no formal succession plans in place. For Participant B, the number of retirees and leaders with no proper training was disrupting the continuity of knowledge within the colleges. The participant noted that this crisis was not only present in College B but was widespread across community colleges saying, *The leadership crisis in community colleges across the country is centered on the high percentage of presidents and chancellors scheduled to retire in the next three to five years. The concern from my perspective is focused on the group of presidents who are part of the*

development of the community college system. This means those who started within the community college system in its earliest days of formation. They understood the purpose, the mission and the need to meet the needs of their respective communities. These planned retirements will leave a void in the number of top positions here and across the country. Meanwhile, Participant D also identified the crisis of leadership succession due to retirement, commenting: *“The abundance of retirements of senior leaders, including presidents and senior level executives.”*

Subtheme 2: Lacking developmental training programs. The second subtheme explored the lack of developmental professional programs to increase the competence of present and future leaders. The participants believed that the complexities of the leadership position required on-going and targeted programs to equip both the present and future leaders of community colleges. Participant H noted that with such a multifaceted position, current programs were not enough to properly train and prepare the leaders. The participant commented:

It is a very complex position, there are many issues and ultimately it has many demands but a very weak developmental program for Presidents to learn the job. In addition, the position is more complex than what individuals think, until they get into the job.

Subtheme 3: Lacking leaders who are willing to stay with the college. The final subtheme indicated the decreasing intent of leaders to stay in their respective community colleges. As shared by Participant A, the environment in some colleges was making it difficult for the leaders to stay and pursue their careers. The participant narrated:

There is certainly leadership crisis in terms of not having people recruited to come here and work to fill the senior leadership positions. The crisis comes from individuals not staying here and working their way up the chain of command to upper leadership positions. Normally, once workers get to middle level management they move on to other colleges after about three or more years... Some colleges have a harder time attracting people to be senior executives and presidents because a lot of people don't want to live in an extremely rural environment.

Minor Theme 1: Facing limited financial resources, affecting leadership recruitment. The first minor theme that emerged was the presence of limited resources which negatively influenced the recruitment efforts of the community colleges. The minor theme was shared by four or 36% of the interviewed participants. As shared by Participant A, they continued to receive decreased

budgets but had the responsibility to accommodate increasing enrollees. The limited funding made it extremely challenging for the leaders to properly run and manage the institutions: *Many states have really cut back or have eliminated their funding for education. Many places are trying to bring down their property taxes or other things too. Therefore, it can be difficult to be a president or senior executive in an environment where your budget is decreasing and your enrollments decreasing. I think these budgeting problems are compounding the community college situation of lower enrollment than previously.*

Further, Participant D added that there were financial and human resources issues. This participant identified these as two of the most common stressors for the leaders and their key members. The participant noted:

Also, financial and human resource challenges, specifically funding is the main issue... The human resources issues involve compliance such as state and federal regulations. Political environments such as long hours and lower pay compared to other organizations. Future presidents will cope with many stresses including changes in technology and the struggle for funding, but one of the most complex tasks may be developing a vision for the future of an institution whose mission is in tension.

Participant G echoed the above responses stating that they had inadequate budget to build a strong and effective recruitment team. The participant commented during the interview:

As a leadership crisis is our sales and recruiting efforts, we don't want to have one recruiter and we don't have the budget to actually build a strong recruitment team to help with when reaching out to our feeder schools.

Finally, for Participant K, the lack of resources entailed the inability to develop proper and productive initiatives. This participant shared:

"According to the chief administrative officer, the college cannot afford failed initiatives. It simply does not have the resources. Every new project must be researched, planned, and executed carefully,"

Minor Theme 2: No leadership crisis with the presence of formal succession mechanisms. In the second minor theme four participants reported that they did not have leadership crises in their respective colleges which could be attributed to their formal and effective succession structures or strategies. Participant C stated that they did not have a leadership crisis as they had previously

formed formal mechanisms to avoid such crisis and other potential leadership challenges. The participant explained:

There is no leadership crisis at none of the twenty-three colleges in the system of his awareness from Northern to Southern part of his state. We have formal mechanisms in place as a proactive tool of avoidance of major issues and problems of leadership.

Participant F echoed Participant C's views and explained how their college followed a well-structured succession plan which had been effective and in place for many years since. This participant provided examples, saying:

When someone leaves, they will have one person move up who is interested in that position until the full search committee finds someone, whether it be the person who is on an interim basis working or someone else. Thus, we really do not have a leadership crisis here in this area.

The same thing will happen with a Dean. For example, if he/she leaves we encourage professors to apply for the position as a promotion to be the associated dean for a year. After one calendar year show they get a good experience through, you know the through the spring, through the fall and then executing into the fall of semester. We give those faculty nine credits of reassigning semester. Moreover, what we found is that we are really growing some leaders for the future by doing that.

Meanwhile, Participant J noted that they performed an internal hiring of leaders and did not face any issues with their strategy. This participant said: *"They always hire within and there is no real crisis in finding a President."* Finally, Participant K added:

"There is no current crisis of leadership here. We have lost staff at middle level management, but we always appear to have someone qualified to take over these positions."

Under the first sub-research question, the researcher uncovered that the majority of the participants were faced with issues within the community college related to increasing the number of retirees without proper succession plans, lack of developmental training programs, and the small numbers of leaders who were willing to stay with the college. Aside from the succession crisis, they were also faced with financial constraints leading to their inability to recruit leaders effectively. Meanwhile, a small number of participants also shared that they were satisfied with their current leadership plans and that their formal succession mechanisms helped them greatly.

Research Question 1.2. How are community colleges responding to the leadership crisis?

The second sub-research question that followed asked how the community colleges were responding to the previously established leadership crisis that the colleges were faced with. The majority or 73% of the participants indicated that by following a strong and effective plan to develop leaders their leadership crisis was minimized. In addition, three other minor themes were established, these were: developing a team with new and fresh ideas to assist with leadership needs and plans; focusing on community college's strengths to address other issues; and lack of response programs and efforts. However, like the previous sub-research question, the minor themes received very few references. Hence, there must be further research to boost the trustworthiness of the said findings.

Major Theme 2: Following a strong and effective plan to develop leaders. The second major theme of the study discusses the need to follow a well-structured plan aimed at developing competent and capable leaders who can take over as needed. For the eight participants, succession programs, development and training initiatives, and other formal mechanisms all led to positive leadership progressions. These participants valued the practice of being proactive, preparing ahead of time in order to have a proper and successful transition of leaders.

Subtheme 1: Having succession programs in place such as professional training and development, mentoring, and more. The first subtheme noted the importance of succession programs through professional development courses and training combined with mentoring programs with experienced and competent leaders. For Participant B, their active succession planning through training and development had been successful. Their early and continued preparations permitted them to find the best candidates for the positions needed, saying:

At College B, the institution has planned for a change of leadership at various levels over the past decade. We have addressed the issue, as best we could, through intentional professional development and succession planning. This strategy was incorporated purposefully to first develop leaders throughout the organization who would aspire to higher levels and second, to create a culture within the organization that promotes advancement, expertise and leadership. As such, the new president as of July 1, 2019 is the current Vice President of academic and student success. The position was not transitioned automatically. The successful candidate had to compete through the normal search process and emerged as the best qualified candidate.

As for Participant C, their professional development platform was embedded in their system to ensure that succession was not difficult once it took place. The participant stated during the interview:

We have our office of professional development platform that has leadership development programs, some of them are short as a day or two, some of them are as long as two weeks from having a project that is done over a year's time. These presentations are part of a development activity that is organic to the system.

Furthermore, Participant D also shared the different leadership succession programs that they had at their community college. Their succession plan included formal and informal mentorship practices, professional development programs, and pilot tests to assess and evaluate their planned leadership programs. The participant narrated:

Leadership succession and professional development programs along with Formal and informal mentoring programs. We have developed and implemented a leadership development program. Other programs coordinated is a robust professional development department housed in the Center for Teaching and Learning. Finally, we have developed a succession plan but we are still in the initial phase of piloting the program. We have included a mentoring program in the succession plan. Our President has an open-door policy that is always looking for new and better ideas. Once the suggestion is made it is taken back to the team for modifications if needed and then for a pilot program. Once the pilot program is used, it may have to have some tweaks and a final formal implementation.

Meanwhile, Participant H commented:

“We have a succession plan in place as far the hiring practices.”

Lastly, Participant J discussed their succession planning and the impact of growing their own leaders, saying:

“And we've had other VPs come in, who had not worked their way up, and there's just not much longevity when they have come in that way.”

Subtheme 2: Having formal mechanisms to avoid leadership issues. The second subtheme that emerged discussed the presence of formal mechanisms to prepare for leadership changes. Under this subtheme, participants again highlighted the importance of having formal plans and structures in place to prepare for future leadership changes, issues, and crisis. Participant C

stated that they did not have a leadership issue or problem as they were proactive in searching for and mitigating potential issues, saying:

There is no leadership crisis at none of the twenty-three colleges in the system of his awareness from Northern to Southern part of his state. We have formal mechanisms in place as a proactive tool of avoidance of major issues and problems of leadership.

Under the second sub-research question, the researcher found that most of the participants responded to leadership crisis by following a strong and effective plan to develop leaders. Again, they had succession programs in place such as professional training and development, mentoring, and more. With their formal mechanisms, they have since avoided leadership issues crisis. Other minor themes emerged but may need further research to solidify their trustworthiness. Some participants shared that they had a team assigned to work with new and fresh ideas to help them with their leadership plans and needs; and that they continued to maximize their strengths and resources to eliminate the conflicts they were faced with.

Research Question 1.3. How effective are community college responses to this leadership crisis? The third sub-research question that followed discussed the effectiveness of the community college responses to the leadership crisis that they are faced with. Five of the 11 interviewed participants noted that their responses were effective. They acknowledged how their preparedness permitted them to minimize the issues and negative implications of leadership changes, retirement, and more. Meanwhile, two other minor themes emerged. Four participants noted that they were still in the process of looking for other methods to address their leadership crisis and two participants tagged their response as ineffective.

Major Theme 3: Demonstrating effectiveness with proactive planning and implementation of leadership succession programs. The third major theme of the study discussed how participants believed that their responses have been effective in addressing their leadership crisis. For 45% of the participants, planning was the key to minimizing the potential risks and damages that lack of leadership succession preparations may have caused. Participant B found their response to be effective because of the broad planning they had and the involvement of different institutions to assist in their needs. The participant explained:

I believe the diversity of institutions in terms of Board composition, organizational culture and perceived strengths, weaknesses and needs are what community colleges need to incorporate into their planning. While a number of presidents are scheduled to retire in the next few years, I

believe succession planning within the institutions and presidential preparation through organizations such as the American Association of Community Colleges and the Association of Community College Trustees are preparing the next generation of presidents and leaders. That being said, given the various demands and expectations of a broad scope of skills for today's president, I believe many Boards are not only looking within the organization and across the community college system but are exploring options from business, the military and social agencies for their next leaders.

Meanwhile, Participant C echoed that their response was also effective as there were no issues in place. The participant shared their leadership planning process and programs, stating:

They have something called a Triple A team where Deans and Vice Presidents who are seen to be the next generation of Presidents get training on the job in real time. There's a deliberate effort to give them exposure and opportunities in different areas so that they are more well-rounded and groomed for opportunities as Presidents when they occur. There are a few formal activities that happen from time to time, but most of it is a deliberate informal process that we pay attention to here at the system level looking across the colleges.

Finally, Participant F shared the effectiveness of their leadership program in equipping leaders and developing leaders to have the confidence that they needed to perform their responsibilities. From experience, Participant F shared the following:

I think we've programmed and use the leadership program for about seven years now. It was a program that really helps people from different backgrounds. I didn't have any community college background when I went through that program and it really prepared me to go into my first community college job.

Minor Theme 1: Looking for other ways to address leadership crisis. The first minor theme that emerged was the response of four participants that they still needed to look for other techniques and strategies to improve their response to leadership crisis. For Participant E, they were currently looking for fresh ideas which they hoped would inspire them to produce better leadership programs. The participant narrated:

I do not really know. As down here, in Richmond, Virginia, which was often thought of as a place you would not want to be too often but now, young people are flocking to it. They are revitalizing themselves and they are building things. The schools are still challenged. There are still those

kinds of fights but many young people in Richmond, who love it, so it is just fascinating to me is what you have to do in an economic development entity, to revitalize the city.

Meanwhile, Participant G admitted that they were still trying to improve and develop. The participant explained: *“Our leadership style is still trying to understand the different departments and how they relate with one another. We are not so much into changing things around, but how do things connect with one another.”*

Under the third sub-research question, majority of the participants expressed that they have had demonstrated effective responses to leadership crisis with proactive planning and implementation of leadership succession programs. Further, several participants admitted that they were still looking for alternative ways and techniques to successfully address the issues. Meanwhile, only two of the interviewed participants noted that they were currently faced with ineffective crisis responses due to their inadequate resources and opportunities to address the crisis.

Research Question 1.4. What factors can improve the efficacy of these responses? The fourth and final research question explored the factors to improve the efficacy of the leadership crisis responses shared by the study participants. The majority or 82% of the interviewed leaders reported that it was crucial to equip present and future leaders with knowledge and skills in leadership and management. These participants noted that the shortage on college leaders could slowly be addressed with the proper development and training of current educators to become effective leaders in the future. Meanwhile, two other participants shared that creating other programs that reduced their institutions’ overall issues may help as well. This minor theme may need further research given the number of references coded under it.

Major Theme 4: Equipping present and future leaders with knowledge and skills in leadership and management. The fourth major theme discussed the recommendation of 82% of the interviewed leaders that a well-planned and structured leadership program that was centered on the development of current members to become capable and competent leaders was the most effective response. These participants noted how leaders were carefully developed given the complex nature of their job as well as the responsibilities under them. For Participant D, leadership encompassed various sets of knowledge and skills. Through an enhanced succession planning, constant updates on the knowledge and abilities of the leaders could be addressed: *There is a need to educate people on how to run a business. Specifically, education around financial, human, and physical resources. With the baby boomers moving out and the generation*

right after which was called Generation X, were just unprepared and not trained to become community college administrators. This generation was originally called a bust. There are not a lot of people out there in the job market to choose from. In addition, for the ones out there, who are prepared, they went on to corporate America with the good skill set they had and made lots of money.

Participant F also believed that it was important to ensure that faculty knew they had a bright future with the community which motivated them to stay and work better for the community college and become leaders someday. The participant explained:

It is very important that our faculty know that you know, they have a path that they could go through. They might have to leave that college to do it, but they do have the leadership and if they're interested in some faculty that has the desire to do that.

Participant G also echoed the need to update the leaders' skills and competence given the ever-changing environment they lived in. It was considered important for leaders to stay up to date and aware of what was happening inside and outside the academic field. The participant shared:

The job has changed over the years, if you know what I mean. If you are the president and vice president you have to be out there and market yourself so that people know you are out there and what degrees are out there and so forth.

Finally, Participant E highlighted the effectiveness of training and growing their own leader, saying:

“Trying to explore a program to grow our own.”

This was echoed by Participant J who noted that growing their own leader was more effective as longevity was attained. The participant noted:

And we've had other VPs come in, who had not worked their way up, and there's just not much longevity when they have come in that way. They've been, I would say, no more than five years and then moved on. So, this is more with this institution, there's been more consistency in coming through the ranks.

Under the fourth and final sub-research question, a primary recommendation made was the need to equip present and future leaders with knowledge and skills in leadership and management. For majority of the participants, it was important to focus on providing training and opportunities to their members and grow their own leaders over time. Finally, only one minor theme followed

which was the call for the creation of other programs to reduce issues and further their colleges' initiatives.

4.4 Summary

The main research question was addressed through the results of these sub-research questions. These results brought out three main aspects of leadership development which are discussed below. The nature of the leadership crisis in community colleges. Majority of the participants reported that they were faced with succession issues within the community college. In particular, they indicated an increasing number of retirees without proper succession plans; lacking developmental training programs; and lacking leaders who are willing to stay with the college. These findings are substantiated in the literature where the American Association of Community Colleges earlier reported that 79% of community college presidents retired in 2010 alone (Sinady et al., 2009; Bailey et al., 2015). As a result, such issue significantly influenced the executive leadership of community colleges in the country. The findings that baby boomers or those born from 1946 to 1964 were in the process of retiring leaving gaps in organizations across America (Strauss & Howe, 2005; McNair, 2015) and there are limited individuals entering the college presidency who are well-equipped with the knowledge and ability to take over the retiring seasoned college presidents (Eddy, 201; Cooney, 2016). Indicate that lack of succession planning and leadership development training could have triggered this leadership crisis in community colleges.

Continuous Academic Development

Although a multitude of studies in the literature reported that most common passage to college presidency was via continuous academic development (Amey & VanDerLinden, 2002; Weisman & Vaughan, 2007; Mullin, 2012); the participants of the study reported otherwise. Participants of the study noted how their colleges were still lacking proper training and development courses and programs to equip their future leaders of the much-needed leadership abilities. These participants believed that their programs could be improved substantially to produce desired leaders for community college presidency.

Response to the leadership crisis.

The findings of this study indicate that, majority of the participants had a strong and effective plan to develop leaders. The participants noted that they had succession programs in

place such as professional training and development, mentoring, and more. They also added that they had formal mechanisms to avoid leadership issues. Although some of the participants reported their lack of proper training and development programs; they still acknowledged the presence of such courses and how they were working to make these even more effective. However, a common issue reported in the literature that was directly related to the training of incoming leaders was the implementation of advanced training programs which was estimated to cost up to \$75,000 per individual which the community colleges were adhering to given the strong need for well-developed and capable leaders at a much faster rate (Jeandron, 2006; McNair 2015).

In terms of the effectiveness of community college responses to this leadership crisis, majority of the participants believed that there was a proactive planning and implementation of leadership succession programs. However, participants constantly stated that improvements and enhancements could better address their leadership issues. It was substantiated in the literature that training programs were the key to addressing the issues. The participants agreed that they had to equip both present and future leaders with knowledge and skills in leadership and management by growing their “own leaders.”

Overall, majority of the participants described the nature of the leadership crisis in their respective community colleges as facing succession issues within their respective colleges. Responding to issues that lead to crises, participants noted that they continued to follow a strong and effective plan to develop leaders in their colleges. Meanwhile, majority of the participants noted that their institutions were demonstrating effectiveness with their proactive planning and implementation of leadership succession programs. Finally, they emphasized that despite the effectiveness, community colleges must continue to equip present and future leaders with knowledge and skills in leadership and skills in leadership and management.

The fourth chapter of the study contained the findings from the thematic analysis of the 11 interviews with the participants. The purpose of this study was to make an original knowledge contribution to professional practice by describing the phenomenon of leadership shortages in community colleges located in Illinois, Kansas and Virginia of the United States. The study sought to investigate the nature and causes of the leadership crisis in community colleges, describe what responses had been put in place to mitigate the impact of the crisis, to evaluate the efficacy of these responses, and, consider suggestions that emerged from the study, such as lack

of recruitment, urban vs rural difference's, succession planning, and fundraising. From the analysis, a total of 21 themes were generated to address the main research question along with the four sub-research question. The key leadership crisis uncovered was the issue of succession within the community colleges. To address this, the participants highlighted the need to have a strong and effective plan to develop leaders or to equip present and future leaders with knowledge and skills in leadership and management. In the next chapter, the researcher discusses the findings along with the related literature. The recommendations, implications, and conclusions are also presented.

CHAPTER 5: DISCUSSION

5.1 Introduction

The purpose of this study was to describe the nature of the leadership shortage and possible causes of the leadership crisis in community colleges in the states of Illinois, Kansas and Virginia. Describe what responses have been put in place to mitigate the impact of the crisis, evaluate the efficacy of these responses, and consider suggestions that emerged from the study as knowledge contribution to professional practice. For the purpose of this study, one main research question and four-sub questions were posed. Each of these questions and associated themes discovered during data analysis in Chapter 4, are discussed in chapter 5. The research questions and associated themes are critiqued considering the reviewed literature. Relevant literature that is congruent with the findings is presented for each of the research questions and associated themes.

The results from Chapter 4 suggested both internal and external influences that converged to create the problem of the shortage of leadership in community colleges. In order to answer the main research question: “How is the community college system in the states of Virginia, Kansas, and Illinois addressing the reported shortage of leadership?” Research Sub-Questions 1.1, 1.2, 1.3, and 1.4 were described and answered.

5.2 RQ 1.1 What is the nature of the leadership crisis in community colleges in the states of Virginia, Kansas, and Illinois?

The themes that emerged from the main research question were (a) facing succession issues within the community college, (b) facing limited financial resources, affecting leadership recruitment, (c) no leadership crisis within the presence of formal succession mechanisms, and (d) facing weak management structures. In this section, the relevant literature related to these themes is discussed.

Succession

Within the first theme, facing succession issues within the community college of Virginia, Kansas, and Illinois, additional minor themes were identified. These included: (a) increased number of retirees without proper succession plans, (b) lacking developmental training program, and (c) lacking leaders who are willing to stay with the college. In this theme the issues

with succession planning at the community colleges included the difficulty with proper succession plans for retirees. The responses to RQ 1.1 indicated that there were succession issues at the community colleges.

The increased number of retirees presented an issue in terms of leadership succession. These findings regarding retirees are not surprising as previous assessments in the literature demonstrated that the baby boomer generation (e.g., born from 1946-1964) were entering retirement age rapidly across the United States, and a large number of leaders in the Baby Boomer generation were preparing for retirement in community college settings. Therefore, community colleges need to prepare for the retirement of multiple faculty and leadership individuals (Eddy et al., 2017). Literature also indicates that community college leaders must develop succession plans for the continued issue of retirement of leaders (Eddy et al., 2019).

Results indicated that issues with succession planning could influence the changes at community colleges. Central to this issue was lack of programs that considered succession after the leadership retired and this lack of succession planning presented a critical challenge for community college leaders. Similarly, multiple researchers have noted that succession plans, or lack thereof, can critically impact the outcomes of community colleges (Eddy et al., 2017, Eddy et al., 2019; Smith et al., 2018) and community colleges need to prepare effective succession plans prior to the retirement of leadership (Smith et al., 2018). However, an important aspect that researchers still need to explore is how the lack of these plans can influence the outcomes of community colleges.

Additionally, results revealed that there was a need to develop training programs. Developmental programs were considered to be important for future and current leaders as these aided in the creation of training and objective alignment across all departments. Further, these programs could target potential leaders within the community college. However, due to issues with funding and absence of programs in succession planning, leadership training and development was lacking. Previous researchers indicate the need for development programs for leadership at community colleges is crucial and that future researchers should explore how community colleges use training development for leadership (Lacerenza et al., 2017).

Similarly, previous research indicates that community college development training should include advice and feedback from the current administration to create continuity within the program (Artile & Bartel, 2020). These findings indicate that community colleges are

suffering from a lack of development and training for succession crisis. Future research should consider how to address these concerns appropriately.

Rural and Urban Environment

The geographic region was also a significant external factor that contributed to difficulties in leadership succession. The results indicated that it was getting increasingly difficult to retain leaders in colleges due to their regional geographic location and an increased likelihood of talent moving to more populated urban settings. The results indicated an increase in individuals that did not want to stay in leadership roles within community colleges. Reasons given included the inability to recruit due to funding issues. This confirms previous research that suggests that qualified individuals for community colleges are lacking fundraising experience (Forthun & Freeman, 2017). In addition, many individuals may choose to join colleges offering four-year programs due to proximity to urban centers and increased benefits (Forthun & Freeman, 2017). The results showed that it was perceived important that researchers carefully consider how leadership could be retained in regional areas through training, development, and encouraging their own leaders in community colleges in the states of Illinois, Kansas and Virginia.

Financial Resources

Other issues included lacking financial resources that affected leadership recruitment. The results indicated that lack of funding in the community college ultimately influenced the ability to recruit new leadership. However, a need was perceived to recruit based on the number of individuals who will help retirees without succession plans currently in place. Earlier research studies also indicate that community colleges need to prepare future leaders to accommodate the issues of change and retirement but decrease in funding could ultimately create challenges and create a leadership crisis (Artis & Bartel, 2020; Dugan & Humbles, 2018). The insights from results illustrated the need to focus on how community colleges could address leadership recruitment while also managing budgetary needs.

No Crisis

Findings of the research indicated that for some colleges there were no issues regarding formal succession mechanisms and leadership crises. The participants perceived that the leadership crisis was not an issue as formal mechanisms were in place to avoid this crisis. The development of formal mechanisms as perceived in this study's findings have been highly

recommended by other researchers (Artis & Bartel, 2020; Forthun & Freeman, 2017; Lacrenza et al., 2017). The result indicated that there is differences in perceptions of leadership crisis influence how effective and proactive leadership approaches function in a community college setting. In response to the second sub-research question, the researcher discovered that most participants responded to a leadership crisis by implementing a strong and successful plan for developing leaders. There was a succession plan that included professional development, training, and mentorship, and more. Since then, they have been able to steer clear of any crises related to leadership. The results also revealed that some participants mentioned that they had a team designated to work on new and fresh ideas to assist them with their leadership objectives and needs, and that they continued to use their skills and resources in order to eliminate the issues they were facing.

5.3 RQ 1.2 How are community colleges in the states of Virginia, Kansas, and Illinois responding to leadership crises?

The themes for the RQ 1.2 included (a) following a strong and effective plan to develop a leader, (b) developing a team with new and fresh ideas to assist with leadership needs and plans, (c) focusing on community college's strengths to address the other issues, and (d) lacking responses, programs, and efforts.

Effective Planning

Within the first theme, following a strong and effective plan to develop leaders, the following sub-themes were identified (a) having succession programs in place such as professional training, development, mentoring, and more, (c) having formal mechanisms to avoid leadership issues. This section discusses in detail the related literature for RQ 1.2 and the need for future research based on the participant's reflections.

In the first theme, results reflected that developing a team with new and fresh ideas assisted in identifying leadership needs and developing succession plans. The development of a plan was regarded as critical to avoiding or mitigating current leadership succession plans crisis. Previous assessments in leadership have also indicated that new leadership can develop strategic initiative plans that are effective and recruitment of new leadership could lead to healthy competition as well as diversification (Jabbar et al., 217; Musselin, 2018). However, it is also reported that recruitment without goals for retention can lead to unrest (Kelly et al., 2017). We

can infer from these results that higher education leaders should carefully consider if outside recruitment or inside-higher strategies are most effective for their community college campus.

Executive Team Development

The second major theme for RQ 1.2 was the need to follow a well-structured plan that would develop a set of capable leaders at the time of succession planning. According to the research results, this process could involve development, training, and formal mechanisms within the college to ensure that leaders are prepared at the time of succession. Formal mechanisms were also noted as a possible approach to avoid leadership issues and as a possible option for preparing future leaders and avoiding crises through development and training. Researchers argue that formal mechanisms are key for the preparation of leadership succession planning and that training and succession plans should include detailed plans for how challenges will be addressed (Raby & Valeau, 2021).

However, the literature is not clear if the current mechanisms in place at community colleges are sufficient for leadership succession planning. The findings regarding this demonstrated that the current mechanisms in place are insufficient for preparation of leadership succession planning. Although some planning was in place, there were noted issues surrounding retaining leaders and recruiting from within the school. In this setting, it appears that current leadership succession planning mechanisms can be improved to benefit the efficiency of community colleges leadership and formal mechanisms for leadership succession.

5.4. RQ 1.3 How effective are community colleges' responses to this leadership crisis?

For RQ 1.3, the major themes included (a) demonstrating effectiveness with proactive planning and leadership succession programs and (b) looking for other ways to address leadership crisis, and (c) facing ineffective crisis response with the lack of resources. Within the final theme, facing ineffective crisis response with lack of resources, the following sub-themes was identified (a) lacking proper funding to create a conducive work environment and backing professional development programs for leaders. The relevant literature and research results for each theme are presented in this section in relation to each major and minor theme that were identified during data analysis.

Proactive Succession Planning

In the first major theme for RQ 1.3, results indicated that the response was effective for the succession issues present within the community colleges. According to the results the

proactive efforts prevented increase in issues within the colleges during succession. Literature also indicates that proactive efforts are crucial in ensuring the effective succession of leadership in community colleges (Raby & Valeaue, 2021). Programs that prepare for leadership turnover, as well as possible crisis, are more likely to effectively prevent any negative outcomes (Barton, 2019). However, there is a need to further research and understand what specific strategies are used as a means of preventing leadership succession crises.

Exploring Alternatives

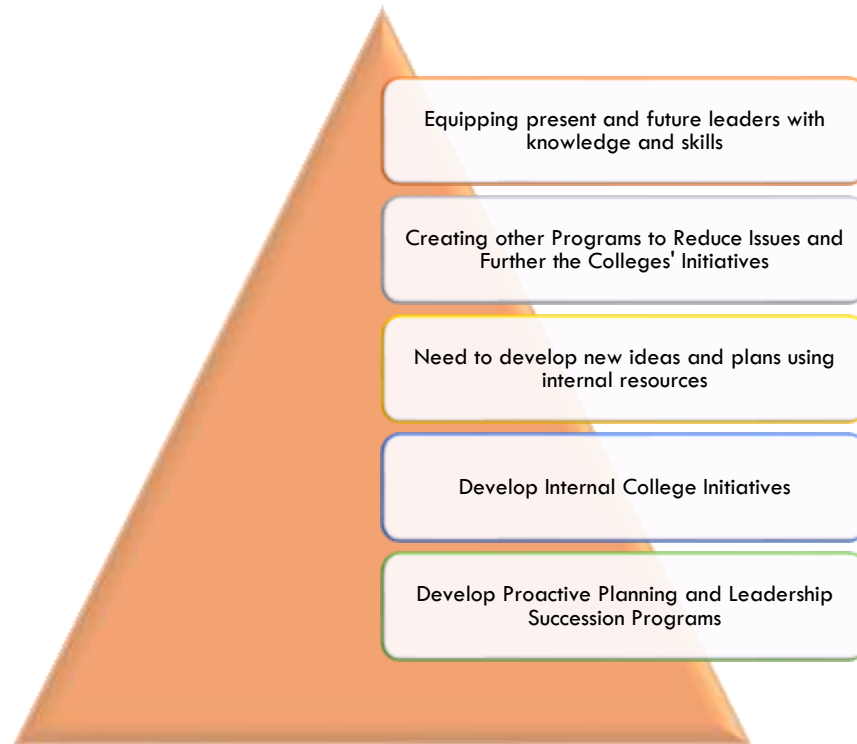
In theme, two results showed other approaches were being considered to address leadership crises. These included the need to use new techniques and strategies that would improve the response to the leadership crisis. The development of new techniques for leadership succession is highly suggested in previous leadership assessments. For instance, the literature proposes that avoiding obstacles and proactive efforts requires continually evolving perceptions of how to meet the needs of the organization (Cruishank, 2017). These findings suggest that in terms of higher education, the development of new techniques may be crucial to effectively avoid issues surrounding leadership succession crises.

5.5 RQ 1.4 What recommendations can improve the efficacy of these responses?

In the final RQ 1.4, the following theme and associated sub-themes were identified: (a) equipping present and future leaders with knowledge and skills in leadership and management and (b) creating other programs to reduce issues and further the colleges' initiatives. In the first theme, equipping present and future leaders with knowledge and skills in leadership and manage the following sub-theme was identified (c) growing of “own leaders.” The congruency of these themes with previous literature is discussed in the following section. Each sub-theme and the major theme are discussed in relation to the research findings and literature and the need for future research is brought out based on gaps that become evident in this research. Figure 3 describes the central recommendations, which are explored in detail in the following sub-sections.

Figure 3

Key Recommendations for the improvement of the Efficacy of Responses



Equipping present and future leaders with knowledge and skills

In this final theme, results indicated that one factor that improved the efficacy of leadership was ensuring that future leaders are prepared with knowledge and skills regarding leadership and management. It was perceived to be critical that future leaders take their new positions prepared with all the skills needed to be successful. Similarly, literature shows that there is a need to ensure that leaders are prepared for succession. The current leaders need to develop plans, feedback, and recommendations that can inform developmental programs and training to occur during and after the succession of leaders (Cavanaugh, 2017). Literature also suggests that overall successes in planning underpins the ability to create guidelines that support the needs of the new leaders and aid in a healthy transition from retired leadership (Cavanaugh, 2017; Cruishank, 2018). The findings in this theme demonstrate that there is a need for improved succession planning that ensures that new leadership is prepared with adequate knowledge, training, and skills for success.

The results indicate that programs could be created in the future to reduce succession issues while also creating new college initiatives. These programs could ensure that leadership in their positions is engaged with their coworkers. Issues that may occur during succession might arise from poor strategic planning or unexpected retirement or resignation (Kezar et al., 2017). In such a case, the use of a detailed strategic plan may be essential for preventing a leadership crisis. Results indicated college initiatives that would engage future leaders to stay in the same community college. Previous research on how community colleges have approached this initiative is absent but is recommended for future researchers.

Creating other Programs to Reduce Issues and Further the Colleges' Initiatives

Results also indicated that it was considered important to “grow their own leaders” through developing training, development initiatives, and creating a unique culture that created leaders passionate about their community college. The importance of hiring within is also found in previous literature. For instance, it was found more common for alumni, faculty, and staff to gain leadership positions based on the diverse methods that community colleges used to engage staff and faculty (Frederickssen, 2018). Also, community colleges' creation of diversity pipelines was viewed as an essential element for feeding women and individuals of color into leadership positions in higher education (Delgado et al., 2019). Thus, the findings to create leadership within the community college are aligned with literature and are recommended by researchers.

5.6 Main Research Question: How is the community college system in the states of Virginia, Kansas, and Illinois addressing the reported shortage of leadership?

Having answered the sub-questions, the main research question of the study was answered. It was noted that predominantly internal influences affected the shortage of leadership in the colleges depending on (a) their geographic location (urban/rural) and (b) their management mechanisms and formal succession policies. For example, community colleges struggled to retain leaders in colleges due to their rural geographic location, as well as lack of funding, were crucial challenges to the issues regarding leadership. However, certain external environmental influences were also observed. The summaries of these internal and external influences are summarized below with recommendations on how to address these issues.

Table 7: Recommendations based on internal and external influences.

Internal	Description	Recommendation
<p>1: Limited Financial Resources</p>	<p>Revenue gap is largely driven by factors: Four-year institutions bring in much more revenue through higher tuition and fees and they tend to receive larger shares of state appropriation than two-year or community colleges</p>	<p>Revenue gap to achieve resource parity between public two-year and four-year institutions will require action at both the state and federal level. Policymakers need to be thoughtful about considering ways that federal aid should be better targeted by states with larger investments in higher education with fewer resources to ensure access, attainment, and completion. At the federal level, this means ensuring issues of resource allocation do not get lost within the budget process as states address affordability issues to ensure a free or debt-free college experience. At the state level, it means prioritizing funding allocation during better economic times and doing more to protect under-resourced colleges during downturns.</p>
<p>2: Weak Management</p>	<p>Weakly, inadequate management structures can be rectified. Efforts should be made to establish stronger governance and reporting structures that benefit the community college, the leaders of the community college, and the community colleges can use their own assets, training, and expertise to build their own capital.</p>	<p>Recommendations to help enforce a strategic plan to develop leaders include creating new or reinforcing existing succession plans in place such as leadership development, training and mentorship, and more. Succession development should involve identifying and developing existing succession candidates.</p>

		<p>h policies to ensure better hip transition. The succession n should also be formalized l leadership issues</p>
<p>3: Need to develop new d plans using internal es</p>	<p>issues included the ment of new ideas and sing the internal strengths ommunity college, as well oping programs and efforts ternal resources</p>	<p>unity colleges, public two- l four-year institutions need e that new concepts and es are developed, utilizing herent resources and ties, as well as programs and es.</p>
<p>4: Develop Proactive g and Leadership ion Programs</p>	<p>dings indicated that there eed to develop proactive g and leadership succession ns.</p>	<p>ing on the college's current es, as well as the knowledge rship and staff, leadership ion plans can be reinforced.</p>
<p>5: Develop Internal College es</p>	<p>was the need to create college initiatives to their own leaders.</p>	<p>in community colleges, nurtured using their own capital resources in order for tution's goals to be d. A crucial internal variable rganization's drive to develop leaders.</p>
<p>al: Growing, declining state eral financial support, demands for accountability, nographic dynamics t instructor and student y.</p>	<p>unity colleges face new ges including growing tion from the private and fit sector, declining state eral financial support, ng regulations from agencies and greater</p>	<p>s in rural community ; face external difficulties essitate more systematic es and support in order to em as future leaders. hip that is offered more tive pay in larger cities is</p>

	s for accountability, and g student and staff aphics.	kely to leave for these roles because of this. e this issue, it was thought lege leaders needed to their own leadership in create a long-term, ted group of leaders.
--	---	--

Internal

Multiple internal issues were identified through the review of themes. Internal themes are variables that the community college can generally control, such as financing or budgeting, human resources, as well as the development of new leadership programs.

Theme 1: Limited Financial Resources

The findings from RQ1.1 demonstrated that community colleges were facing issues with limited financial resources, and weak management structures.

Theme 2: Weak Management Structures

One internal issue that can be addressed is weak management structures. The community college leaders can draw from their own resources, training, and human resources to create better management structures that benefit the community college.

Theme 3: Need to develop new ideas and plans using internal resources

The findings from RQ.1.2 demonstrated that internal issues included the development of new ideas and plans, using the internal strengths of the community college, as well as developing programs and efforts using internal resources. These three themes are significant internal variables that can be addressed by community college leaders. First, the development of new ideas and plans can occur through the innovation of current leadership and staff. Second, using internal resources to develop programs, leadership may further a better community culture that encourages leaders to remain at the college.

Theme 4: Develop Proactive Planning and Leadership Succession Programs

The fourth internal theme related to the need to develop proactive planning and leadership succession programs. In RQ 1.3, the findings indicated that there was a need to develop proactive planning and leadership succession programs. Development and proactive planning of leadership

succession programs can be strengthened through drawing upon the current resources in the college, as well as the expertise of staff and leadership.

Theme 5: Develop Internal College Initiatives

The last theme was the need to create internal college initiatives to grow their own leaders. RQ 1.4, recommendations included the need to invest in leadership and management, create programs that further college initiatives, and grow “their own leaders.” The initiative to grow their own leaders is an essential internal variable. Leadership should draw upon their own staff, faculty, and resources to encourage leadership to grow in their unique community college philosophy and settings. Additionally, the creation of college initiatives is an internal variable that can be best addressed through team discussions and planning among leadership and lower management, staff, and faculty across each community college.

External

Throughout the study of the extant literature, the semi-structured interviews, and the observations of the sector, it was apparent that certain external influences converged with the internal conditions of the colleges to create the leadership shortage crisis. These included: dramatic increases in competition from the university (4 years-curriculum); Urban and rural environments had different influences on how well community colleges were managed and how sustainable they were; to some extent, the loss of talent from community colleges to universities reduced the talent pool of community colleges. As students and management leave the rural environment for urban environments, the available pool of internal leadership is decreased. The “one-size-fits-all model for community colleges is no longer feasible in terms of external environmental flux. Student needs have shifted including where they are able to source remedial instruction and testing to fulfill college and university entry requirements. In this setting, students are guided to obtain resources outside of the community college in urban settings, which means that students are not fully relying on the resources within the community colleges in rural regions. These are external issues that require larger systematic sources and support to maintain students as potential leaders in rural community college settings.

Some of the external factors identified in the findings may require assistance from consultant agencies or governmental funding. The first key external issue was lack of funding and resources. Without funding, leaders struggled with the development of new programs. Further, leadership programs and recruitment require funding. In this sense, these variables

beyond the community colleges' control require to be addressed on a larger policy-based level. However, it should be noted that the most prominent variables discussed were internal, which indicates the opportunity for change despite the struggles regarding funding and resources. These variables included:

Increases in Competition

Community colleges are gaining popularity among all population groups in terms of reduced tuition, flexibility, and ample resources for first-generation or low-income students. As a result, a significant number of community colleges are sprouting in the Illinois, Kansas and Virginia to cater for this first-generation or low-income students. Although these community colleges are central to providing options and diversity for students, the leadership inside community colleges may struggle to garner leadership that is dedicated to long-term commitment.

In this study, it was evident that internal variables such as struggles to retain leaders in colleges due to their geographic location, as well as lack of funding, were crucial challenges to the issues regarding leadership. It became clear in the results that while internal variables were diverse, external struggles worked fundamentally to de-motivate and challenge leadership in how to resolve these issues. As a result, it may be critical for future researchers to consider how each of these variables interact to challenge community college leaders.

Urban and Rural Differences

One of the key variables noted was the urban and rural environment and the influence on community college management and sustainability. In the rural setting, it is less likely to retain leadership that is willing to remain in a low-populace setting. Leadership that is offered more competitive salaries in larger cities is more likely to leave for these positions. To address this issue it was perceived that growing their own leadership in colleges may be essential to creating leadership that is willing to stay based on their commitment to the college, community, and students. Additionally, it should be noted that geographic differences might also experience changes in funding, as well as lack of student enrollment based on student choices to attend colleges in larger cities. For example, schools in rural regions may receive lower funding than highly populated urban centers that require additional support to aid the diverse student population. Funding may be intricately related to both rural community college support as well as the retention of leadership due to popularity of working in urban settings. However, it is

important to note that there is a need for future research regarding how community college leaders differentially face challenges in urban and rural settings.

5.7 Conclusion

In terms of the main research questions, the sub-research questions and associated themes provided answers that may guide future researchers and community college leaders. The issue of succession within the community colleges was not well understood. Reasons that may have led to the current issues included an abundance of retirees as well as a lack of proper succession planning. Lack of development training as well as leaders that were not prepared to stay at the college were critical issues.

The findings illustrated congruence with previous literature. However, several recommendations ranging from strategic development and training were put forward to prevent leadership crisis in community colleges. The recommendations based on the findings in this study and the implications of the outcome of this study are presented in the following chapter

CHAPTER 6: CONCLUSION

6.1 Introduction

In this Chapter, the outcomes of the study are summarized. The summary conclusions of the study are presented, followed by the contributions of the study, recommendations for practice, implications, and suggested future research. The limitations of the study are also discussed to provide a path for future exploratory studies to expand the findings of this study.

The purpose of this study was to describe the nature and possible causes of the leadership crisis in community colleges, identify what responses have been put in place to mitigate the impact of the crisis, assess the perceived efficacy of these responses, and consider suggestions that emerged from the study as a knowledge contribution to professional practice.

One main research question and four sub-research questions were posed to address the aims of the study. In total, 11 participants were interviewed in this study. Six of these participants were females, and five were males with leadership roles across Virginia, Kansas, and Illinois in the United States. Data were subsequently analyzed using Braun and Clarke's (2006) six-step guide to thematic analysis.

6.2 Conclusions of the Study

Thematic data analysis revealed 13 major themes and 8 subthemes. A total of 21 emerging themes were identified regarding the responses and strategies that community colleges can adopt to address the leadership crisis.

In RQ1, the major themes included succession issues within the community college, limited financial resources, leadership recruitment, and weak management structures. The results also revealed that there was perceived to be no leadership crisis within the presence of formal succession mechanisms. A number of the themes that emerged confirmed previous studies that raised concerns regarding the impact of increased retirements of community college leaders and the need to develop succession plans (Eddy et al., 2019; Eddy et al., 2017; Smith et al., 2018). Further the study confirmed that community colleges are advised to develop succession plans, training programs, and development programs to aid the success of future leadership (Artile & Bartel, 2020; Lacrenz et al., 2017). The remaining themes emerging from the analysis describe the nature of the impact, greater depth of understanding as to the types of responses and the perceived effectiveness of the responses. A noteworthy insight was that community colleges in

urban locations perceive the talent retention and college growth issues as problems but not as significantly compared to regional based community colleges.

Challenges to retention of talent were mostly driven by university recruitment of community college talent and the decline in certain instances of student numbers and funding decreases. This also, had the cyclical effect hindering community colleges' ability to recruit students and talent. Further research is recommended to further investigate the relationships between succession planning, training, funding, recruitment and development and how these variables may affect the effectiveness of the succession of leadership in community college settings.

In the second RQ, recommendations such as a strong and effective plans to develop leadership, succession programs such as professional training and development, mentoring, and formal mechanisms to avoid leadership issues were elucidated. Other recommendations included developing a team with new and fresh ideas to assist with leadership needs and plans, and focusing on community college's strengths to address leadership crisis. The findings demonstrated that the development and recruitment of new externally recruited team leaders might be crucial for creating effective strategic planning. However, there are mixed findings in previous research regarding outside recruitment in community colleges (Jabbar et al., 2017; Musselin, 2018). The overall perception was that skilled leadership is best developed internally through well-structured plans, development, and training. The increase of formalized mechanisms to ensure this progression is smooth and can be recommended for all community colleges.

The recommendations in RQ 3, included proactive planning and leadership succession programs and looking for alternative ways to address leadership crisis. It was also perceived that community colleges were ineffective in responding to the crisis due to lack of resources and were mostly reactive to the problem after it had already emerged. A common underlying insight was that most community colleges in the study failed to exercise foresight and did not anticipate the leadership, sectoral competition and funding issues. Again, it appeared that this had negative cyclical effect that a lack of proper funding to create a beneficial work environment was negatively effecting professional development programs for leaders. This confirms previous studies that effective succession planning includes the proactive efforts of leadership. Other recommendations included the development of broader organizational futures-orientated and

strategic thinking capabilities. Researchers have also suggested performing future research regarding which specific strategies are effective for preventing succession crises in community college settings (Jabbar et al., 2017; Musselin, 2018).

The recommendations in RQ 4, included equipping present and future leaders with knowledge and skills in leadership and management, growing of “own leaders.” and creating other programs to reduce issues and further the college's initiatives. This responds to questions in the literature as to the need for development of leaders at the community college being crucial for diversity and inclusion, as well as social mobility of surrounding communities (Cavanaugh, 2017; Cruishnak, 2018; Delgado et al., 2018; Fredericksen, 2018). Overall, all community colleges may benefit from the inclusion of these strategies to overcome and prevent leadership succession crises

6.3 Contributions

The purpose of the study was to gain a deeper understanding of the reported leadership crisis in community colleges. In particular the study sought to establish if there was a leadership crisis in community colleges and established that even though there were some challenges present with regards to this leadership, the situation did not qualify as a crisis, as there were for instance, some leadership programs already place, even though they were not as efficiency. The study also revealed that there is a convergence of factors including failure to design and implement succession, plans, low levels of anticipation / futures-orientation, losing students to an increasingly competitive university sector and talent losses to university recruitment efforts. The differences between regional and urban colleges also emerged as an indication that not all community colleges faced the same challenges.

The descriptive, qualitative nature of the study were purposefully adopted so as to capture the practitioner perspectives and gain a deeper understanding of what has been reported as a leadership crisis. At the outset, it was proposed that the aim of the study was not to make a contribution to theory (although this may emerge) but rather that the study findings were primarily aimed at aiding practice by making an original knowledge contribution to professional practice.

Practice. In terms of contribution to professional practice, the study identified 21 themes clustered under 5 themes and 8 subthemes. These themes either a) confirmed previous studies and considered their practice implications, b) gained a deeper understanding of the themes from

previous studies and c)) provided new insights not previously identified in the literature. Due to the study limitations (sample size, geographic location and generalizability) the study does not suggest that the insights are absolutely true for all community colleges. However, the study does assert that the findings can be practically useful in this difficult time for community colleges. The nature of succession issues, the responses colleges have adopted and the perceived effectiveness of the responses all informed a deeper understanding of the phenomena and have culminated in a set of recommendations.

The findings from the research, as well as congruent literature, reflected that training programs, recruitment from within, as well as the ability to ensure the training and advanced capabilities of future leadership are crucial. In this setting, the researcher demonstrated that there are multiple barriers, both internal and external that converge to create issues for leadership development and succession in community colleges. These barriers and enablers for change are detailed in Chapter Four, which provides specific insights that may be of unique value for professional practices in higher education. Leaders, as well as researchers aiming to create positive change in leadership in higher education, can draw from these to strengthen their own initiatives or create a program that is better targeted towards the needs of community colleges.

Literature. The findings of the study contribute to the literature and extant theory by a) confirming previous study findings, b) gaining a deeper understanding of the findings from previous studies and c) identified emerging themes and findings that have not previously been described in the literature.

The study described the nature of the shortage and possible causes of the leadership crisis in community colleges, what responses were used to mitigate the impact of the crisis, and the perceived efficacy of these responses. Additionally, the findings of this study demonstrated multiple confirmatory and new insights.

Confirmatory – The study confirmed previous research that:

- Community colleges are an essential part of the higher education system and promotes access, equity and broad-based higher order skill development.
- There is not a leadership shortage of community colleges.
- Community colleges should include succession planning, leadership development, talent identification and recruitment as a strategic priority.

- There is indecision as to the utility and value of external recruitment into very senior levels of executive leadership.
- The development of future-orientated and proactive capabilities is necessary.
- A lack of financial resources have aggravated the shortage and ability to respond adequately.

New insights – The study identified new practice insights:

- There is not a leadership shortage crisis.
- External recruitment of emerging talent to be oriented, trained and promoted from within is a preferable external recruitment strategy.
- The focus of responding to the shortage should not be on individual leaders but on developing executive teams.
- Differences between regional and urban colleges as to the nature and impact of leadership shortages differ.
- Sector competition driven by university recruitment has increased. The impact has been recruitment of community college talent and decreasing community college enrollments.
- Community colleges need to explore alternative models of functioning and remaining relevant and adjust its leadership development accordingly.

Theory. The findings from this study's thematic analysis are tentative and suggest that the findings expand the current understanding of how community colleges assess and mitigate succession crises by identifying potentially new variables associated with the phenomenon. Previous studies have detailed the leadership succession strategies, as well as financial challenges to keep the leadership. However, there is no assessment prior to the study that provides an overview of how current processes and strategies have been used to mitigate leadership crises in community colleges. The findings of this study also draw out several suggestions that may guide future research on community college's leadership crisis in terms of successful transition efforts.

6.4 Limitations

The purpose of this study was to describe the nature of the leadership shortage in community colleges and its possible causes, describe what responses have been put in place to mitigate the impact of the crisis, assess the efficacy of these responses, and consider suggestions that emerged from the study as knowledge informing professional practice.

Sample Size. One limitation of this research was the small sample size that was employed to gather data. For this study, time and funding were limited to gather data. Further, participation was voluntary, and many leading individuals in community colleges did not have schedules that allowed for participation. With the increase in violence in colleges in the United States and the pandemic, there were policy issues to access these colleges. The total number of participants does limit the generalizability of the findings for future studies. As such the findings can be described as tentative providing sufficient evidence to describe the phenomenon in the study locations and providing evidence that may suggest further exploratory or confirmatory research. In terms of its purpose, the study sample size is sufficient in describing the experiences of community colleges as they relate to the phenomenon. Based on these accounts, other practitioners may a) associate their situations with those of the study, and b) gain insights that suggests good practice in responding to similar problems.

Sampling. A limitation of this study is the sampling procedure. The sampling procedure included purposive sampling aimed at gathering data from community colleges across Virginia, Kansas, and Illinois in the United States. The sampling focused on these states. The implication is that the experiences of other states were not captured and may be very different to that reported in this thesis. Futures studies should expand upon the findings of this study and include assessments from other community colleges in other states.

Methodology. A further limitation of this study was the qualitative approach. The qualitative approach was ideal for a) addressing the research questions and meeting the purpose of the study, b) describing the experiences of the colleges in the study, and c) gaining deeper and new insights. However, future quantitative studies with a larger sample from a broader cross-section of the sector is necessary in order to confirm or reject these findings and for generalizations.

6.5 Suggested Future Research

In this section, the suggestions for future research are presented. The recommendations align with the participant's reflections. . Future research should include the following assessments. The following recommendations for future research are provided which are expanded upon in the proceeding narrative discussion:

- a) The impact of proactive planning and leadership implementation on succession programs

- b) How improvements in training programs can reduce leadership succession crisis in community colleges
- c) Best practices for equipping leaders and managing with skills and training at community colleges
- d) Best practices for equipping leaders and managing with skills and training at community colleges

The first recommendation is for future researchers to describe how current or projected training programs to aid in the succession of new leadership. Researchers that define these processes may develop guidelines or recommendations that community colleges can use for avoiding leadership succession crises. The second recommendation is the development of proactive planning and leadership implementation for succession programs. Researchers should aim to explore how proactive planning and implementation reduces conflict in the succession process. The use of quantitative explorations may aid in developing risk and predictive factors that could lead to failed succession plans. Ideally, researchers can consider which factors influence the efficacy of these plans and how community colleges can adapt or improve their current strategies. It is recommended to describe the best practices used to train future leaders for succession. In this study, it was noted that leadership and training for future leadership succession might be central to the prevention of leadership crisis issues. However, it is not currently known what best practices are in place for knowledge implementation and training in leadership succession practices at the community college level. Future researchers should consider exploring this topic to expand practices that may improve community colleges.

6.6 Conclusion

The purpose of this study was to describe the nature of the shortage and possible causes of the leadership crisis in community colleges, define what responses have been put in place to mitigate the impact of the crisis, evaluate the efficacy of these responses, and consider suggestions that emerged from the study as knowledge contribution to professional practice. One main research question and four sub-research questions were included to address the aims of the study. In total, 11 participants were interviewed in the study data analysis, which revealed 5 themes and 8 subthemes. These themes revealed information about the nature of leadership in community colleges and examined if there was indeed any indications of a leadership crisis. The conclusion however, from the analysis of these themes is that there was no leadership crisis.

The findings of the study positively contributed to current literature through a demonstration of the issues and effective strategies that surround leadership succession

at community colleges. Participants demonstrated that current strategies are effective but require renewed approaches through development, college initiatives, and training. Furthermore, the need to create leaders directly at the community college level would be effective for the future prevention of leadership succession crises. As the continued retirement of Baby Boomer progresses, the continued understanding of how leadership at community colleges address succession crisis is critical. The findings of this study presented several recommendations and ideas for future research that may support the continued growth and diversification of leadership at community colleges

References

- AACC's 2015 John E. Roueche future leaders institute. (2015) *Community College Journal*, 86(1), 12.
- Alfred, R. L. (1978). Coping with Reduced Resources. *New Directions for Community Colleges*, No. 22.
- Alfred, R. L. (2012). Leaders, leveraging, and abundance: Competencies for the future. *New Directions for Community Colleges*, 2012(159), 109-120.
- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics*. Virginia. *America: Pearson Education*.
- Altbach, P. G. (1998). *Comparative higher education: Knowledge, the university, and development*. Greenwood Publishing Group.
- American Association of Community Colleges (2002) *Leadership 2020: Recruitment, preparation, and support*. Washington, D.C.: *American Association of Community Colleges*.
- American Association of Community Colleges (2012) *Leadership 2020: Recruitment, preparation, and support*. Washington, D.C.: *American Association of Community Colleges*.
- American Association of Community Colleges (2015). *Competencies for community college leaders*, Washington, D.C.: *American Association of Community Colleges*.
- Amey, M. J., & VanDerLinden, K. E. (2002). *Career Paths for Community College Leaders*. Research Brief. AACC-RB-02-02. *American Association of Community Colleges (NJ1)*
- Amey, M. J. (2005). Leadership as learning: Conceptualizing the process. *Community college journal of research and practice*, 29(9-10), 689-704.

- Amey, M. J. (2006). Leadership in higher education. *Change: The Magazine of Higher Learning*, 38(6), 55-58.
- Andersen, P. H., & Kragh, H. (2010). Sense and sensibility: Two approaches for using existing theory in theory-building qualitative research. *Industrial marketing management*, 39(1), 49-55.
- Andringa, R. C., & Splete, A. P. (2005). *Presidential transitions in private colleges: Six integrated phases essential for success*. Council for Christian Colleges & Universities.
- Armsby, P. (2000). Methodologies of work based learning.
- Axelrod, N. R. (2002). *Chief Executive Succession Planning: The Board's Role in Securing Your Organization's Future*. BoardSource.
- Ayers, D. F., & Palmadessa, A. L. (2015). The community college and a rising global imaginary: An analysis of practical reasoning, 1950-2013. *The Journal of Higher Education*, 86(6), 864-892.
- Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges*. Harvard University Press.
- Bagadiong, N. S. (2013). *Leadership development for aspiring community college presidents* (Doctoral dissertation, University of Maryland University College).
- Baker III, G. A. (1992). *Cultural Leadership: Inside America's Community Colleges*. American Association of Community and Junior Colleges (AACJC), Publications Sales, PO Box 1737, Salisbury, MD 21802.
- Baker III, G. A. (1994). *A Handbook on the Community College in America: Its History, Mission, and Management*. Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881.

- Barden, D. M. (2010). Where will you find your future leaders? The time has come for colleges and universities to get serious about succession planning. *The Chronicle of Higher Education*, 56(17), D20-D21.
- Barlett, P. F., & Chase, G. W. (2013). *Sustainability in higher education: Stories and strategies for transformation*. MIT Press.
- Barton, A. (2019). Preparing for leadership turnover in Christian higher education: Best practices in succession planning. *Christian Higher Education*, 18(1-2), 37-53.
<https://doi.org/10.1080/15363759.2018.1554353>
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational dynamics*, 18(3), 19-31.
- Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.
- Beach, J. M. (2012). *Gateway to opportunity?: A history of the community college in the United States*. Stylus Publishing, LLC..
- Beatty, K., & Quinn, L. (2010). Strategic command taking the long view for organizational success. *Leadership in Action*, 30(1), 3-7.
- Behrend, T. S., Wiebe, E. N., London, J. E., & Johnson, E. C. (2011). Cloud computing adoption and usage in community colleges. *Behaviour & Information Technology*, 30(2), 231-240.
- Belfield, C., & Jenkins, D. (2014). Community college economics for policymakers: The one big fact and the one big myth. *Community College Research Center Working Paper*, 67.

- Bensimon, E. M. (1990). The new president and understanding the campus as a culture. *New directions for institutional research*, 1990(68), 75-86.
- Bers, T., & Head, R.B. (2014). *New directions for community colleges*, 2014(168), 103-114.
- Birnbaum, R. (1992). *How academic leadership works: Understanding success and failure in the college presidency*. Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104.
- Bizri, R. (2016). Succession in the family business: drivers and pathways. *International Journal of Entrepreneurial Behavior & Research*, 22(1), 133-154.
- Boggs, G. R. (2003). Leadership Context for the Twenty-First Century. *New directions for community colleges*, 2003(123), 15-25.
- Boullard, G. (2004) Community-College leadership program turns 60. *Community College Week*, 16(25), 11.
- Bowen, S. G. (2020). *Community College Presidential Transitions: Building an Effective Leadership Team* (Doctoral dissertation, University of Pennsylvania).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Breen, T. (2012). Biden touts community colleges in NC visit. *Community College Week*, 24(16), 5.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. Oxford University Press.
- Burke, K. M. (2014). Evidence-based instructional leadership in community colleges: a conceptual approach. *Educational Action Research*, 22(2), 221-234.

- Burstein, M. (1996). Sources and information: The transfer function and community colleges. *New Directions for Community Colleges*, 1996(96), 87-96.
- Cain, M. S. (1999). *The Community College in the Twenty-First Century. A Systems Approach*. The University Press of America, Inc., 4720 Boston Way, Lanham, MD, 20706..
- Calwell, R. (2014). Making it Work: Factors that Influence the Success of Programs at Rural Community Colleges.
- Cameron, D. (2013). Keep the talent pipeline flowing through succession planning. *Community College Week*, 25(14), 4.
- Campbell, D. F. (2006). The new leadership gap: Shortages in administrative positions. *Community college journal*, 76(4), 10.
- Campo, M. A. (2014). Leadership and Research Administration. *Research Management Review*, 20(1), n1.
- Carey, D.C., Ogden, D., & Roland, J.A. (2000). *CEO Succession*. New York: Oxford University Press.
- Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. *Georgetown University Center on Education and the Workforce*.
- Carnevale, A. P. & Strohl, J. (2013). *Separate and unequal: How higher education reinforces the intergenerational reproduction of White racial privilege*. Washington, DC: Georgetown Public Policy Institute, Center on Education and the Workforce.
- Chen, M. (1996). Competitor analysis and interfirm rivalry: Toward a theoretical integration. *The Academy of Management Review*, 21(1), 100-134.

- Christensen, C. (2013). *The innovator's dilemma: when new technologies cause great firms to fail*. Harvard Business Review Press.
- Clark, M. M. (2006). *An assessment of the community college leadership doctoral program at Mississippi State University as perceived by former and current students*. (Ph.D. dissertation, Mississippi State University). Retrieved from ProQuest Digital Dissertations database.
- Cohen, A. M., & Brawer, F. B. (2003). *The American community college* (4th ed.). San Francisco: Jossey-Bass.
- Cohen, A. M., & Brawer, F. B. (2010). *The American community college* (5th ed.). San Francisco: Jossey-Bass.
- Cohen, A. M., Brawer, F. B., Kisker, C. B., & ebrary, I. (2014). *The American community college* (6th ed.). San Francisco: Jossey-Bass.
- Cook, B., & Kim, Y. (2012). *The American college president 2012*. Washington, DC: American Council on Education.
- Cooney, M. A. (2016). *The demographics and utilization of transformational leadership practices by potential community college presidents* (Doctoral dissertation, Bowling Green State University).
- Cooper, HM 1988, 'Organizing knowledge synthesis: A taxonomy of literature reviews.', *Knowledge in Society*, vol. 1, no. 104-126.
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The handbook of research synthesis and meta-analysis*. Russell Sage Foundation
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*, (3rd ed.), Thousand Oaks CA: Sage Publications.

- Creswell, JW 2011, *Designing and conducting mixed methods research*, 2nd ed. edn, Sage Publications, Los Angeles.
- Creswell, JW 2013, *Research design: qualitative, quantitative, and mixed method approaches*, Fourth, International Student edn, SAGE, Los Angeles, Calif.
- Creswell, JW 2014, *Research design: qualitative, quantitative, and mixed method approaches*, Fourth, International Student edn, SAGE, Los Angeles, Calif.
- Cruickshank, V. (2018). Capacity building and succession planning. *Open Journal of Leadership*, 7, 49-56. <http://dx.doi.org/10.4236/ojl.2018.71004>
- Daft, R. L. (2014). *The leadership experience*. Cengage Learning.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of teacher education*, 61(1-2), 35-47.
- Davis III, C. H., Deil-Amen, R., Rios-Aguilar, C., & González Canché, M. S. (2015). Social media, higher education, and community colleges: A research synthesis and implications for the study of two-year institutions. *Community College Journal of Research and Practice*, 39(5), 409-422.
- Davis, A.P., Dent, E. B. & Wharff, D.M. (2015) A Conceptual Model of Systems Thinking. *Leadership in Community Colleges*.
- Davidson, C. N. (2017). *The new education: How to revolutionize the university to prepare students for a world in flux*. Hachette UK.
- Deegan, W. L. & Tillery, D. (1985) *Renewing the American community college: Priorities and strategies for effective leadership*. San Francisco: Jossey-Bass.
- Delgado, M. Y., & Ozuna Allen, T. (2019). Case studies of women of color leading community colleges in Texas: Navigating the leadership pipeline through mentoring and culture. *Community College*

Journal of Research and Practice, 43(10-11), 718-729.

<https://doi.org/10.1080/10668926.2019.1600609>

Dembicki, M. (2012). White House Bus Tour Spotlights Top Notch Partnerships. *Community College Times*, February, 12.

Densten, I. L., & Gray, J. H. (2001). Leadership development and reflection: what is the connection?. *International Journal of Educational Management*, 15(3), 119-124.

Derochers, D. M., & Wellman, J. V. (2011). *Trends in college spending: 1999–2009*. Washington, DC: Delta Cost Project.

Dewettinck, K., & van Ameijde, M. (2011). Linking leadership empowerment behaviour to employee attitudes and behavioural intentions: Testing the mediating role of psychological empowerment. *Personnel Review*, 40(3), 284-305.

Dickeson, R. C. (2009). *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance, revised and updated*. John Wiley & Sons.

Dugan, J. P., & Humbles, A. D. (2018). A paradigm shift in leadership education: Integrating critical perspectives into leadership development. *New directions for student leadership*, 1(159), 9-26.
<https://doi.org/10.1002/yd.20294>

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

- Eberly, M. B., Johnson, M. D., Hernandez, M., & Avolio, B. J. (2013). An integrative process model of leadership: Examining loci, mechanisms, and event cycles. *American Psychologist*, 68(6), 427.
- Ebbers, L., Conover, K. S., & Samuels, A. (2010). *Leading from the middle: Preparing leaders for new roles*.
- Eddy, P. L. (2012). *Community college leadership: A multidimensional model for leading change*. Stylus Publishing, LLC.
- Eddy, P. L. (Ed.). (2012). *Leading for the Future: Alignment of AACCC Competencies with Practice: New Directions for Community College, Number 159* (Vol. 231). John Wiley & Sons.
- Eddy, P. L. (2013). Developing leaders: The role of competencies in rural community colleges. *Community College Review*, 41(1), 20-43.
- Eddy, P. L., Boggs, G. R., & Ebrary, I. (2010). *Community college leadership: A multidimensional model for leading change* (1st ed.). Sterling, Va: Stylus.
- Eddy, P.L., & Garza M.R.L (2017). Preparing community college leaders to meet tomorrow's challenges. *Journal for the Study of Postsecondary and Tertiary Education*, 2(1), 127-130.
<https://doi.org/10.28945/3884>
- Eddy, P.L., Liu, E., & Harman, C. (2019). Portraits of rural community college leaders. *New Directions for Community Colleges*, 187(2), 51-61. <https://doi.org/10.1002/cc.20369>
- Fairlie, R. W. (2012, March). Kauffman Index of Entrepreneurial Activity: 1996–2011. Kansas City, MO: Ewing Marion Kauffman
- Fairlie, R. W., & Grunberg, S. H. (2014). Access to Technology and the Transfer Function of Community Colleges: Evidence from a Field Experiment. *Economic Inquiry*, 52(3), 1040-1059.

- Fife, J. D. (2003). Management fads in higher education: Where they come from, what they do, why they fail.
- Fernandez, A. (2000). Leadership in an Era of Change. *The life and work of teachers: International perspectives in changing times*, 235.
- Franklin, D., & Blankenberger, B. (2016). Program Evaluation of Community College Learning Assistance Centers: What Do LAC Directors Think? *Community College Review*, 44(1), 3-25.
- Fredericksen, E. E. (2018). A national study of online learning leaders in US community colleges. *Online Learning*, 22(4), 383-405.
- Friedel, J. N. (2010). University-based community college leadership programs: Where future community college leaders are prepared. *New Directions for Community Colleges*, 2010(149), 51-58.
- Forthun, G., & Freeman Jr, S. (2017). Community college leadership preparation programs: A review of the literature. *Community College Enterprise*, 23(1), 69-81. <https://d1wqtxts1xzle7>.
- Fullan, M. (1993). *Changes forces*. London: Falmer Press.
- Fullan, M. (1999). *Changes forces. The sequel* London: Falmer Press.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
- Fulton-Calkins, P., & Milling, C. (2005). *Community-college leadership: An art to be practiced: 2010 and beyond*.
- Fusch, G. E. (1996). *The Community College of the Twenty-First Century*.

- Gnyawali, D. R., & Madhavan, R. (2001). Cooperative networks and competitive dynamics: A structural embeddedness perspective. *Academy of Management Review*, 26, 431–445.
- Greenleaf, R. K. (2009). *The institution as servant*. Greenleaf Center for Servant Leadership.
- Greiner, L. E., & Cummings, T. G. (2009). *Dynamic strategy-making: A real-time approach for the 21st century leader*. John Wiley & Sons
- Giroux, H. (2013). The corporate war against higher education. *Workplace: A journal for academic labor*, (9).
- Gleazer Jr, E. J. (1980). The Community College: Values, Vision & Vitality.
- Goleman, D. (2000). Leadership that gets results. *Harvard business review*, 78(2), 4-17.
- Gorski, P. (2008). The Myth of the “Culture of Poverty”. *Educational Leadership*, 65(7), 32.
- Greenleaf, R. K. (2009). *The institution as servant*. Greenleaf Center for Servant Leadership.
- Grossman, C. S., 2014. Succession planning and knowledge transfer in higher education. Northcentral University.
- Gutierrez, M., Castañeda, C., & Katsinas, S. G. (2002). Latino leadership in community colleges: Issues and challenges. *Community College Journal of Research & Practice*, 26(4), 297-14.
- Hadderman, M. (2002). School Choice. Trends and Issues.
- Hart, C. (1998). Hart, Chris, *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage, 1998.
- Hawkins, C. (2009). Leadership theories-managing practices, challenges, suggestions. *The Community College Enterprise*, 15(2), 39.

- Hazelkorn, E. (2015). *Rankings and the reshaping of higher education: The battle for world-class excellence*. Springer.
- Health Care and Education Reconciliation Act of 2010, The. PL No. 111-152, 19 USC 2372–2372a
- Health Resources and Services Administration. (2010). The registered nurse population: Initial findings from the 2008 National Sample Survey of Registered Nurses. Washington, DC: U.S. Department of Health and Human Services. Available from <http://bhpr.hrsa.gov/healthworkforce/rnsurveys/rnsurveyinitial2008.pdf>
- Hill, C. W., Jones, G. R., & Schilling, M. A. (2014). *Strategic management: theory: an integrated approach*. Cengage Learning.
- Hockaday, J., & Puyear, D. E. (2000). *Community college leadership in the new millennium*. American Association of Community Colleges.
- Hope, E. C., Chavous, T. M., Jagers, R. J., & Sellers, R. M. (2013). Connecting self-esteem and achievement diversity in academic identification and dis-identification patterns among black college students. *American Educational Research Journal*, 50(5), 1122-1151.
- Hull, J. (2006). The nature and status of leadership development in United States community colleges (Ph.D. dissertation, Southern Illinois University at Carbondale, Retrieved from ProQuest Digital Dissertations database.
- Hull, J. R., & Keim, M. C. (2007). Nature and status of community college leadership development programs. *Community College Journal of Research and Practice*, 31(9), 689-702.
- Jabbar, A. A., & Hussein, A. M. (2017). The role of leadership in strategic management. *International Journal of Research-Granthaalayah*, 5(5), 99-106.

- Jackson, C., 2017. The Examination of Executive Leadership Succession Planning Strategies in Georgia's Community Colleges.
- Jeandron, C. A. (2006). *Growing Your Own Leaders: Community Colleges Step Up. A Leading Forward Report*. American Association of Community Colleges. One Dupont Circle NW Suite 410, Washington, DC 20036.
- Jenner, D. (2003). Managing Community Colleges: Assessment at the Century Mark. *Online Submission*.
- Jensen, R. (2000). Rules and truths of community college leadership. *Community College Week*, 13(9), 4.
- Jepsen, C., Troske, K., & Coomes, P. (2014). The labor-market returns to community college degrees, diplomas, and certificates. *Journal of Labor Economics*, 32(1), 95-121.
- Joliet Junior College 1901. (n.d.). History.
Retrieved from <http://www.jjc.edu/college-info/Pages/history.aspx>.
- Karp, M. M., Bickerstaff, S., Rucks-Ahidiana, Z., Bork, R. H., Barragan, M., & Edgecombe, N. (2012). College 101 courses for applied learning and student success. *New York, NY: Community College Research Center, Teachers College, Columbia University*.
- Katsinas, S. G., & Palmer, J.C. (2005). Editors' notes. *New Directions for Community Colleges*, 2005(132), 1-4. doi:10.1002/cc.210
- Kelly, B. T., Gayles, J. G., & Williams, C. D. (2017). Recruitment without retention: A critical case of Black faculty unrest. *The Journal of Negro Education*, 86(3), 305-317.
<https://doi.org/10.7709/jnegroeducation.86.3.0305>

- Kerr, K., Dyson, A., & Raffo, C. (2014). *Education, disadvantage and place: Making the local matter*. Policy Press.
- Kezar, A. J., & Holcombe, E. M. (2017). Shared leadership in higher education. *Washington, DC: American Council on Education*. <https://www.vumc.org/>
- Kim, Y. M., & Cook, B. J. (2012). Diversity at the top: The American college president 2012. *On Campus with Women, 41*(1)
- Kirshstein, R. J., & Hurlburt, S. (2012). Revenues: Where Does the Money Come from? A Delta Data Update, 2000-2010. *Delta Cost Project at American Institutes for Research*.
- Klein, M. F., & Salk, R. J. (2013). Presidential succession planning: A qualitative study in private higher education. *Journal of Leadership & Organizational Studies, 20*(3), 335-345.
- Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology, 102*(12), 1686-1718. <https://psycnet.apa.org/doi/10.1037/apl0000241>
- Lacey, K. (2013). *Help wanted: Risk-taking community college presidents* Professional Media Group LLC.
- Leubsdorf, B. (2006). Boomers' retirement may create talent squeeze. *The Chronicle of Higher Education, 53*(2), A51.
- Levin, J. S. (2004). The community college as a baccalaureate-granting institution. *The Review of Higher Education, 28*(1), 1-22.
- Levine, A., & Cureton, J. S. (1998). What we know about today's college students. *About campus, 3*(1), 4-9.

- Lewin, C. (2004). *Research methods in social sciences*. London: Sage Publications.
- Lowe Boyd, W. (2001). A tribute to donald J. willower. *Journal of Educational Administration*, 39(5), 416-419. doi:10.1108/09578230110402512
- Mackenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods and methodology *issues in educational research*, 16(2), 193-205.
- Martin, J., Samels, J. E., & ebrary, I. (2012). *The sustainable university: Green goals and new challenges for higher education leaders*. Baltimore: Johns Hopkins University Press.
- McClenney, K. (2013). Community colleges: Choosing change. *Change: The Magazine of Higher Learning*, 45(4), 26-35.
- McFarlin, C. H., Crittenden, B. J., & Ebbers, L. H. (1999). Background factors common among outstanding community college presidents. *Community College Review*, 27(3), 19-32.
- Musselin, C. (2018). New forms of competition in higher education. *Socio-Economic Review*, 16(3), 657-683. <https://doi.org/10.1093/ser/mwy033>
- McNair, D.E. (2015). Deliberate disequilibrium: Preparing for Community College Presidency. *Community College Review*, 43(1), 72-88.
- McNair, D. E., Duree, C. A., & Ebbers, L. (2011). If I knew then what I know now: Using the leadership competencies developed by the American Association of Community Colleges to prepare community college presidents. *Community College Review*, 39(1), 3-25.
- Mishel, L., Bivens, J., Gould, E., & Shierholz, H. (2012). *The state of working America*. Cornell University Press.

- Miller, M. T., Pope, M. L., & Steinmann, T. D. (2005). A profile of contemporary community college student involvement, technology use, and reliance on selected college life skills. *College Student Journal, 39*(3), 596.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: Sage Publications.
- Mullin, C. M., & Phillippe, K. (2013). Community College Contributions. Policy Brief 2013-01PB. *American Association of Community Colleges*.
- Myran, G. (2003). Leadership strategies: An overview. *Leadership Strategies for Community College Executives, 3*.
- Myran, G. A., Baker III, G. A., & Simone, B. (2003). *Leadership strategies for community college executives*. Amer. Assn. of Community Col.
- Nevarez, C., & Wood, J. L. (2010). *Community college leadership and administration: Theory, practice, and change* (Vol. 3). Peter Lang.
- Nevarez, C., Wood, J. L., & Penrose, R. (2013). *Leadership theory and the community college: Applying theory to practice*. Stylus Publishing, LLC
- Northouse, P. G. (2012). *Leadership: Theory and practice*. Sage
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). Qualitative analysis techniques for the review of the literature. *The qualitative report, 17*(28), 1-28.
- Phelan, D.J. (2014). The clear and present funding crisis in community colleges. *New directions for community colleges, 2014*(168), 5-16.
- Piland, W. E., & Wolf, D. B. (2003). *Help Wanted: Preparing Community College Leaders in a New Century*. *New Directions for Community Colleges. The Jossey-Bass Higher and adult Education*

Series. Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741 (annual subscription rate: \$70, individuals; \$149, institutions). Website: <http://www.josseybass.com>.

Raby, R. L., & Valeau, E. J. (2021). Position training and succession planning for community college international education leaders. *Community College Journal of Research and Practice*, 45(2), 86-102.

Rhoads, R. A., & Valadez, J. R. (2016). *Democracy, multiculturalism, and the community college: A critical perspective* (Vol. 1081). Routledge.

Roueche, P. E., Baker III, G. A., & Rose, R. R. (2014). *Shared vision: Transformational leadership in American community colleges*. Rowman & Littlefield.

Matheny, C. J., & Conrad, C. (2012). A framework and strategies for advancing change and innovation in two-year colleges. *New Directions for Community Colleges*, 2012(157), 111-124.

McNair, D. E. (2015). Deliberate disequilibrium: Preparing for a community college presidency. *Community College Review*, 43(1), 72-88.

McNair, D. E., Duree, C. A., & Ebbers, L. (2011). If I knew then what I know now: Using the leadership competencies developed by the American Association of Community Colleges to prepare community college presidents. *Community College Review*, 39(1), 3-25.

Mishel, L., Bivens, J., Gould, E., & Shierholz, H. (2012). *The state of working America*. Cornell University Press.

- Molina, A. (2008). *Constelaciones de cultura política juvenil: el caso de los instructores comunitarios. CONAFE-Hidalgo* (Doctoral dissertation, Tesis de Doctorado en Ciencias de la Educación. Hidalgo, México: UAEH).
- Mullin, C. M. (2012). Why access matters: The community college student body. *AACC Policy Brief*.
- Mullin, C. M., & Phillippe, K. (2013). Community College Contributions. Policy Brief 2013-01PB. *American Association of Community Colleges*.
- Myran, G. A., Baker III, G. A., & Simone, B. (2003). *Leadership strategies for community college executives*. Amer. Assn. of Community Col.
- Myran, G., & Ivery, C. L. (2013). The employability gap and the community college role in workforce development. *New Directions for Community Colleges*, 2013(162), 45-53.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis.
- Negrea, S. (2008). Succession planning: A necessity for community colleges. *New York, NY: Institute for Community College Development*.
- Nevarez, C., Wood, J. L., & Penrose, R. (2013). *Leadership theory and the community college: Applying theory to practice*. Stylus Publishing, LLC.
- O'Banion, T. (2016). Advising program must be in place for every student at Every college. *Community College Week*, 28(14), 1.
- O'Leary, Z. (2004). *Essential guide to doing research*. London: Sage Publications.
- O'Leary, Z. (2013). *The essential guide to doing your research project*. Sage.

- Onyango, G. (2019). Comparative anti-corruption reform approaches and institutionalization in public bureaucracies in developing countries: a review.
- Pansiri, J. (2005). Pragmatism: A methodological approach to researching strategic alliances in tourism. *Tourism and Hospitality Planning & Development*, 2(3), 191-206.
- Petrie, N. (2011). Future trends in leadership development. *Center for Creative Leadership white paper*, 5(5).
- Piland, W. E., & Wolf, D. B. (2003). In-House Leadership Development: Placing the Colleges Squarely in the Middle. *New Directions for Community Colleges*, 2003(123), 93-99.
- Powell, T. C. (2001). Competitive advantage: logical and philosophical considerations. *Strategic management journal*, 22(9), 875-888.
- Prentice, M. (2007). Social justice through service learning: Community colleges as ground zero. *Equity & Excellence in Education*, 40(3), 266-273.
- Purcell, J. W. (2014). The Engaged Community College: Supporting the Institutionalization of Engagement Through Collaborative Action Inquiry. *Journal of Higher Education Outreach and Engagement*, 18(3), 105-112.
- Puyear, D. E. (1991). An essay: The charrette and long-range planning in the virginia community college system. *Community College Review*, 19(2), 8-14. doi:10.1177/009155219101900203
- Raby, R. L. (2012). Reimagining international education at community colleges. *AUDEM: The International Journal of Higher Education and Democracy*, 3(1), 81-98.
- Reed, KL. (2016). Finding more like us: Values and practices for hiring in community colleges. *Journal of Library Administration*, 56(1), 83-90.

- Reille, A., & Kezar, A. (2010). Balancing the pros and cons of community college “grow-your-own” leadership programs. *Community College Review*, 38(1), 59-81.
- Riggs, J. (2009). Leadership for tomorrow’s community colleges. *Community College Enterprise*, 15(2), 27.
- Riggs, J. (2009). Leadership, change and the future of community colleges. *Academic Leadership: The Online Journal*, 7(1), 1-3.
- Riggs, J. (2009). Leadership for tomorrow’s community colleges. *Community College Enterprise*, 15(2), 27.
- Roberts, C., & Alpert, F. (2010). Total customer engagement: designing and aligning key strategic elements to achieve growth. *Journal of Product & Brand Management*, 19(3), 198-209.
- Robinson, M. H., & Christophersen, K. A. (2006, June 22). The economic contribution of the community colleges of Oregon: An analysis of investment effectiveness and economic growth. Moscow, ID: CCBenefits.
- Romeu, J. L. (2006). On operations research and statistics techniques: Keys to quantitative data mining. *American Journal of Mathematical and Management Sciences*, 26(3-4), 293-328.
- Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications.
- Rothwell, W. J. (2010). *Effective succession planning: Ensuring leadership continuity and building talent from within*. AMACOM Div American Mgmt Assn.
- Roueche, P. E., Baker III, G. A., & Rose, R. R. (2014). *Shared vision: Transformational leadership in American community colleges*. Rowman & Littlefield.

- Rowley, J & Slack, F. (2004) 'Conducting a literature review', *Management Research News*, vol. 27, no. 6, pp. 31-9.
- Schwab, K. (2017). *The fourth industrial revolution*. Currency.
- Shaftel, J. (2010). American Psychological Association (APA). In *Encyclopedia of Cross-Cultural School Psychology* (pp. 106-107). Springer US.
- Shearon, R. W., & Tollefson, T. A. (1989). Community colleges. *Handbook of adult and continuing education*, 316-331.
- Shults, C. (2001). The critical impact of impending retirements on community college leadership.
- Sinady, C., Floyd, D. L., & Mulder, A. E. (2009). The AACC competencies and the PhD completion project: Practical implications. *Community College Journal of Research and Practice*, 34(1-2), 218-226.
- Smith, E. (2015). *Minority Leadership in Community Colleges; What Community College Boards, Legislators, and Community Citizens Need to Know: Whos Leading at Your Community College?* Trafford Publishing.
- Smith, E.A., Gearhart, G.D., & Miller, M.T. (2018). Planned giving in community college development efforts: Plans, strategies, and luck. *Journal of Higher Education Theory and Practice*, 18(2), 145-152. <https://www.na/businespress.com/>
- Smolich, R. S. (1967). An Analysis of Influences Affecting the Origin and Early Development of Three Mid-Western Public Junior Colleges--*Joliet, Goshen, and Crane*.
- Sommer, J. (Ed.). (2018). *The Academy in Crisis: Political Economy of Higher Education*. Routledge.
- Schank, R. C., & Abelson, R. P. (2013). *Scripts, plans, goals, and understanding: An inquiry into human knowledge structures*. Psychology Press

- Schmitz, G. R. (2008). *Leadership preparation and career pathways of community college presidents*. Iowa State University.
- SEARCH-National Consortium for Justice Information and Statistics, & United States of America. (1995). Annotated Code of Maryland.
- Shaffer, D. F., & Wright, D. J. (2010, March). A new paradigm for economic development: How higher education institutions are working to revitalize their regional and state economies. Albany, NY: State University of New York, University at Albany, The Nelson A. Rockefeller Institute of Government.
- Shults, C. (2001). The critical impact of impending retirements on community college leadership.
- Sinady, C., Floyd, D. L., & Mulder, A. E. (2009;2010;). The AACCC competencies and the PhD completion project: Practical implications. *Community College Journal of Research and Practice*, 34(1-2), 218-226. doi:10.1080/10668920903451442
- Sirkis, J. E. (2011). Development of leadership skills in community college department chairs. *The Community College Enterprise*, 17(2), 46.
- Sommer, J. (Ed.). (2018). *The Academy in Crisis: Political Economy of Higher Education*. Routledge.
- Stoeckel, P. R., & Davies, T. G. (2007). Reflective leadership by selected community college presidents. *Community College Journal of Research and Practice*, 31(11), 895-912.
- Stout-Stewart, S. (2005). Female community-college presidents: Effective leadership patterns and behaviors. *Community College Journal of Research and Practice*, 29(4), 303-315.
- Strass, W. & Howe, N. (2005). *The high cost of college: An increasingly hard Sell*. Chronicle of Higher Education, 52(9). Inside--Outside: Finding Future Community College Leaders.

- Strickland, S. R. (2013). *Internal or external: Community college presidential backgrounds and management of the presidency* (Doctoral dissertation, University of Michigan).
- Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.
- Sullivan, L. G. (2001). Four generations of community college leadership. *Community College Journal of Research & Practice*, 25(8), 559-571.
- Tebbs, O., Hutchinson, A., Lau, R., & Botti, M. (2020). Evaluation of a blended learning approach to developing specialty-nursing practice. An exploratory descriptive qualitative study. *Nurse Education Today*, 104663.
- Thomas, K. (2020). *Growing Leaders: An Evaluation of a Community College Grow-Your-Own Leadership Institute* (Doctoral dissertation, University of Pittsburgh).
- Thompson, C. (2013). Succession plan. *Community College Journal*, 83(5), 14.
- Thompson, M., Cooper, R., & Ebbers, L. (2012). Presidential transition: The experience of two community college interim presidents. *Community College Journal of Research and Practice*, 36(4), 300-309.
- Torres, C., & Evans, R. (2005). Contemporary community colleges: Presidential perspectives.
- Tracy, B. (2014). *Time Management (The Brian Tracy Success Library)*. AMACOM Div American Mgmt Assn.
- Trickel, M.M., 2015. The exploration of executive leadership succession planning strategies in New Jersey community colleges. Grand Canyon University.

- Ullman, E. (2015). MADE FOR LEADERSHIP. *Community College Journal*, 85(6), 34.
- Vaughan, G. B. (2006). *The community college story*. Amer. Assn. of Community Col.
- Wallin, D. L. (2012). Future leaders institute: Rising leaders and the AACC competencies. *New Directions for Community Colleges*, 2012(159), 19-28.
- Walters, E. W., & McKay, S. (2005). Strategic planning and retention within the community college setting. *College Student Affairs Journal*, 25(1), 50.
- Vanderwoude, K. (2005). The impending retirements of community college presidents: a higher education leadership crisis.
- Verma, G. K., & Mallick, K. (1999). *Researching education: Perspectives and techniques*. Psychology Press.
- Ward, L., Siegel, M. J., & Davenport, Z. (2012). *First-generation college students: Understanding and improving the experience from recruitment to commencement*. John Wiley & Sons.
- Weis, L. (2018). *Between two worlds: Black students in an urban community college* (Vol. 4). outledge.
- Weisman, I. M., & Vaughan, G. B. (2002). The Community College Presidency, 2001. Research Brief. Leadership Series.
- Weisman, I. M., & Vaughan, G. B. (2007). A profile of community college presidents. [Special issue]. *The Chronicle of Higher Education*, B16.
- Weisman, I. M., & Vaughan, G. B. (2007). *The community college presidency: 2006*. Washington, DC: American Association of Community Colleges.

Whissemore, T. (2014). AACC recognizes innovation with awards of excellence. *Community College Journal*, 84(5), 10.

William Strauss & Neil Howe. (2005). The high cost of college: An increasingly hard sell. *The Chronicle of Higher Education*, 52(9), B.24.

Yin, R. K. (2014). *Case study research: design and methods* (5th ed.). Thousand Oaks, CA: SAGE Publications.

Zeiss, T. (2015). The success trifecta. *Community College Journal*, 86(2), 10-11.

Ziderman, A., & Albrecht, D. (2013). *Financing universities in developing countries*. Routledge.

APPENDICES

Appendix One (A-1 AND A-2): Consent Form and Human Subjects Board Approval

I agree to participate in one or more interviews about a leadership crisis in the American community college system to be conducted by Curtis Burt as part of the thesis for the doctoral degree in professional studies at University of Southern Queensland.

I understand that my participation is voluntary and that I may withdraw from the interview at any time if I choose to do so. I further understand that my confidentiality will be protected at all times and that fictitious name (if any) will be assigned to me in any written report of the interview. I may request copies of my audiotaped interview (which will be erased following transcription) and/or transcriptions, and I may request that portions of the tape or transcriptions be deleted if I find that necessary.

I further understand that, with my permission, portions of my interviews may be included in a final report submitted to the thesis committee and the Graduate School at University of Southern Queensland, and that prior to submission all identifying characteristics will be erased.

If I have any further questions I may contact Curtis Burt at:

3252 Gossett Court
Waldorf, MD 20603
(240) 640-6179

u1054204@uemail.usq.edu.au

Questions concerning the approval process of this research should be

directed to the Graduated School at

1 der Laan
e Professor (Professional Studies)
f Education

nba Campus
31 5508

nDerLaan@usq.edu.au

APPENDIX A-2. PARTICIPATION LETTER

Dear Dr. Michael Calvert, Pratt Community College

As you know, community colleges are facing an impending leadership crisis. A 2001 study indicated that 75% of community college presidents anticipated retiring within the next ten years. Community colleges must be prepared to effectively select candidates to fill a large number of presidential openings. I would like to invite you to participate in a study I am conducting for the completion of my doctoral dissertation at the University of Southern Queensland. The purpose of this study is to explore whether a set of competencies are effective in choosing new community college presidents.

In order to conduct this research, I would like to interview at least three employees. A board member, an executive team member and a senior manager at your community college. Interviews with the presidents will require 45 minutes or less and can be completed in person or by SKYPE. All information will be kept strictly confidential, and the results of the study will identify interviewees only by an alphanumeric code. If you agree to participate in the study, I will look to visit your organization or complete via SKYPE as indicated. The results of this study will help search committees and boards identify excellent candidates for the office of president and guide those who seek the office of president. In addition, it will help universities develop more effective leadership preparation programs and help current presidents be more successful.

Please contact me by telephone or e-mail if you agree to participate or if you have questions about the study. Also, I will follow up with you to see if you would like to continue with this participation, how you would like to do it. I do recognize the pressures of every ones schedule. I would be grateful for your consideration. Thanks again and GOD Bless.

Sincerely,

Curtis L Burt
University of Southern Queensland
(240) 607-9397-H or (240) 640-6179-C
U1054204@umail.usq.edu.au or curtislburt@yahoo.com
Skype name is (Curtis.burt4)

Appendix B-1: Interview Guide (president)

The Impending Retirements of Community College Presidents:

A Higher Education Leadership Crisis

Interview: Dr. Michael Calvert

Pratt Community College

Researcher: Curtis Burt

Preface:

The purpose of this study is to describe more closely the perceived upcoming presidential leadership changes as current presidents retire for the next ten years, which could result in community colleges are having to replace roughly 800 of it current 1100 plus presidents. In order to understand how this shortage may have happened, I want to understand the current role of the community college president and how that role has evolved over time.

I also want to look at those positions identified as most common to the career trajectory to the cc President-CAO, Vice President and Dean. Some data has suggested that some Vice Presidents and Deans are also retiring and leaving before retirement, which is why I have interviewed all three current holder of these positions.

1.4 Research Questions

How is the community college system addressing the current leadership crisis?

The following sub-questions specifically define the research question:

Research Question 1.1:

What is the nature of the leadership crisis in community colleges?

Research Question 1.2:

How are community colleges responding to the leadership crisis?

Research Question 1.3:

How effective do community colleges perceive their responses to be?

Research Issue 1.4:

What suggestions can be made toward improving the response?

