AN ASSESSMENT OF LEADERSHIP COMPETENCIES IN PENNSYLVANIA'S COMMUNITY COLLEGES

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Due to the large number of retiring community college leaders and the lack of skilled

replacements, it has been predicted that there will be community college leadership crisis.

Educators question where these new leaders will emerge from, what skills they will have and if

they will be able to meet the leadership requirements of community colleges. This research

study investigated the levels of leadership skills as perceived by mid-level Pennsylvania

community colleges administrators and how they align with the AACC leadership competencies

recommended for mid-level administrators to progress into senior community college leadership

positions. Using leadership competencies recommended by the American Association of

Community Colleges (AACC), mid-level administrators were asked to assess their competency

levels, the importance of the competency levels to their current position and if they felt they

needed additional training to accomplish their career goals. In addition, mid-level administrators

were asked about their career goals and the types of additional training they felt they needed to

improve their leadership competency level and accomplish their career goals.

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1.0 INTRODUCTION

1.1 BACKGROUND AND PURPOSE

This research study will investigate the levels of leadership skills as perceived by mid- level

Pennsylvania community colleges administrators and if they are align with the AACC leadership

competencies recommended for administrators who want to advance to senior community

college leadership positions. Using leadership competencies recommended by the American

Association of Community Colleges (AACC), mid-level administrators were asked to assess

their competency levels, the importance of the competency levels to their current position and if

they felt they needed additional training to accomplish their career goals using the competencies

adopted by AACC. In addition, they were asked about their career goals; what content,

characteristics and delivery systems they would like to see in a leadership training program and

what training strategies they felt would help them to improve their leadership competency level.

This issue is important due to the large number of senior community college

administrators who will be retiring resulting in a substantial community college leadership

shortage (Bagnato, 2004). In a survey, given to 415 community college presidents in 2001, it

was estimated that 79% will retire by 2012 (Duree, 2008a).

As shown in Table 1, community college presidents were surveyed and they reported the

number of years until their retirement with the current average age of presidents reported as

56 years old. The AACC estimated that 700 new community college presidents, 1,800 new

upper-level administrators and 30,000 new faculty members will be needed in the next decade

(AACC Leadership Summit, 2004). Further, the skills and knowledge required to be a

community college leader has grown increasingly complex. These predictions are causing a

growing concern that future community college leaders will not have the necessary skills,

knowledge and education to be effective unless actions are initiated.

Table 1. Years CC presidents have to retirement

Years	Percentage
16 or more	5
11-15	16
7-10	34
4-6	26
1-3	19

Source: AACC, 2004.

Many professions such as doctors, attorneys, k-12 teachers and accountants require

certifications, licenses and additional continuing education credits to work in their profession

(Wallin, 2006). Community college administrators do not have to have a licensed skill set to

work as a dean or president, but these positions are critical leadership positions in a community

college. Community colleges require their leaders to have a post-secondary higher education

degree. Community colleges generally hire individuals who have a masters or doctoral degree

from a variety of different disciplines. Thus, the question arises what type of training will best

prepare an individual for a senior leadership position in a community college environment that

has an open-door policy serving a diverse population of students with an all-inclusive mission

and shrinking resources.

There are questions about the feasibility and availability of formal graduate programs to

train future leaders. According to Duree (2008a), the number of degrees awarded to graduates of

community college leadership programs has decreased. This indicates that fewer people are

attending formal graduate programs that would prepare them to be community college leaders.

In response to this concern, some universities have added formal graduate programs in

community college leadership or non-credit leadership development seminars, academies or institutes to their program offerings. Some of the programs are The Chair Academy at Maricopa Community College; Community College Leadership Development Initiatives (CCLDI) at the University of San Diego, Community College Teaching and Learning (CCTL) at the University of Illinois at Urbana-Champaign; The Institute for Community College Development (ICCD) at Cornell University; and The Mid-Career Fellowship Program at Princeton University (Grad Programs, 2010). In addition, the AACC offers three professional development seminars: Future Leaders Institute, Future Leaders Institute/Advanced and President's Academy Summer Institute for current and future two-year college leaders.

These educational opportunities are one way for individuals to enhance their skills. These programs focus on areas such as leadership, organizational strategy, resource management, communication, collaboration, community college advocacy and professionalism. However, choosing to attend a formal graduate program or external leadership program can cost a substantial amount of personal time and money and may not be sponsored by an employee's place of employment. Non-credit training is less costly in terms of time and money but again, may not be sponsored. Consequently, future community college leaders may not be sufficiently trained as leaders for today's community college environment, which may cause them to learn on the job through a trial and error approach, which could be costly to both the institution and to the individual.

1.2 RESEARCH QUESTIONS

This research study sought to add to the body of knowledge regarding the levels of leadership skills as perceived by mid-level Pennsylvania community colleges administrators and if they align with the AACC leadership competencies recommended for administrators to move

into senior community college leadership positions. It is a comparative study of the recommended AACC study leadership competencies and of mid-level Pennsylvania community college *administrators'* self-assessed competencies and their importance to their current position.

The research study's hypothesis is that leadership competencies are necessary in the positions of mid-level Pennsylvania community college administrators and further development of these skills are needed to advance to senior leadership positions. Leadership skills are necessary in managing any organization and are present regardless of the level of the individual's position. However, administrators possess different degrees of leadership skills. Few people are at a high skill level in all six of the AACC leadership competencies. The differences in leadership competencies are dependent on their past and present career path and professional development opportunities.

The study addressed the following research questions:

1. Do the self-reported leadership competency levels of community college mid-level administrators in Pennsylvania align with the leadership competencies recommended by the AACC?

2. Are there differences in the self-assessment of leadership competencies of mid-level Pennsylvania community college administrators who work at a single or multi-campus community college?

3. What are the career goals of current mid-level Pennsylvania community college administrators?

4. What content would current mid-level Pennsylvania community college administrators believe to be important in a leadership training program?

5. What characteristics and delivery systems (e.g., online, web-enhanced, cohort, residential, part-time, full-time) would mid-level Pennsylvania community college administrators like to see in a leadership training program?

6. What training strategies (e.g., formal programs, leadership programs, and non-credit workshops) do current mid-level Pennsylvania community college administrators believe would help them improve their leadership competency levels?

1.3 SIGNIFICANCE

The information from this state-wide survey of mid-level Pennsylvania community college administrators may help individuals in their preparation for advanced leadership opportunities. In addition, universities and other colleges may benefit from knowing the opinions of community college administrators regarding their leadership competency levels and their career goals, what types of leadership training is needed and what leadership skills are needed based on a single or multi-campus community college. This information may help universities and colleges adjust their leadership programs to meet the expressed needs.

1.4 DEFINTION OF TERMS

The following terminology is consistently used throughout this document.

1. *Community College. "*In the United States, community colleges, sometimes called junior colleges, technical colleges, or city colleges, are primarily two-year public institutions providing higher education and lower-level tertiary education, granting certificates, diplomas, and associate's degrees" (Community College, 2010, para. 12).

2. *Community College leaders.* Community College leaders are community college employees who hold the position of Presidents, campus Presidents, Vice-Presidents, and Deans and assist in the decision-making processes of the college and are considered senior leadership.

3. *Formal training.* "Training that has a structured, formal and defined curriculum" (Survey of employer-provided training, 2010, para. 3).

4. *Informal training.* "Training that is unstructured, unplanned and easily adapted to situations or individuals" (Survey of employer-provided training, 2010, para. 4).

5. *Leadership.* Leadership is stated as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task." (Leadership, 2010, para.1).

6. *Mid-Level Administrators.* Community college employees who have supervisory and leadership roles and hold the position of Director, Associate Director, Assistant Director, Assistant Dean, and Associate Dean.

7. *Multi-Campus Community Colleges.* "Multi-campus community colleges are community college districts composed of more than one site where learning is to take place" (Robinson, 1996). The various sites are to provide students with a reasonable commute.

8. *On-the-Job Training.* On-the-job training is considered "employee training at the place of work while he or she is doing the actual job. Usually a professional coach or sometimes an experienced employee serves as the course instructor, and employs the principles of learning (participation, repetition, relevance, transference and feedback) often supported by formal classroom training" (On the job training, 2010, para. 1).

9. *Skills.* The "ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills) and/or people (interpersonal skills)" (Skills, 2010, para. 1).

10. *Training.* An *"o*rganized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill" (Training, 2010, para. 1).

Chapter 2 provides the background and history of community college leadership. It also reviews past eras of community colleges, leadership styles, and profiles of community college leaders and factors that affect leadership. Previous research and associated literature provide the knowledge base needed for the study.

<center>**2.0 LITERATURE REVIEW**</center>

<center>**2.1 HISTORY OF LEADERSHIP IN COMMUNITY COLLEGES**</center>

This research project examines the level of perceived readiness of current mid-level administrators in Pennsylvania community colleges to advance to leadership roles. The review of literature begins with a brief history of community colleges and touches upon various aspects of leadership, profiles of community college leaders and factors that affect leadership.

2.1.1 Past eras of community college leadership

Twombly (1995) identified distinct time periods of community college leadership. The early years from 1900's to the 1930's, was dominated by the "great man theory" of leadership. William Rainey Harper, Henry Tappan, Leonard Koos, Walter Eells, Doak Campbell and David Starr Jordan were prominent university presidents and professors who forged the path of junior colleges as a new educational option. The literature discusses how with a missionary zeal and almost single-handedly, they brought this new concept to life. They worked to transform the junior college mission from a transfer to a vocational mission against wishes of students and parents, hence, the title of "great man theory" for the leaders of that time period. These men were considered transformational leaders and also mentored a new generation of leaders like Leland Medsker, Raymond Schultz and Edmund Gleazer who were instrumental in the community college movement. (Twombly, 1995).

The second period, or the "independence" years from 1940's to the 1950's, was a time period when community college leaders wanted community colleges to become independent from secondary schools and develop their own identity (Twombly, 1995). Many junior college administrators came from secondary school administration (Cohen, Brawer, & Associates, 1994). It was during this period that junior colleges began hiring two chief administrators, a president

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who reported to the superintendent of schools and a dean who reported to the president (Twombly, 1995). According to Twombly (1995), two-year colleges were considered part of the public school system. Presidents and deans at this time did not have much responsibility or latitude in the critical area of policy-making.

In the late 1950's, junior college presidents that were hired were given more responsibility in decision-making. The image of these new presidents was described as being in control but not being inspiring or autocratic (Twombly, 1995). These presidents were often compared to a star on stage or great athlete getting ready to bat. The use of an autocratic leadership style was prevalent and it was needed to accomplish the split of junior colleges away from the public school system. Junior colleges struggled to become independent.

The first junior college was founded in Joliet, Illinois in 1901 (Community College Past to Present, 2009). Early on, junior colleges focused on general liberal arts studies. Then, during the depression of the 1930's, community colleges began to offer job training programs to help the unemployed. From the late 1930's through 1950's, the demand for localized training increased and a national need grew to expand the concept of the community college into more states.

Then, in 1948, the Truman Commission recommended the creation of community-based colleges to serve local needs (Community College Past to Present, 2009). Jesse Bogue, who in 1946 became the executive secretary of the American Association of Junior Colleges, did much to help popularize the term "community college" in his 1950 book titled "The Community College." (Community College Past to Present, 2009).

Legislation was written authorizing the expansion of community colleges in other states and questions about their identity came to the forefront (Cohen, Brawer & Associates, 1994). Should the mission of these colleges be remedial, technical, transfer or a mix? This question

remain unanswered but became a lower priority as student populations grew at a rate of 15% per year due to the passage of the GI bill which gave tuition benefits to 2.2 million returning war veterans, which included men, women and minorities (Cohen, Brawer & Associates, 1994).

During the third period or "maturation period" in the late 1960's to the 1970's, junior colleges grew and matured. Many junior colleges became community colleges and autocratic leadership continued to dominate (Twombly, 1995). Many community college presidents approached their positions with a pioneering spirit. They are described in the literature as "competitive, innovative, fast-moving, flexible, calculated risk-takers, tough, dominating and playing to win" (Twombly, 1995, p. 70). Alfred and Smydra noted that during this time community colleges developed more complex administrative structures where strong, centralized and autocratic power dominated (As cited in Twombly, 1995).

It is estimated that during this period one new community college on average opened each week (Underwood & Hammons, 1999). There was now a critical need for new campuses, buildings and staff as student populations grew and enrollments doubled (Cohen, Brawer & Associates, 1994). The idea of strong leadership remained dominate; but the faculty wanted shared governance which caused community colleges to move away from autocratic leadership and rigid bureaucracies. Faculty and administrators formed collective bargaining units to negotiate wages and working conditions (Cohen, Brawer & Associates, 1994). Future community college leaders were asked to become change-agents, visionaries, organizers and risk-takers (Twombly, 1995).

By 1988, there were now 1,224 two-year colleges with enrollments estimated at 5 million credit students with another 4 million students enrolled in non-credit and continuing education programs (Underwood & Hammons, 1999). Community college leaders needed to focus on efficiency and strategic planning due to resource constraints. In 1965, community college

funding was split approximately into thirds with two-thirds of their operating budget coming from

state and local governments and a third coming from students" tuition as determined by

community college charters (Cohen, Brawer & Associates, 1994, p. 44). Local government

budgets declined causing them to decrease their financial support for community colleges. By

1980, states had more involvement with the financing of community colleges and a shift took

place where states generally funded 60% of community colleges' budgets while local

governments funded 11% with the balance coming from students' tuition (Cohen, Brawer &

Associates, 1994, p.44). Community colleges demanded efficient mangers as they now competed

with other community colleges and state-supported agencies for funds. With the acceptance of

local, state and federal funding, community colleges became a multi-faceted educational resource

to many people. They provided remedial, transfer, adult, technical and workforce education

opportunities to the community. Thus, the community college identity was solidified in

providing education for individuals in its service region.

Currently, community colleges are being asked by their accrediting agencies; and local

and state governments to demonstrate evidence of quality teaching and student success. There is

a great need for community college presidents to take major steps to reform and reshape their

institutions to meet the needs of a diverse constituency. However, many community college

leaders are inadequately prepared or have the skills to initiate these types of necessary changes

(Twombly, 1995). Many of these leaders have been prepared to manage or basically maintain the

status quo while adding stability and order. However, managing is not leading. Leaders are

change agents. They inspire others, invoke change and envision the future. These issues

contributed to the movement for transformational leadership as there was a need for renewal and

revitalization of the community college (Twombly, 1995).

2.1.2 Leadership styles

It is clear that a number of important skills are required to be an effective leader. Over the years, the literature on leadership and its definition, styles and theories is abundant and diverse. The leadership in the community colleges has been described anywhere from traditional, i.e., top-down, autocratic to alternative leadership styles. Some examples of alternative types of leadership styles are team, inclusive, servant, participative and transformational leadership. These alternative styles of leadership require the "rethinking of the traditional images and relationships associated with leaders and followers" (Eddy & VanDerLinden, 2006, para. 6).

The three well-known traditional leadership styles of laissez faire, autocratic and participative are still used by some community college leaders (Underwood & Hammons, 1999). Laissez faire leadership is a hands-off approach which indicates low control and a minimal amount of direction while autocratic leadership provides high control and high direction of employees. The third type, participative or democratic leadership offers guidance to employees and values their input and participation as a member of the group. Participative leadership is the most effective of the three types (Underwood & Hammons, 1999).

Literature now suggests that alternative leadership styles are replacing the traditional styles of leadership and that leadership can come from different places in the institution (Eddy & VanDerLinden, 2006). New definitions of leadership such as team leadership, transformational leadership, servant leadership and visionary leadership are more commonplace in describing leadership styles currently used by many community college leaders.

One of today's most admired leadership styles is the transformational leader. Transformational leaders are noted for being the most effective in empowering others and creating valuable and positive change in followers and the culture (Twombly, 1995). The primary focus of this leadership style is to make change happen in self, others, groups and

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organizations (Underwood & Hammons, 1999). This type of leadership depends on a single, highly visible charismatic person who can communicate a vision to the community (Twombly, 1995).

Many community colleges are seeking transformative leaders to build and renew their institution. As an example, Eduardo J. Padrón, President of Miami Dade Community College which is the largest institution of higher education in America with more than 170,000 students is well-known as a transformational leader (College President, 2010). His transformational leadership was instrumental in creating a culture of success in the following areas: student advocacy, student access, retention, graduation and overall achievement. President Eduardo J. Padrón of Miami Dade College has been acknowledged by the national media including *The New York Times, NBC Nightly News, TIME* magazine*,* and *The Chronicle of Higher Education* (College President, 2010). Another example of a transformational leader is Stuart Steiner, President of Genesee Community College where he has served since 1975 (Genesee Community College, 2010, p.1). He is the second longest serving community college president in the United States and is noted for his record of innovation. Previously, "he served as Genesee's Dean of Students from 1967 to 1968 and Dean of Instruction/Executive Dean from 1968 to 1975" (Genesee Community College, 2010, para. 2). Steiner was named a Transformational Leader in Higher Education by the W. K. Kellogg Foundation (Genesee Community College, 2010).

Another leadership style that has become a model for many community college presidents is servant leadership. The definition of a servant leader is someone who puts people first, is a skilled communicator, is a compassionate collaborator, uses foresight, and is a systems thinker and exercises moral authority (Servant leadership, 2010). In the mind of servant leaders, they consider themselves to be a servant first, making the conscious decisions to lead in order to better serve others and not to increase their own power. Unlike other types of leadership

approaches that use a top-down hierarchical style, servant leadership emphasizes teamwork, trust, compassion, understanding and the ethical use of power (Servant leadership, 2010).

2.1.3 Profiles of community college leaders

It is evident that community colleges have changed over time due to many challenges. These challenges include declining resources, changing student populations, and a shift from teaching to student-centered learning, accountability, globalization and the increasing use of technology (Eddy & VanDerLinden, 2006). These challenges require a new model of leadership. The profile or characteristics of today's community college leaders show that they are asked to be inspirational, participative, inclusive and intuitive and operate in a horizontal organization structure instead of a traditional vertical structure (Twombly, 1995).

Many distinguished educators have written about what should be included in the profile of a community college leader. For example, Vaughan (1986) provided a profile of leaders at two-year institutions that included characteristics of integrity, judgment, courage and concern for others. McNutt (1994) gave a contemporary perspective of leaders in community colleges who must serve in both a collegial and an authoritative or visionary capacity within their communities. O'Banion (1997) noted that many community colleges were embracing the concept of a learning college which calls for a paradigm of shared leadership. According to Cohen, Brawer, & Associates (1994), total quality management (TQM) and shared governance are principles that fit well with the primary goals of contemporary leadership in community colleges.

Literature suggests that traditional definitions of college leaders have moved away from the take charge, "great man" approach style of leadership to leadership styles that facilitate participation, shared governance and consensus-building. (Eddy & VanDerLinden, 2006).

2.1.4 Factors that affect community college leadership

The factors that can affect community college leadership are numerous. According to Anderson (1997), some of the challenges they face are:

1. Falling enrollments
2. Shrinking resources
3. Lower student skills
4. More competition
5. Demands for accountability
6. Aging faculty and administration
7. Demands for business, industry and government
8. Social issues
9. Economic issues
10. Environmental issues (1997).

The missions of community colleges have historically included close connections with the community (Anderson, 1997). According to Duree (2008a), some important challenges facing today's community college presidents are "fund-raising, student enrollment and retention, legislative advocacy, economic and workforce development and faculty relations" (para. 11).

It is important for community college presidents to be dedicated to the mission of their community college. Community college leaders need to have a good understanding of local and state governments and their politics. Other areas that community college leaders need to be in-touch with are the college's external and internal issues; and the college's culture and history.

2.1.5 Summary

Since the first junior college in 1901 in Joliet, Illinois, the birth and growth of community colleges has had a significant impact in education. Over the community colleges' one hundred year history, no other segment of education has been more responsive to its community and workforce. Community colleges grew from twenty-five colleges in 1901 to over 1,155 colleges in the year 2000 (Community College Past to Present, 2009). Today, there are over 1,177 community colleges serving over 11.7 million students (Fast Facts, 2009).

The missions of community colleges have also grown and changed over time. The first community colleges served as a two-year liberal arts transfer college. As time passed, community colleges became the center for vocational and adult education to meet community needs. Today's community colleges' missions are complex providing transfer, adult education, technical, remedial, workforce and non-credit education (Community college past to present, 2009). Community college missions are also more comprehensive than other types of educational institutions as they provide general and liberal education; career and vocational education; and adult and continuing education.

Additionally, during the community colleges' history, leadership changed and grew over the years as well. In the beginning, community college leaders were labeled "great heroes" and came from public school environments. Today's community college leaders are required to be efficient, manager type leaders who come from a variety of backgrounds. Community college leaders must understand the factors that can affect leaders and the organizational structure of their community college. This impacts the culture of their community college and their leadership of the college.

College leaders also need to understand their complex work environment which has an open-door policy serving a diverse population. Leaders who are visionaries, transformative and are sensitive to college culture, shared governance and local politics should have the necessary skills to be successful. In the summary of the history of community colleges as shown in Table 2, their numbers have multiplied exponentially throughout the United States to provide several different types of educational experiences for many people. Community colleges have helped millions of people in their communities by meeting their personal and educational goals and they continue to provide these opportunities at an affordable cost.

Table 2. Summary of community college growth

Time table	Growth total	Presidential Leadership Style	Mission
1901 - 1930's	108 community colleges	„Great man theory" – dominate white males associated with public high schools	Transfer -Liberal arts
1940's - 1950's	330 community colleges	"Great man theory" - autocratic	Transfer Vocational-Career
1950's - 1970's	909 community colleges	Visionaries, change agents, risk-takers	Transfer Vocational-Career Local needs
1980's - 2000's	1155 community colleges	Efficient, managers, planner	Transfer- Liberal Arts Vocational-Career Workforce Non-credit Remedial
2000's - 2009	1177 community colleges	Transformative, Servant	Transfer- Liberal Arts Vocational-Career Workforce Non-credit Remedial

Source: Community College Past to Present, 2009.

2.2 SKILLS, KNOWLEDGE AND COMPETENCIES

The skills, knowledge and competencies required to be a community college leader are numerous. Vaughan and Wesiman identified certain skills for effective presidents which included "the ability to bring a college together in the governing process; the ability to mediate; having a good command, of technology; maintaining a high level of tolerance for ambiguity; understanding and appreciating multiculturalism; and the ability to build coalitions" (as cited in Shults, 2001, p.8).

Duree (2008b) indicates in his research that community college leaders need skills in organizational strategy, resource management, communications, collaboration, advocacy and professionalism. According to O'Banion, "future community college leaders need to be not only learner-centered which means to put in place the elements to help students, but also learning- centered, which means having the knowledge to maintain standards and make sure students are actually meeting their academic goals" (Bagnota, 2004, para. 43).

Hammons & Miller (2006) asked 396 presidents to respond to a survey on what changes they would recommend for graduate leadership programs. A total of 198 comments were collected by respondents and divided into two categories, structural and content. The respondents wanted more of the following content areas in graduates programs leadership, marketing, budgeting, fund-raising and greater awareness of current issues such as diversity, retention, public relations and politics (2006).

Brown, Martinez, & Daniel (2002) found that future college leaders needed to develop a diverse and multicultural perspective of leadership with an understanding of college culture. This indicates that leadership training, formal or informal, should include an understanding and acknowledgement of "how race, ethnicity, gender, and social class affect individuals'

experiences and perceptions" which in turn affect the perceptions and attitudes of future community college leaders (Brown, Martinez, & Daniel, 2002, para. 5).

Further, Vaughan (1986), a past president of two community colleges and named as one of the most fifty effective community college presidents, noted that a community college president must focus on twelve areas in order to be effective:

1. Understanding the institution

2. Appreciating culture

3. Mediating disputes

4. Understanding the necessity of good management

5. Selecting personnel

6. Utilizing information

7. Acting as an educational leaders

8. Functioning in the professional field

9. Establishing political leadership

10. Providing avenues for renewal

11. Serving as an institutional symbol, and

12. Using power (As cited in Cohen, Brawer, & Associates, 1994, p. 60).

Additionally, research by a School of Education team at the University of Pittsburgh developing a new graduate program in community college leadership examined over sixty websites of universities as well as obtained information through interviews, meetings, literature and surveys on existing community college programs and courses. This research revealed that community college leaders should have the following skills and knowledge:

1. Build viable community partnerships and constituencies and understand academic services

2. Cope with limited financial resources and create of operating efficiencies and understand the role of project management

3. Handle public relations and demands for transparency

4. Have legal knowledge to include employment law, labor law, state laws applicable to disclosure, right to privacy, first and fourth amendment rights

5. Use ethical and reflective thinking and decision-making

6. Be an effective two-way communicator

7. Understand conflict resolution

8. Have the ability to be a team and consensus builder

(Sutin, Mathay, Nelson, Oravetz, Silvestre, Spigelmeyer, Trettel, Yeager, et al., 2008).

In the fall of 2009, these skills and concepts laid the groundwork for the development for five new graduate community college courses that were created for a proposed community college certificate, master's and doctoral degree at the University of Pittsburgh.

Finally, Wallin (2006) conducted research to better understand skills and attitudes which fostered leadership development. He conducted a survey of forty-four nationally prominent community college chief executive officers representing twenty-three states to collect the perceptions of various leadership knowledge, skills and attitudes.

He also conducted in-depth telephone interviews with seven participants. In phase one of his study, the responses from the survey indicated that "developing shared values, mission and vision for the college; managing budget and financial aspects of the college and demonstrating personal ethics" was first in importance (Wallin, 2006, pp. 518-520). In phase two of the survey,

two major themes emerged. The first theme indicated the need for a personal assessment of strengths and weaknesses of their leadership. The second theme indicated a need to be focused on "big-picture" issues (Wallin, 2006). After a complete analysis of the data, Wallin (2006) found the following three emerging leadership orientations:

Skill orientation - i.e., knowledge of budget and finance, conducting effective meetings, and conflict management and legal issues

Relationship orientation - i.e., ability to develop shared values, mission, to motivate staff, to build effective teams and to build internal and external partnerships and to provide professional development opportunities for faculty and staff

Personal orientation - i.e., self assessment and understanding of individual strengths and vulnerabilities, makes time for exercise, managing stress, balancing family and professional responsibilities and maintaining a positive outlook (p. 523).

After a review of the literature and categorizing the findings using Wallin's (2006) leadership orientation model, Table 3 presents a summary of the recommended skills needed to be an effective community college administrator that align under his three orientations. First, relationship orientation, which consists of skills such as motivation, mediation, team-building and communication was consistently repeated in each of the studies illustrating the importance of those skills. Second, in importance was skill orientation consisting of management, finance and organizational strategy and other knowledge-based skills. Finally, personal orientation was third in importance consisting of professionalism, managing stress and other personal skills.

Table 3. Recommended skills as related to Wallin's defined orientations

	Relationship Orientation	Skill Orientation	Personal Orientation
Weisman & Vaughan as cited (2002)	Unify, mediate and form coalitions Inter-personal skills Multiculturalism	Command of technology Governance process	Tolerance
Duree (2008b)	Communications Advocacy Collaboration	Organizational strategy Resource management	Professionalism
Eddy (2006)	Value individuals Participatory		
Hammons (2006)	Politics Public Relations	Marketing Budgeting Fund-raising	
Vaughan as cited (1994)	Politics Appreciating culture Mediating disputes	Understanding the institution Good management Utilizing information Personnel	Professionalism
Sutin, et al. (2008)	Team-builder Two-way communicator Public relations Conflict resolution Community partnerships	Federal and state law Finance Resource management Project management Operational efficiencies Academic services	Ethical & reflective thinking

2.2.1 AACC competency model

According to the AACC, "effective leadership is a combination of effective management and vision" and it can be learned (AACC, Leadership Summit, 2004, p. 3). These two skill sets are often developed together and presented in a competency framework (AACC, Leadership Summit, 2004). The definition of "competence is commonly used to refer to someone's ability to perform a specific task" (Kanaga, 2007, p.7). There are a set of skills and knowledge required to perform particular job functions successfully. Organizations have long looked for ways to

gain the competitive advantage by improving employees' leadership skills. For example, some skills which are typically seen in leaders are delegating, relationship building, managing change, result- oriented, and insight and communication skills. These types of skills are necessary in the development of solutions that improve learning environments. In addition, leadership strategies such as revitalization, strategic realignment, strategic planning, synergistic collaboration and total quality management (TQM) can be pivotal in transforming a community college and requires leaders to be competent with a number of skill sets (Cohen, Brawer, & Associates, 2004).

Educators and organizations have done research on which competencies are needed to be an effective community college leader. One notable research project on educational leadership and required competencies was completed by the American Association of Community Colleges (AACC) in 2003. With support and funding from the W. K. Kellogg Foundation, the AACC established a project called the Leading Forward initiative to brainstorm on how the national need for community college leaders could be addressed (Community College Leaders, 2004b). The AACC held four summits or meetings of college presidents, members of leadership programs and doctoral programs in November 2003, January 2004, March 16, 2004 and March 26, 2004 (Vincent, 2004). The sole purpose of the project was to gather information from different constituent groups to build consensus around "knowledge, values and skills needed by future community college leaders" and to determine the how this could be accomplished (Community College Leaders, 2004b, para.3). The participants were asked to complete a comprehensive survey addressing issues, leadership skills and knowledge base, leadership programs and program delivery methods (Community College Leaders, 2004b).

Vincent (2004) was commissioned by the AACC to refine the data from the summits into a report. He developed a preliminary, five leadership competency model based on the data. This provided AACC with a broader view of the data and they developed a six leadership competency model that they adopted as a template for community college leadership. To ensure the validity of the data, the AACC distributed an electronic survey to all participants of the Leading Forward summits. The survey results showed that 100% percent of the participants concluded that the six competencies which were developed were "either "very" or "extremely" essential to the effective performance of a community college leader" (Community College Leaders, 2006, p.2). The AACC adopted the following six competencies and their definitions:

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

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

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

Collaboration - An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external

relationships that nurture diversity, promote the success of all students, and sustain the
community college mission

Community College Advocacy - An effective community college leader understands,
commits to, and advocates for the mission, vision, and goals of the community college

Professionalism - An effective community college leader works ethically to set high
standards for self and others, continuously improve self and surroundings, demonstrate
accountability to and for the institution, and ensure the long-term viability of the college
and community (Community College Leaders, 2006, pp. 4-6).

Additionally, in another aspect of the research done by the community college leadership
team at the University of Pittsburgh, one hundred sixty-eight senior community college job
postings were analyzed for requirements and educational level required. The review included
community college presidents, and vice presidents, deans and directors. The postings were
analyzed for the period January to June 2008 as shown in Table 4. It was found that a doctorate
degree was preferred for 75% of the community college president positions and 12.5% of the
vice president positions. At least, a master's degree was required for 100% of the vice-
presidents and deans. Another item that was summarized from the job postings was how often
similar skills, knowledge and competencies were required. Table 5 shows the percentage of
specific skills, knowledge and competencies, which consistently appeared in the job postings.

2.2.2 Summary

As demonstrated by the literature, the skills, knowledge and competencies required to be a
community college leader have been examined and are closely intertwined. Wallin (2006) in his
research showed that most of the skills and knowledge required by community college
administrators can be aligned under two orientations, relationship and skill.

Table 4. Degree required for community college positions

Position Title	% Require Bachelor's	% Require Master's	% Doctorate Preferred	% Not Mentioned
President	100	2.5	75	0
Vice President	100	7.5	12.5	12.5
Associate VP	100	10	0	0
Dean	100	10	0	0
Associate Dean	100	10	0	0
Provost	100	5	50	0
Director	75	12.5	0	0

Source: Sutin, et al., 2008.

Table 5. Percentage of skills found in job postings

Skills found in job postings	Percentage
Leadership skills	49
Knowledge of rules, laws and regulations	42
Knowledge of community college administration	33
Sensitivity to diversity	30
Community College experience	28
Technological skills	26
Policies, practices, terminology, programs and objectives	23
Budget	21
Interpersonal skills	19
Writing skills	19

Source: (Sutin, et al., 2008).

Additionally, the research outcomes found by the community college team at the University of Pittsburgh were consistent with the necessary skills, knowledge and competencies recommended in the literature for an individual to be an effective community college leader.

Finally, as outlined by the AACC, effective community college leaders must have a thorough understanding and commitment of their community college mission as this is critical for success. A community college leader must advocate for the college's interests and must have skills in protecting and sustaining the organization, promoting workforce development and collaboration with the community.

2.3 STRATEGIES FOR TRAINING COMMUNITY COLLEGE LEADERS

There are a variety of training strategies to prepare community college leaders. They include formal graduate programs as well as professional development programs in community college leadership. In addition, potential community college leaders who work at a community college may have the opportunity to be selected for on-the-job training, state-sponsored leadership training and internal leadership programs.

2.3.1 Formal graduate programs

In regard to formal graduate education, there are many universities in the United States that offer varying types of graduate leadership degrees. Thirty-one colleges and universities have twenty-eight doctoral programs in community college education, twenty-three of these institutions have master's degrees and six have specialist level programs. Twenty-one of thirty-one colleges and universities have a program with an emphasis in community college administration or leadership (Grad Programs, 2010).

Further, the community college leadership team at the University of Pittsburgh began their research with a list of approximately forty-six universities from the Council for Study of Community College's website and from "Breaking Traditions", a *Leading Forward* report on new community college leadership programs (Grad Programs, 2010; Amey, 2006). After reviewing more than sixty universities, the curriculum team found the following to exist:

Eighteen universities did not have any community college courses, masters or doctorate programs

Twenty-five universities had some community college courses. The course they had in common was called "The Community College", or "The Comprehensive Community College" or some version of this title

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Seventeen universities had a doctorate or masters program in community college and the delivery of the content was a mixture of on-campus and online courses. Many doctorate programs used student cohorts. Some universities had masters or doctorate programs in the community college but the emphasis was focused on teaching in a community college Iowa State University was the only university that had a credit certificate in community college studies. However, the focus of the certificate was teaching Several universities offered non-credit leadership courses (Sutin, et al., 2008).

As shown in Table 6, there are seventeen universities, which offer graduate programs whose focus is community college leadership. It was found that these programs had the following characteristics in common: the amount of credits to complete a master's or doctorate degree, the number of community college courses, practicum or field experience, part-time schedules without cohorts, distance learning, weekend and evening courses and a course in their program titled "The Community College" (Sutin, et al., 2008).

From the institutions listed in Table 6, the University of Texas at Austin, Colorado State University and Walden University are good examples of graduate leadership programs which put theory into practice (Bagnota, 2004). The Community College Leadership Program (CCLP) at the University of Texas at Austin has a sixty plus year history. It is a two-year residential program. The program is noted for providing students with mentors and helping students build connections with faculty and guest speakers. These connections are helpful in providing professional support and networking for students once they graduate.

Another example is the Colorado State University graduate community college program which is aimed at the working professional and their classes are online. In-state students are

required to attend weekly and monthly meetings at a local community college and through the use of video-conferencing to connect with out-of-state students.

Third, Walden University's community college leadership program is also aimed at the working professional. It is noted for its flexible curriculum that can be customized to a student's needs. The program runs over three years and courses are online with requirements for occasional face-to-faculty meetings and residency at a community college.

2.3.2 Professional development in community college leadership

There are many professional development community college leadership programs which are non-credit that offer leadership training. Some of the programs as listed by The Council for the Study of Community Colleges are: The Chair Academy at Maricopa Community College; Community College Leadership Development Initiatives (CCLDI) at the University of San Diego, Community College Teaching and Learning (CCTL) at the University of Illinois at Urbana-Champaign; The Institute for Community College Development (ICCD) at Cornell University; and The Mid-Career Fellowship Program at Princeton University (Grad Programs, 2010).

These programs focus on the professional development of future community college leaders and cover a wide range of topics, including understanding self and others, complex role of the organizational leader, strategic planning and scenario thinking, coaching for exemplary performance, appreciating diversity, balancing leadership and management and leading effective teams (Grad Programs, 2010). Individuals can also consider joining professional associations or societies such as Council for the Study of Community Colleges whose mission is to further scholarship on the community college (About CSCC, 2010). These programs often offer certificates or continuing education units for participation.

Table 6.   Universities offering community college leadership programs

University	Graduate Program	Masters program	Delivery
Arkansas State University	Specialist (60 Cr)-Doctorate		Not available
Colorado State University	Doctorate		Residential, online and alternative modes in Cohorts
George Mason University	Certificate-Masters-Doctorate	Masters in CC Teaching	Not available
Iowa State University	Certificate-Masters-Doctorate	Masters in CC Administration	Residential, video-conferencing and online
Mississippi State University	Doctorate		Intensive weekend, compressed video and internet courses
Morgan State University	Doctorate		Residential, weekends in cohorts
National Louis University	Doctorate		Classes held every other Saturday using guided study over the internet in cohorts
Nova Southeastern University	Doctorate		Residential and online (Blended environment) in Cohorts
Old Dominion University	Doctorate		Residential, video and online
Oregon State University	Doctorate		Off-campus, one weekend per month in cohorts
San Diego State University	Doctorate		Residential in cohorts
The University of Texas, Austin	Doctorate		Residential in cohorts
University of Arizona	Masters-Doctorate		Not available
University of Florida	Doctorate		Not available
University of Missouri	Masters-Doctorate	Masters in CC Administration	Residential, weekends and Online
Walden University	Doctorate		Twenty days in residency and online
Western Carolina University	Masters-Doctorate		Residential, video and online

Source: Sutin, et al., 2008.

As shown in Table 7, several professional development programs have different criteria for admission, target different community college personnel, offer different training formats and have varying costs. Many of these programs have short residency day requirements. Some programs offer online webinars, video-conferencing and other online options. The cost for these programs varies from $1000-$1500 for residency programs and the cost per course can be as high as $1356 per course (Grad Programs, 2010). One of the critical features of many of these programs is the high value placed on mentoring (Bagnato, 2004).

Table 7. Examples of community college leadership programs

Program	Criteria/Admission	Format	Costs
The Chair Academy at Maricopa CC Academy for Leadership and Development	None listed on website. Targets department chairs and deans. 54 students per session	2 - 5 day residency required, one year long practicum	About $1550 plus charges for meals and hotels.
CCLID (Community College Leadership Development Initiatives) University of San	Target CC CEOS and their leadership teams	Five day in residence, summer	Member college - $1000 person, non-member - $1200 person includes meals and housing.
Community College Teaching and Learning (CCTL) at the University of Illinois at Urbana-Champaign	CC faculty and instructional leaders. Requires graduate application, 2 letters of reference and $40 application fee and transcripts	Online program – one year. Each course is 10 weeks long and runs in cohorts.	Certificate requires 4-four credit courses at a cost of $1356 per course.
The Institute for Community College Development (ICCD) at Cornell University. Oregon State University	For community college leaders	Webinars run 1.5 hours, in residence program 1-3 days	Webinars cost $95 per person to $295 per site for multiple webinars. In residence varies: 1-day costs $120 and 3 days cost $895
The Mid-Career Fellowship Program at Princeton University	Faculty and administrators from NJ. Nominees have 5 years of CC experience.	Fellows meet biweekly throughout one academic year	Tuition and fees are waived for fellows.

Source: Grad Programs, 2010 *Note:* Based on 2009 cost information

Many of these professional development leadership programs are attractive to community college faculty and administrators due to the program's flexibility. For example, the leadership program at the Antioch University-McGregor in Yellow Springs, Ohio is well-suited for mid-level candidates. Their master's degree in leadership can be completed through distance learning over twenty-one months. Another example is the leadership development academy at the Massachusetts's Community College which offers candidates the option of earning graduate credits for seminars or receiving a certificate. The program requires group meetings which are once a month for eight months followed by a weeklong seminar (Bagnota, 2004).

2.3.3 On-the-job training

Often, community college leaders may have the opportunity to learn on-the-job. Duree (2008b) noted that there is an increasing trend toward internal succession of management which requires more professional development training. Community colleges can identify talented employees and provide them formal and informal professional development opportunities such as workshops, seminars, on-the-job training, mentoring, job shadowing, attending board meetings and other activities. Employees can participate in many of these activities at little cost to both the institution and the individual. The college usually gives employees certificates once they complete an internal college activity.

A few community colleges have started their own professional development programs to internally develop leadership among their own faculty and staff. For instance, Northampton Community College (NCC) has developed an in-service professional development program called the President's Leadership Institute for their faculty and staff in anticipation of the potential leadership shortage (Duree, 2008b). According to Chappel (2008), the program had forty applicants in the first year. Scott, the President of NCC would like to make their program

permanent (Chappel, 2008). This program is distinctive because it was initiated by community college employees.

Another example is Henderson Community College (HCC), which designed a program called the Henderson Leadership Initiative to help prepare future leaders for the community college and the community (Chappel, 2008). HCC Leadership Initiative trains new leaders at Henderson Community College and in the community (Duree, 2008b). It is a twelve month program which uses a training curriculum developed by the Institute for Leadership at the University of Georgia (Duree, 2008b). This initiative is different in that the community approached Henderson Community College to design the program.

2.3.4 State-sponsored and other leadership training

There are some states who offer state-sponsored leadership training. The Texas Leadership Alliance offers online and residency training programs to community and technical colleges to help prepare administrators and faculty for leadership roles (Texas Leadership Alliance, 2009). The Texas Leadership Alliance collaborates with the Texas Higher Education Coordinating Board, Texas State Leadership Consortium for Professional Development and representatives from Community and Technical colleges from throughout Texas to offer leadership training (Texas Leadership Alliance, 2009).

A similar type of leadership training program is the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), which is sponsored by the Kellogg foundation and the community college systems in the states of North Carolina, South Carolina, Maryland and Virginia (Anderson, 1997). Anderson (1997) noted ACCLAIM was formed in 1992 to provide community-based programming to community college leaders. The

academy mission is to help participants develop community-based skills so they are better prepared to lead their institutions (McNutt, 1994).

Another leadership training program is the Kentucky Academy was chartered through the Kentucky Community College system in 1990 (Anderson, 1997). The participants are expected to learn eight essential qualities including vision, respect, motivation, flexibility, proactive and sensitivity to community needs (Anderson, 1997).

The Leadership Institute for a New Century (LINC) was charted in 1989 by the Iowa Association of Community College Trustees (Anderson, 1997). The mission of LINC is to increase the number of women and minority leaders in Iowa Community Colleges (Anderson, 1997).

According to Anderson (1997), there were four additional leadership initiatives created by local colleges, states and professional associations:

ACE fellows program was chartered in 1965 by the American Council of Education. Its primary goal is the identification of higher education leaders and the development of their leadership skills. Fifteen objectives and eighteen critical leadership skills are addressed with each cohort (para. 21)

The Institute for Tomorrow's Generation of Leaders was founded in 1989 through the nation's tribal colleges and the Ford Foundation. The goal of the program is to develop current tribal college personnel with the skills, knowledge and confidence to assume presidential roles (para. 23)

The National Institute for Leadership Development began in 1981 and sponsored by League for Innovation in Community Colleges, Maricopa Community College and

Phoenix College. The creed of the program is "Learning by doing, achieving by

believing and succeeding by cooperating (para. 25)

Salt Lake Community College began its leadership academy for staff and faculty in 1993.

The goal of the academy is to prepare participants for future administrative positions at

the college (para. 26).

Further, the AACC offers a variety of professional development opportunities including

conferences to help senior community college leadership develop their skills and knowledge and

network on national and regional levels. The AACC has three specific professional development

opportunities which they offer each year as listed below:

AACC Presidents Academy - The Presidents Academy is an AACC organization

dedicated to the professional renewal and recognition of community college CEOs. Any

CEO of an AACC member institution can participate. The Presidents Academy sponsors

two events per year, the DC and Summer Institutes and provides special sessions for

CEOs at the AACC Annual Convention.

Future Leaders Institute (FLI) - FLI is an innovative five-day leadership seminar designed

for senior level community college administrators who are actively considering or

moving towards becoming a president. These individuals are currently in a position that

is responsible for multiple employees, including faculty, administrators and/or staff and

probably have titles such as Vice President, Dean, Associate Dean or Director

AACC Annual Convention - AACC"s Annual Convention is an excellent opportunity to

explore fresh ideas and innovation, plus excellent networking opportunities. The

convention includes exciting speakers, innovative sessions, a dynamic exhibit hall and

inspiring award winners (AACC Leadership Summit, 2004).

Finally, Table 8 summarizes the professional development programs found in the literature. Some of these programs have restricted enrollment to individuals who live in a specific state or work at a specific community college. However, there are some training opportunities that are offered by associations which are open to any individual and are often sponsored by their institutions. Employees who participate are usually given certificates of accomplishment for their participation.

Table 8. On-the-job training, state-sponsored and other leadership training

On-the-Job training	State-sponsored	Other leadership training
Northampton Community College (NCC), President's Leadership Institute	Texas Leadership Alliance	ACE Fellows program chartered by American Council of Education
Henderson Community College (HCC), Henderson Leadership Initiative for faculty, staff and the community	Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), sponsored funded by the Kellogg foundation and community college systems in the states of North Carolina, South Carolina, Maryland, and Virginia	Institute for Tomorrow Generation of Leaders, sponsored by the nation's tribal colleges and Ford foundation
	Kentucky academy	National Institute for Leadership Development sponsored by the League of Innovation in the Community Colleges
	Leadership Institute for a New Century (LINC), charted by Iowa Association of Community College Trustees	Salt Lake Community College Leaders
		AACC President's Academy
		Future Leaders Institute
		AACC Annual Convention

2.3.5 Future community college leaders

According to Riggs (2009), the career path to becoming a community college president is competitive and can be made easier by spending some time as a community college faculty member, faculty leader or dean. The advantage of community college experience is that a potential presidential community college candidate will learn important experiences, gain leadership and management skills and establish networks. Table 9 shows what positions community college presidents held in past.

Table 9. Past Positions of community college presidents

Past positions of CC presidents	Percentage
president of another community college	25
provost	37
Faculty	2
public school administration	2
other administrative position	17
senior academic affairs officer	15

Source: Amey & VanDerLinden, 2002.

In 2001, the AACC formed a leadership task force to address the recruitment, preparation and support of community college leaders. It noted the lack of administrative and faculty leaders in the traditional leadership pipeline causing uncertainty in the availability of future community college leaders. As a result, the task force identified recruitment strategies which included a registry for jobs that needed filled, a description of people trained for the position and a website to inform individuals of the formal graduate training programs in community college leadership and advertisements to raise an awareness of available positions in professional association magazines (Community College Leaders, 2004a).   The goal of the AACC was to implement these strategies for use by individuals and colleges to obtain a diverse pool of available candidates for community college positions (Community College Leaders, 2004a).

Sometimes, new community college leaders come from the faculty ranks (Cooper & Pagotto, 2003). Community college presidents should consider faculty to fill leadership positions on their campuses as other potential pools of leaders may not exist (Cooper & Pagotto, 2003). Faculty are known to have well-developed teaching skills, but usually not administrative skills. This is where leadership development programs can be beneficial in the training of potential community college leaders. Many faculty who participate in leadership training find it a natural progression in their careers to assume leadership roles such as department chairs, dean or representatives on a permanent or interim basis (Cooper & Pagotto, 2003).

Cooper & Pagotto (2003) indicated that since senior faculty will be retiring in record numbers in the upcoming years, there will be pressure for junior faculty to step into these roles (Cooper & Pagotto, 2003). However, leadership positions in many community colleges are not perceived as favorable positions.

There is a potential problem on the horizon depending on faculty as a leadership resource. Since community colleges are hiring less full-time faculty and those who are hired tend to be more seasoned faculty, it is unlikely many faculty members will choose to be administrators (Riggs, 2009). This will contribute to the problem of finding qualified community college leaders.

Additionally, potential community college leaders can come from other areas such as industry, the military, from K-12 environment; and faculty and administration at four-year universities. These individuals may be early retirees or individuals who want a second career.

2.3.6 Summary

There are several formal graduate programs and professional development training programs and informal training opportunities available to prepare future community college

leaders. In addition to attending formal graduate programs, individuals can choose to attend professional development programs which are packaged in various formats such as leadership academies, conferences and fee-based seminars and workshops.

All of these educational opportunities are an excellent way for staff to enhance their leadership skills. However, it is important to note that formal graduate and professional development programs have a cost of personal time and money which can be substantial and may not be sponsored by an employee's place of employment. On the other hand, informal training opportunities can include on-the-job training, in-house training or state-sponsored training with activities such as job shadowing, mentoring, attending board meetings and chairing college projects, which can be done for little cost. Additionally, information can be found about available community college leadership positions, trained people and leadership training programs at the AACC, Leading Forward website which is an excellent resource (Community College Leaders, 2004a).

The literature shows that educators have different opinions on which training strategies should be used in training a community college leader. Wallin (2006) noted a university based doctoral program is highly desirable. According to Roueche, president of the community college leadership program at The University of Texas at Austin, it is expected that a community college leader will need at least a masters if not a doctorate degree (Bagnato, 2004).   O'Banion said "there is no substitute for a university based doctorate", however, community colleges need every trained leader they can get and people can be trained in multiple ways (Bagnato, 2004, para. 47). According to Murray (2005), "most graduate programs do little to prepare one for a career at community college (p.217).

After review of the literature, there appears to be no consensus on one strategy to acquire the skills and knowledge to be an effective community college leader. As listed in Tables 6, 7 and 8, there are multiple educational opportunities as reflected by the literature. The pathway to be an effective community college leader is determined by the person seeking both formal and informal training opportunities and the support given by the educational institution and others. Piland and Wolf (2003) indicate leadership development historically has included a disjointed mix of on-the job training, graduate education and short term leadership development programs. Duree (2008b) noted that leadership preparation should include acquiring a formal degree, involvement in leadership programs outside formal education, participation in leadership programs, conferences, seminars intended to prepare current and future leaders of community colleges and participation in projects in-house that would provide opportunities for leadership.

There has been little research done on community college *presidents'* perceptions of the skills needed to be an effective community college leader. Graduate leadership programs should consider the flexibility of their programs as well as the program's emphasis on real-world problems affecting community colleges and more in-depth study of leadership, retention, budgeting, politics and fund-raising.

To conclude, there are many training strategies that can teach the necessary skills and knowledge for someone to be a competent community college leader. The choice of training strategy depends on many factors such as cost, time, work experience, level of training needed, program availability, personal choice, convenience, community college location and leadership position desired. The pros and cons of each training strategy should be weighed and considered by the individual and their institution if applicable before embarking on educational opportunity.

The next chapter details the research method, data population and procedures used to measure leadership competency levels, the importance of the leadership competencies to mid-level administrator positions and training needs. The study uses a sequential mixed methods approach of quantitative and qualitative measurements to collect and analyze data that is informative.

3.0 RESEARCH METHODS

3.1 RESEARCH QUESTIONS

This research study investigated the perceived levels of leadership skills of mid-level Pennsylvania community colleges administrators and reviewed the similarities in conjunction with the AACC leadership competencies recommended for administrators who want to advance to senior community college leadership positions. It is a descriptive study that asked mid-level Pennsylvania community college administrators to self-assess their leadership competencies and rank the importance of leadership competencies in their current position using the AACC's leadership model.

The basis for the study is leadership competencies are essential in the positions of mid-level Pennsylvania community college administrators and further development of those leadership skills are needed to progress to senior leadership positions. It is not anticipated that the study would show that mid-level Pennsylvania community college administrators have a high level of skill in all six of the recommended AACC leadership competencies. Leadership skills are necessary in managing any organization and are present in different degrees regardless of the level of the individual's position.

The study addressed the following research questions:

1. Do the self-reported leadership competency levels of mid-level Pennsylvania community college administrators align with the leadership competencies recommended by the AACC?

2. Are there differences in the self-assessment of leadership competencies of mid-level Pennsylvania community college administrators who work at a single or multi-campus community college?

3. What are the career goals of current mid-level Pennsylvania community college administrators?

4. What content would current mid-level Pennsylvania community college administrators believe to be important in a leadership training program?

5. What characteristics and delivery systems (e.g., online, web-enhanced, cohort, residential, part-time, full-time) would mid-level Pennsylvania community college administrators like to see in a leadership training program?

6. What training strategies (e.g., formal programs, leadership programs, and non-credit workshops) do current mid-level Pennsylvania community college administrators believe would help them improve their leadership competency levels?

3.2 PROCEDURES

To answer the research questions, the study were designed using a sequential mixed- methods approach. The mixed-method approach was chosen because the nature of the topic can be better understood by integrating different research methods (Sydenstricker-Neto, 1997). As a result, the study used two phases of data collection. The first phase collected quantitative data to obtain statistical and demographic information from a larger group. In the study, the larger group is made up of those mid-level Pennsylvania community college administrators who are middle managers with titles such as Assistant Dean, Associate Dean, Director, Assistant Director, Senior Assistant Director, Associate Director or Senior Associate Director. The second phase collected qualitative data from a sample of the population who volunteered to participate in a follow-up interview. The participants were asked to send an email if they were interested in participating in a phone interview. Volunteers were interviewed over the phone in order to gather personal perspectives on their career aspirations, graduate education and characteristics of leadership training. Each participant who volunteered to be interviewed was

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sent an informed consent form to sign and return as shown in Appendix C. The responses from

the survey and the interviews were analyzed sequentially.

3.3 SURVEY INSTRUMENT

The survey was developed in SurveyMonkey.com software, which was purchased for monthly

use as shown in Appendix A. The survey gathered mix-method data about their perspectives on

leadership competencies from mid-level administrators at the fourteen public- supported

Pennsylvania community colleges. The mid-level community college administrators were asked

to assess their leadership competency levels, rank the importance of the competency level to

their current position and indicate if they needed training or information in any of the

competencies. The survey was developed from the AACC leadership competencies which were

broken down by six categories as recommended by the AACC for community college leaders

(Community College Leaders, 2004b). The twenty-two leadership competencies in the survey

were chosen based on the literature review and how well they represented the leadership

categories.

In Part I of the survey, participants were asked eight demographic questions and a

question to determine if the participant would be interested in participating in a follow-up phone

interview. In Part II of the survey, participants ranked the 22 competencies which were grouped

by six leadership categories as defined by the AACC on a Likert-type scale of 1–4 with 1 being

low and 4 being high. In Part III of the survey, participants were asked five open-ended

qualitative questions about their career goals, if they were currently attending a higher education

institution for a masters or doctoral degree to help them advance in their career, what content,

characteristics and delivery systems they would like to see in a leadership program and the types

of strategies they felt would help them gain the competency level needed to advance in their

career.

In the second phase, participants who volunteered from the larger group were interviewed by phone and the qualitative data obtained was used to confirm or contradict the survey results. The follow-up interview questions are shown in Appendix B. The participants who volunteered to participate in the second phase were contacted by phone to complete a short interview regarding their insights on what leadership skills they felt were the most critical for them to learn or improve upon in the next year in their current position and in their future position. They also were asked if they participated in any formal or informal professional development training in the past three years, which given the longer timeframe may yield more insight. The interviews were used to better understand the participants' training needs that related to the skills and knowledge identified in the survey results. A response-guided approach was used in the interviews in order to follow-up on responses to the questions as to elicit a more complete understanding of both content and their reasoning.

Approval for the study was received from the Institutional Review Board (IRB) at the University of Pittsburgh on 2/25/11 as shown in Appendix D. The IRB concluded that this research study was exempt from the requirements of the human subject regulation. This determination indicated that the study posed a minimal risk to its participants.

3.4 DISSERATION STUDY POPULATION

The study population consisted of 274 mid-level Pennsylvania community college administrators' titles and email information as shown in Appendix E from their colleges' websites or from their community college representative. The original plan was to move forward with the survey once the approval was received for the study from the IRB at the University of Pittsburgh. However, in attempting to obtain accurate titles and names of mid-level administrators at three of the Pennsylvania community colleges, it was discovered that many of community colleges had their own IRB process. After consultation with the dissertation committee, the committee

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recommended that each community college be contacted to see if they had an IRB approval process. In addition, the IRB at the University of Pittsburgh was notified with information of this development. It was determined by the IRB at the University of Pittsburgh that this development did not represent a serious or continuing noncompliance or involve risk to participants. No further action was required. The approval of continuance is shown in Appendix D.

All fourteen of Pennsylvania's community colleges were then contacted by emailing their institutional research representative or college representative to determine if they had an IRB process. As noted in Appendix F, eight Pennsylvania community colleges had an IRB process and three did not. The three community colleges that did not have an IRB process gave their verbal or email approval to conduct the research. There were also three community colleges who did not respond to this inquiry. The decision was made to keep the mid-level community college administrators from those community colleges in the population since the reasons for their lack of response was unknown. It is possible that those administrators may have participated since the survey was anonymous.

3.5 PILOT STUDY

A pilot study was conducted at the researcher's community college to check the feasibility of the survey instrument to avoid time and effort being spent on an inadequate survey instrument design. If the survey was found to be flawed or if it yielded unclear information, there was time to revise survey before sending it to the research population. The survey was sent

as a link in a blind copy email to ten Community College of Allegheny County (CCAC) mid-level administrators for their feedback on the scope and format of the questions on March 28, 2011. The group was given two weeks to complete it. The pilot study group was picked at random. The pilot survey was closed on April 8, 2011. The participants were invited to comment on the time needed to complete the survey, for ease of completion and appropriateness of the questions. The pilot study group was asked if any parts of the survey were confusing or unclear. Nine mid-level CCAC administrators completed the survey and one administrator completed only the demographics section. The pilot group's survey responses in relationship to the research questions were not analyzed as the pilot was used to provide feedback on the survey instrument itself. No major revisions were recommended but feedback was received on minor items to review. As a result, a few formatting improvements and clarifications were made. Positive feedback was received on the time it took to the complete the survey and the questions. The ten CCAC participants were removed from the research population so they would not get the survey twice.

3.6 DATA COLLECTION

In the first phase of the research, a survey was used to collect the quantitative data as shown in Appendix A. It was emailed to 264 mid-level academic, student services and administrative administrators who work at the fourteen publicly supported community colleges in the state of Pennsylvania (American Association of Community Colleges, 2009). The population total was revised from 274 mid-level community college administrators to 264 after subtracting out the ten CCAC mid-level administrators who were in the pilot study group.

The survey was sent as a link in an email invitation, as shown in Appendix G, to the participants asking them to complete the survey. It was sent to 264 possible participants on April

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11, 2011 and it was closed on May 9, 2011. Objectivity of data collection was aided by the electronic delivery and collection of data by SurveyMonkey.com. The parameters in the SurveyMonkey.com software were set not to collect IP or email addresses from the participants as to guarantee anonymity. All of the community colleges who approved the study were sent a notification a week before the survey was sent. All of the participants were emailed as a blind copy so the participants would remain anonymous. In addition, eleven email addresses came back as undeliverable and they also were subtracted, finalizing the total population at 253.

Two community colleges asked for special consideration in the survey process. Dr. Judith Gay, Vice-President for Academic Affairs for the Community College of Philadelphia (CCP) asked that a disclaimer be inserted in the email invitation to the CCP participants that the study was not sponsored by CCP. In addition, Dr. Jill Hirt, Director of the Office of Planning and Institutional Research at Northampton Community College (NCC) asked to be listed as a contact on the email invitation in case NCC participants had any questions. The email invitation is shown in Appendix G.

Two weeks after the invitation, an email reminder, Appendix H, was sent to the participants as a reminder to complete the survey. In addition, a second reminder as shown in Appendix H was a sent a few days before the survey closed thanking those who participated and encouraged others to please complete the survey. The total number of surveys opened was 114 of 253 possible participants who completed the survey for a return rate of 45%. Of the 114 participants, 84 (73.7%) completed all of the survey. All 114 survey responses were used in analyzing Part, 1 (demographics) section of the survey. In Part 2 of the survey, (leadership competencies), 86 participants responded and in Part 3, (your perceptions), 84 participants responded. All the responses were used in the data analysis. No feedback was received as to

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why some participants did not complete Part 2 and 3 of the survey. Because of the anonymity of responses, it could not be determined who did and who did not participate. A summary of the survey results is shown in Appendix I.

There was a lack of response to the question in the survey asking for volunteer participation in a follow-up phone interview. Only four of the 114 participants were interested in participating in a follow-up phone interview. No feedback was received as to why the participants were not interested. There could been any number of reasons for the lack of response. Informed consent forms were sent to and received from the four participants before conducting the phone interviews. The phone interviews were then analyzed.

3.7 DATA ANALYSIS

Once the data was collected, the SurveyMonkey.com software generated an excel database which was imported to statistical software, SPSS for Windows. A complete statistical analysis of the quantitative data was done. In Part I of the survey which contained questions about the demographics, the responses were analyzed using descriptive statistics. In Part II of the survey, participants' leadership competency levels and the importance of the leadership competencies to their position were analyzed using the same descriptive statistics yielding average means for those items. An analysis of the means was conducted on each competency comparing the means of self-assessment and of the importance to the position using the paired samples t-test procedure which is a statistical technique used to test the hypothesis of no difference between two variables (Using SPSS and PASW/paired samples t-test, 2010). In addition, an analysis was done of the self-assessed competencies levels to see if there were any differences related to the participants working at a single or multi-campus community college.

In Part III of the survey, the qualitative data received from the responses to the open-ended questions were coded and analyzed into similar concepts using the constant comparative method developed by Glaser and Strauss (1967). The constant comparative method reviews starts with one piece of data and compares it to the other pieces to see to see if it is similar or different and places data into categories. It is considered to be an effective means of content analysis where ideas are developed about categories, its dimensions and relationships to other categories (Mellon, 1990). The purpose of using this method was to identify themes from the data collected in the areas of perceived critical job skills in the participant's current position and future position, their career goals and their thoughts on leadership training programs.

Qualitative data collected from the short answer questions in Part III, (your perceptions) of the survey and the phone interviews was used to reinforce the statistical results of the quantitative data collected in Part II, leadership competencies. Using different types of data collection provided the opportunity to validate the data through cross verification from more than two sources and yielded more reliable results in reporting.

The survey and statistical results are discussed in Chapter 4.

4.0 FINDINGS

4.1 INTRODUCTION

The findings of the study were guided by the six research questions developed to investigate the perceived levels of leadership skills of mid-level Pennsylvania community college administrators and how they align with the AACC leadership competencies recommended for administrators who want to progress to senior community college leadership positions.

One hundred and fourteen of 253 mid-level Pennsylvania's community college administrators responded to the survey and were asked to assess their leadership competency levels, rank the importance of the competency level to their current position and indicate if they needed training or information in any of the competencies. The survey was broken into three parts: Part 1, (demographics), Part II, (leadership competencies) and Part III, (your perceptions). There were a few questions on the survey where participants could choose "Other" as an answer and were requested to please specify their answer. A descriptive analysis was completed on survey responses. Participants could skip any or all questions in any section. This situation did occur and was not known until the research was completed and analyzed. In addition, the results included an analysis of the follow-up phone interviews in the areas of perceived critical job skills required in the participants' current and future position and their recommendations of leadership training programs.

In Part 1 (demographics) of the survey, the participation was the greatest with all 114 participants answering these questions. Part 1 of the survey contained eight demographic questions, which asked the participants to select their position title, type of community college

they worked at, gender, age, the area in which they worked, how long they worked in their position, the highest degree they have earned and their career goal.

Twenty-two leadership competencies were listed in Part II of the survey for the participants to rank. The ranking scale used was a Likert-type scale of 1–4 with 1 being low and 4 being high. The competencies were grouped into six categories as defined by the AACC: organizational strategy, resource management, communication, collaboration, community college advocacy and professionalism. In Part II of the survey (leadership competencies), 86 of 114 (75.4%) participants answered the questions.

In Part III (your perceptions) contained five questions asking the participants about the career goals, the content they would like to see in a leadership program and what structure of program would fit into their personal and professional lives. In Part III (your perceptions), 84 of 114 participants (73.6%) answered the questions.

4.1.1 Demographics

Part 1 of the survey captured the demographics of 114 of 253 mid-level Pennsylvania community college administrators. As shown in Table 10, 74 (64.9%) of the 114 participants were directors. The other 40 participants chose one of the other five categories of positions on the survey. There were ten participants who selected the answer, Other, (please specify) and the participants listed the following positions: assistant registrar, dean, program coordinator, division chair, assistant coordinator and coordinator. Table 10 presents a descriptive tabulation of the demographics of the population.

Table 10. Demographics of mid-level Pa community college administrators

Variable	Total Number	Percentage of Categories
Current position	114	% of Current Position
Director Assistant	74	64.9
Dean Assistant	11	9.6
Director/Sr. Other	10	8.8
(please specify)	10	8.8
Associate Dean	5	4.4
Associate Director/Sr.	4	3.5
Type of institution		
Multi-campus	101	88.6
Single campus	13	11.4
Gender		
Female	84	73.7
Male	30	26.3
Age		
50-59	38	33.3
30-39	27	23.7
40-49	25	21.9
60-69	15	13.2
20-29	8	7.0
70+	1	0.9
Area		
Student Services	47	41.2
Academic Affairs	32	28.1
Administrative	21	18.4
Other (please specify)	14	12.3
Longevity in current position		
5 years or less	54	47.4
6-10 years	32	28.1
11-15 years	13	11.4
16-20 years	9	7.9
21-25 years	4	3.5
26 + years	2	1.8
Highest degree earned		
Master's	75	65.8
Bachelor's	20	17.5
Ed.D.	7	6.1

Ph.D.	6	5.3
Other (please specify)	6	5.3
J.D.	0	0.0
Career goal		
Other (please specify)	67	58.8
Dean of Students	30	26.3
Dean of Academic Affairs	16	14.0
Community College Vice-President	14	12.3
Community College President	7	6.1

The participant who listed dean as their position was puzzling since the population did not contain any senior level community college administrators. It is possible that someone may have been promoted during the research period or the participant's community college web-site was not up to date. There were three participants who selected Other, (please specify) and listed their position, which were choices on the survey. It was unclear why the three participants responded in this manner.

One hundred and one participants of the 114 participants, (88.6%) worked at a multi-campus community college versus 11.4% who worked at a single campus community college and 84 (73.7%) were female. Fifty-four participants (47.4%) were above the age of 50 years old. Only 7.0% of the participants were 29 years old and under.

Participants who worked in student services were the largest group with 47 (42.1%) participants, while 32 (28.1%) participants worked in academic affairs. Fourteen (12.3%) participants who selected Other, (please specify) as an answer listed areas such as health professions, campus center, community services and director of a satellite campus. However, six participants listed their work area as student services, which again was one of the choices on the survey. Again, it is unclear why the participants chose to answer the question this way.

The educational attainment of the participants ranged from a bachelor's degree to a doctor of philosophy degree. Two-thirds (65.8%) of the participants had attained a master's degree. Thirteen participants had a doctor's degree, which represented 11.4% of the 114 participants. Six participants selected the answer Other, (please specify) and listed the following for educational attainment: master's degree in progress, MBA, ABD and Ed.D. It is unclear why a participant would list Ed.D. as this was one of the choices for this question.

4.2 RESEARCH QUESTIONS

4.2.1 Research Question 1

Do the self-reported leadership competency level of community college mid-level administrators in Pennsylvania align with the leadership competencies recommended by the AACC?

In Part II of the survey, participants ranked the 22 leadership competencies on a Likert- type scale of 1–4 with 1 being low and 4 being high. Table 11 lists the 22 competencies with their average means for their self-assessed competency level, being important to a participant's position and their need for more training or information. The average mean for the participants' self-assessment of the 22 leadership competencies ranged from 2.64 to 3.55 on a Likert scale of 1 with through 4 with the difference of .91 and above the average of 2.5. Two of the 22 leadership competencies were ranked high with a 3.55. The high ranked competencies were to develop a positive environment that supports innovation, teamwork, and successful outcomes and to listen actively to understand, comprehend, analyze, engage and act.

Table 11. Average means for AACC leadership competencies
Note: competencies are ordered by their self-assessment mean within their leadership categories

Organizational Strategy N=86	Average mean ranking		
	Self-assessment	Importance	Training
2. Develop a positive environment that supports innovation, teamwork, and successful outcomes.	3.55	3.66	2.29
1. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long term health of the organization.	3.20	3.29	2.51
4. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically	3.16	3.38	2.64
3. Align organizational mission, structures and resources with the college master plan.	3.12	3.31	2.43
Resource Management 6. Employ organizational, time management, planning, and delegation skills.	3.45	3.53	2.21
5. Manage conflict and change in ways that contribute to the long-term viability of the organization.	3.24	3.40	2.42
7. Implement financial strategies to support programs, services, staff, and facilities.	2.98	2.98	2.36
8. Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.	2.64	2.52	2.10
Communication 10. Listen actively to understand, comprehend, analyze, engage, and act.	3.55	3.64	2.17
11. Create and maintain open communications regarding resources, priorities, and expectations.	3.41	3.43	2.23

9. Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	3.17	3.21	2.20
Collaboration 12. Develop, enhance, and sustain teamwork and cooperation.	3.48	3.66	2.21
13. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	3.48	3.50	2.14
14. Manage conflict and change by building and maintaining productive relationships.	3.33	3.51	2.14
Community College Advocacy 15. Value and promote diversity, inclusion, equity, and academic excellence.	3.52	3.47	2.43
17. Advances lifelong learning and supports a learner-centered and learning-centered environment.	3.45	3.26	2.35
16. Promotes equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.	3.17	3.12	2.35
Professionalism 21. Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	3.43	3.43	2.31
19. Demonstrates transformational leadership through authenticity, creatively, and vision.	3.37	3.42	2.49
18. Manage stress through self-care, balance, adaptability, flexibility, and humor.	3.30	3.50	2.47
20. Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.	3.20	3.37	2.36
22. Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	3.01	2.98	2.21

Next, the average mean for being important to one's position for the 22 leadership competencies ranged from 2.64 to 3.66, with the difference between the rankings of 1.02 and above the average of 2.5. Two of the competencies were ranked high by participants as being important to their position with each having a ranking of 3.66. The high ranked competencies were to develop a positive environment that supports innovation, teamwork, and successful outcomes and to develop, enhance, and sustain teamwork and cooperation.

In addition, three of the four of high rank competencies for both self-assessment and importance to one's position emphasized teamwork indicating that mid-level community college leaders felt strongly about the value of teamwork as a leadership skill. The difference between the competencies high mean for self-assessment (3.55) and the high mean as being important to one's position (3.66) was small at .11 in the four top ranked competencies. This indicated the participants perceived themselves as having a slightly lower level of leadership skills in four of the top ranked competencies needed for their position.

In regards to the participants' survey response to the need for more training or additional information, participants ranked the competency of implementing a human resources system, which includes recruitment, hiring, reward and performance with a low mean of 2.10. This ranking indicated that the participants felt they needed little training or information in this area. One of the reasons for this low score could be that this skill may not be important for a mid-level administrator to learn as many community colleges have human resource departments who perform these activities. In addition, the high ranked competency was the competency, using data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions and plan strategically with a mean of 2.64. This ranking indicated the participants felt this skill was important to their position.

Finally, the twenty-competencies were grouped by the leadership categories as defined by

the AACC. As shown in Table 12, the self-reported leadership competency levels by leadership

category of mid-level Pennsylvania community college administrators had an average mean of

3.24 to 3.43 with a small difference of .19 which was not significant for a wide range of skills.

The small difference between the low and high mean indicated that the participants felt the six

AACC categories of leadership skills were closely linked in importance.

Table 12. AACC leadership categories by average mean ranking
Note: categories are ordered by their self-assessment mean (High-Low)

Leadership categories N=86	Average mean ranking		
	Self-assessment	Importance to position	Training
Collaboration	3.43	3.55	2.16
Community College Advocacy	3.38	3.28	2.22
Communication	3.37	3.42	2.20
Professionalism	3.26	3.43	2.34
Organizational Strategy	3.25	3.00	2.46
Resource Management	3.24	3.10	2.27

The high average mean of the participants' self-assessment was found in the AACC

leadership category of collaboration with a ranking of 3.43. In this category, the participants'

response to being important to one's position had an average mean of 3.55 which was .11 higher

than the participants' self-assessment. The collaboration category had three competencies

ranked by the participants. In comparing these two average means, participants felt that

collaboration was needed for their current positions by more than the collaboration skills they

possess. Participants felt that the two collaboration competencies related to teamwork and

cooperation along with the embracing the diversity of individuals, cultures, values, ideas and

communication styles were important competencies as they had the same mean, 3.48. The third

competency under collaboration was managing conflict and change by building and maintaining

productive relationships and its mean was 3.33. Only .15 separated the upper and

lower competencies in this category indicating the strength of this category. When asked if the participants needed more training and information, the average mean for collaboration was 2.16, which indicated participants did not feel strongly about additional training in this area.

The next two AACC categories, community college advocacy and communication were very closely ranked second and third in the participants' self-assessment with an average mean of 3.38 and 3.37 respectively with a difference of only .01. This indicated that community college advocacy and communication competencies as nearly identical in importance. The participants were asked to rank three competencies each as listed under the community college advocacy and the communication categories. The participants' self-assessment and being important to one's position had an average mean of 3.28 and 3.42, respectively. This indicated that the participants felt that community college advocacy was slightly less important in their current position by .10 and communication was slightly more important in their current position by .05. The top ranked competency for communication was the importance of listening actively to understand and to comprehend, analyze, engage and act. The top ranked competency for community college advocacy was valuing and promoting diversity, inclusion, equity and academic excellence. Community college advocacy and communication are skill sets that are important to senior level administrators who need these skills with various community constituents and internally with employees to produce successful outcomes.

Participants self-assessed the next three AACC categories of professionalism, organizational strategy and resource management with average means of 3.26, 3.25 and 3.24, respectively and the difference was .01. This indicated that the participants felt these categories were similar in their importance. Under the professionalism category, the participants had five competencies to rank. The competency, to demonstrate the courage to take risks, make difficult

decisions, and accept responsibility had an average mean of 3.43 and the average mean for being important to one's position was also 3.43 indicated the participants felt their skill level and the requirement of this skill for their position equal. The high ranked competency for being important to one's position under the professionalism category was to manage stress through self-care, balance, adaptability, flexibility and humor at 3.50 while, the self-assessment mean for the competency was 3.30. Participants indicated that having balance in their career and personal life was important to their position and their self-assessment indicated that administrators need to work on improving this area. The stress level of any community college administrator must be managed for a leader to be healthy and succeed in their professional and personal life.

Under the organizational strategy category, the high ranked competency in both self-assessment and being important to one's position was to develop a positive environment that supports innovation, teamwork and successful outcomes with a mean of 3.55 and a mean of 3.66, respectively with a difference of .11. This difference indicated that participants felt that this competency is important to their position and additional training may be needed in this area. In addition, this competency supports the idea that leaders should create a positive work environment. This can be accomplished by encouraging teamwork, recognizing successful outcomes and rewarding team members who think out of the box.

The low mean of 3.24 was found in the category of resource management which indicated that the participants felt they might not be as proficient in this category as compared to the other five categories. Two of the competencies which had lowest means as self-assessed by participants' were found in the category of resource management. The competency, to implement a human resources system that includes recruitment, hiring, reward and performance management systems and that fosters the professional development and advancement of all staff

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had an average lowest mean of 2.64. It is possible that mid-level administrators have limited responsibilities in developing budgets and handling human resources processes. Training may not be a requirement in these areas. The next competency to implement financial strategies to support programs, services, staff and facilities and implement human resource system had the next average low mean of 2.98 and the mean for being important to one's position was the same, 2.98 for this competency. This indicated that mid-level administrators felt that their skill level was equal to what was required for their position.

With regards to training, participants felt that they needed more training and information in the area of organizational strategy with an average mean of 2.46 and wanted the least training in the area of collaboration with an average mean of 2.16. Table 12 lists the AACC leadership categories by their average means from highest to lowest using the means of the participants' self assessment.

4.2.2 Research question 2

Are there differences in the self-assessment of leadership competencies and training needs of mid-level Pennsylvania community college administrators who work at a single or multi-campus community college?

An analysis was done of the means for self-assessed competencies to see if there were any differences due to a participant's working at a single or multi-campus community college. The analysis was based on the 11 participants who worked at a single campus and 75 participants who worked at a multi-campus. As show in Table 13, the average means for the competencies for a multi-campus community college was high for competencies that fall under the leadership categories of organizational strategy, resource management, collaboration, community college advocacy and professionalism. The competencies which fall under the leadership category of

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communication was high for those participants who worked a single-campus versus a multi-campus. There could be a number of reasons for communication to be ranked higher at a single campus than a multi-campus. A single campus has some characteristics, which may generate a high level of communication such as the college's smaller size, less employees and more opportunities for staff to interact due to a central work location. These same reasons could apply as to why the average mean for the participants' self-assessment of competencies are lower for the other five AACC leadership categories at a single campus. Mid-level administrators at single campus Pennsylvania community colleges may not get the exposure to different jobs skills, have the opportunity to attend training nor be mentored due to the smaller size of a single campus.

Table 13 lists the twenty leadership competencies and compares their average means for the participants' working at single or multi-campus community college.

Table 13. Competencies compared by average means for single and multi-campus community colleges
Note: competencies are ordered by their mean for a single campus

Organizational Strategy N=86	Average Mean	
	Single Campus	Multi-Campus
2. Develop a positive environment that supports innovation, teamwork, and successful outcomes.	3.45	3.56
1. Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long term health of the organization.	3.18	3.20
4. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.	3.09	3.17
3. Align organizational mission, structures and resources with the college master plan.	2.91	3.15

Resource Management 6. Employ organizational, time management, planning, and delegation skills.	3.27	3.48
7. Implement financial strategies to support programs, services, staff, and facilities.	3.09	2.96
5. Manage conflict and change in ways that contribute to the long-term viability of the organization.	2.91	3.29
8. Implement a human resources system that includes recruitment, hiring, reward, and performance management systems and that fosters the professional development and advancement of all staff.	2.55	2.65
Communication 9. Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.	3.45	3.13
10. Listen actively to understand, comprehend, analyze, engage, and act.	3.45	3.56
11. Create and maintain open communications regarding resources, priorities, and expectations.	3.45	3.40
Collaboration 12. Develop, enhance, and sustain teamwork and cooperation.	3.18	3.52
13. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.	3.18	3.52
14. Manage conflict and change by building and maintaining productive relationships.	3.09	3.36
Community College Advocacy 16. Promotes equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.	3.27	3.56
15. Value and promote diversity, inclusion, equity, and academic excellence.	3.15	3.46
17. Advances lifelong learning and supports a learner-centered and learning-centered environment.	3.00	3.20

Professionalism		
18. Manage stress through self-care, balance, adaptability, flexibility, and humor.	3.27	3.31
19. Demonstrates transformational leadership through authenticity, creatively, and vision.	3.00	3.43
21. Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	3.00	3.49
20. Self-assess performance regularly using feedback, reflection, goal setting and evaluation.	2.82	3.25
22. Contribute to the profession through professional development programs, professional organizational leadership, and research/publication.	2.64	3.09

4.2.3 Research Question 3

What are the career goals of current mid-level Pennsylvania community college

administrators?

When asked what about their career goals in Part 1 of the survey, 30 participants of 114,

(26.3%) indicated their goal was to become a dean of students, seven (6.1%) indicated they had

aspirations of becoming a community college president, 16 participants (14%) indicated that

their goal was to become the dean of academic affairs and 14 participants (12.3%) were

interested in becoming a community college vice-president. Over half of the participants or

58.8% chose the answer, "Other", please specify.   In the analysis of the 67 detailed responses to

"Other", please specify, 22 (32.8%) participants wanted to stay in their current position and five

participants wanted to retire. The remaining 40 participants had community college career

aspirations such as dean, associate dean, enrollment management or registrar. They were also

interested in other career paths such as child care consultant, counselor or working in a 4 year

institution. Table 14 contains a summary of the career goals of mid-level community college

administrators. Detailed responses can be found in Appendix I.

Table 14. Summary of career goals
N=67

Number of participants	Career goals
22	Stay in current position
7	Dean, Assistant Dean, VP, department, division chair, ex. Director
6	Director, Associate Director, Admissions, Financial Aid, etc
5	Retire
5	Not sure/none
3	Work in a 4 year institution
3	Enrollment management
3	Dean Libraries
1	Accomplish duties of my new role
1	Administration
1	At this time, priority goal to complete master"s degree
1	Child care consultant
1	Counselor
1	Depends on the availability of positions
1	FT faculty/math coordinator
1	Many positions are of interest
1	Online teaching
1	Registrar
1	Stay employed Return
1	to faculty Working
1	with students

When asked if the participants plan to advance to the next level of their career ladder in Part III of the survey, question 31, forty-seven (56%) of 84 participants answered yes while thirty-seven (44%) answered no. The participants who answered yes were prompted to please specify, and 43 out of 47 participants provided detailed information. Twenty-four of the 43 participants noted they wanted to move to the next level of their career ladder as Assistant, Associate, Dean of Academic or Student Affairs. Table 15 contains a summary of the participant's responses to their plans to advance to the next position in their career ladder. Detailed responses can be found in Appendix I.

Table 15. Summary of career advancement
N=43

Number of participants	Community College positions
18	Dean/Dean of Academic Affairs/Dean of Students
6	Assistant/Associate Dean
6	Unsure
5	Director/Executive Director/Division Chair
3	Dean of Enrollment Management
1	Assisting College Student
1	Counselor/Advisor
1	Ph.D.
1	Registrar
1	VP of Student/Academic Affairs

In Part III, question 32, participants were asked if they were attending a higher education institution for a masters or doctoral degree to help them advance in their career. Seventeen (20.2%) of the 84 participants answered yes, while 67 (79.8%) answered no. The seventeen participants who answered yes, were asked to provide the name of the institution they were attending and the program. One participant who answered no, decided to complete the detailed information for this question, which increased the detailed responses to eighteen. A summary table of institutions and programs is shown in Table 16.

As indicated in the research done by Piland and Wolf (2003) and Duree (2008b), a formal higher education degree is often a requirement for a senior community college leadership position. The research data from Part 1, question 8 of the survey indicated approximately 80 of 114 (70%) participants are thinking about advancing their career goals in the community college but are currently not attending a leadership, higher education or community college graduate program. This presents an opportunity for higher education institutions to market their leadership, higher education or community college graduate programs to Pennsylvania's mid-level community college administrators.

Table 16. Name of institution and program
N=18

1.	IUP
2.	Northeastern Ed.D
3.	Capella University, MS Leadership in Higher Education
4.	Capella University- Enrollment Management
5.	Duquesne University
6.	EdD in Educational Leadership at Immaculate University (1 year left)
7.	I am in the process of completing my application for Pitt
8.	Have an earned doctorate
9.	Point Park, Organizational Leadership
10.	Capella University EdD program
11.	University of Pittsburgh, Administrative & Policy Studies in Higher Education
12.	Lehigh University
13.	Buffalo State College
14.	Walden PhD Community College Leadership
15.	planning to do so
16.	Ed.D higher ed. admin. NEU
17.	Geneva College - Master of Arts in Higher Education
18.	University of Maryland University College

4.2.4 Research Question 4

What content would current mid-level Pennsylvania community college administrators believe to be important in a leadership training program?

In Part III of the survey, question 33, the participants were asked about what content they would like to see in a leadership training program. Eighty-four out of 114 participants took the time and listed several content areas. A couple of the participants listed a comment but did not answer the question. One participant stated educational institutions need to be aware of market place needs and be well ahead of the curve. Two participants noted a leadership program should be comprehensive, flexible, accessible, cost-effective and convenient, which described some characteristics of a program not the content. Another participant stated they already took a leadership training program at their community college. One participant stated they have worked in higher education for 30 years and they would welcome the opportunity for their staff to get training.   Overall, the participants recommended the following content:

leadership training, conflict resolution, communication, interpersonal skills, empowering staff

and time management. Table 17 contains a summary of the content for leadership programs

recommended by mid-level Pennsylvania community college administrators. The detailed

responses to this question can be found on in Appendix I.

Table 17. Summary of recommended content for leadership programs

	Recommended leadership content
14	Leadership training, learning to lead by example, team building, build consensus
10	Conflict resolution
9	Communication, interpersonal skills, empowering staff, relationship skills
4	Time management
3	Diversity and inclusion
3	Decision making
3	Budget planning
3	How to create change/manage, inspire staff when everyone wants to maintain status quo
2	How to successfully transition to executive level positions
2	Grant writing
2	Technology/Learn face book and twitter
2	Unsure
2	Mentoring
2	Managing in unionized environment
2	Strategic planning with faculty
2	Real-world relevant content
2	Resource management
2	Self-evaluation/Assessment career planning/counseling
2	Transformational leadership, servant leadership
2	Job and position specific/supervisor characteristics
1	Counseling skills
1	How to motivate without money
1	Disability and cultural sensitivity
1	Data analyses for enrollment management
1	More equity in selecting participants for a leadership training program
1	Moving programs into the future of education
1	Hands-on experience in other administrative positions (practical application)
1	Training on vision and long term goal setting
1	Navigating the politics of increasing leadership roles
1	Training geared to community colleges
1	How to prioritize
1	Social research
1	Training on tapping into agencies that forecast trends
1	Stress management
1	Integrated services

1	Policy issues (state and federal)
1	How to support employees in adverse situations
1	Evidenced based research
1	Financial management
1	Fundraising principles
1	Entrepreneurial resources
1	Delegation
1	Staffing solutions
1	How to deal with faculty
1	Utilizing technology programs that will impact department efficiency
1	Building and sustaining emotional intelligence
1	Managing difficult employees
1	Effective leadership strategies for introverts
1	Strategies for avoiding/dismantling silos
1	Integrity
1	Looking at the big picture
1	Brain steering
1	Self-reflection
1	Labor Law
1	Psychology
1	Building a risk environment
1	Job displacement
1	Organizational environment
1	Effective program implementation
1	Management skills
1	How to influence top administrators
1	Human resources
1	Review best practices
1	Predominant theories and application to everyday work experience
1	How women leaders approach problems

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4.2.5 Research Question 5

What characteristics and delivery systems (e.g., online, web-enhanced, cohort, residential,

part-time, full-time) would mid-level Pennsylvania community college administrators like to

see in a leadership training program?

Participants were asked in Part III of the survey in question 34, what characteristics and

delivery systems they would like to see in a leadership training program. The participants had

the option of checking all answers that applied. As shown in Table 18, the participants wanted to

see programs with on-line delivery systems at 59.5%, to be part-time which ranked at 58.3% and

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web-enhanced at 45.2%. Six participants chose the answer, Other, (please specify) and listed hybrid (online), in-person, weekend/weeklong in person and monthly seminars as the delivery systems they preferred. One participant stated that online leadership courses do not work.

Table 18. Recommended characteristics and delivery systems of leadership programs

Characteristics & delivery systems	Response Percent	Response count
Online	59.5	50
Part-time	58.3	49
Web-enhanced	45.2	38
Cohort	38.1	32
Residential	19.0	16
Full-time	7.1	6
Other, (please specify)	7.1	6

Responses to Other, (please specify)
  1.Hybrid-online and in person
  2.In person
  3.Monthly seminars
  4.None at this time
  5.Online leadership courses does not work
  6.Weekend/week long in persons intensive		

4.2.6   Research Question 6

What training strategies (e.g., formal programs, leadership programs, and non-credit workshops) do current mid-level Pennsylvania community college administrators believe would help them improve their leadership competency level?

In Part III of the survey, question 35, participants were asked, what types of training strategies would fit into their personal and professional life. The participants had the option of checking all answers that applied. As shown in Table 19, fifty-two participants recommended external workshops (61.9%) as the top training strategy to help them improve their leadership skills. Other training strategies that participants recommended were internal leadership programs (51.2%), external leadership programs, (50%) and on-the-job training (48.8%).

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Table 19. Recommended training strategies
N=84

Recommended training strategies	Response Percentage	Response count
External workshops	61.9	52
Internal leadership programs	51.2	43
External leadership programs	50.0	42
On-the-job training	48.8	41
State sponsored leadership training	40.5	34
Formal graduate programs	25.0	21
Other, (please specify)	7.1	6

Responses to Other, (please specify)
1. The program must be relatively inexpensive in costs
2. 1 credit courses that will apply to Ph.D. Program or another advanced degree.
3. Conferences
4. A certificate program of some sort would be good. Formal grad programs are too expensive.
5. Areas of strengths need to be continually developed through training and learning.
6. My role is outside the standard college operations so college offerings to not meet my needs.

4.2.7 Follow-up phone interviews

In the second phase of the survey process, phone interviews were conducted with the four participants who volunteered from the larger group. The follow-up interview questions are shown in Appendix B. The interviews were used to see if participants participated in any formal or informal professional development in the past three years that related to the skills and knowledge identified in the survey results and to better understand their training needs. The participants who volunteered to participant in the second phase were contacted by phone to complete a short interview regarding their insights on what leadership skills they felt were the most critical for them to learn or improve upon in their current position and in their future position.

The participants were sent an informed consent form, asked to sign it and return it as shown in Appendix C. As the participant answered the interview questions, related follow-up questions were asked to elicit a more complete understanding of both content and their

reasoning. As shown in Table 20, interviewees responded to interview question 1 that they needed training in resource management which includes human resources, organizational skills, budgeting, supervision, qualitative skills and position effectiveness. Referring back to Part II of the survey, the need for more training and information in resource management was ranked third of the six leadership categories. The follow-up phone interviews supported this outcome.

In response to interview question 2, the majority of interviewees gave mixed career plans. Some had different career aspirations other than at a community college and others wanted to remain and advance their career at a community college leadership. This response correlated with the *populations*" responses to question 8, in Part 1 of the survey.

In response to interview question 3, two interviewees had no professional development training other than job specific training. The other two interviewees had attended college-sponsored professional development training and graduate programs which is encouraged by their community college. Again, these responses were mixed and correlated with the responses given in question 35 in Part III of the survey and in question 8 in Part 1 of the survey which asked the larger population about their career goals.

Table 20. Responses from follow up phone interviews
N=4

Interview Questions	. From your perspective, what three leadership skills are most critical for you to learn or improve upon in the next year for your current position?
Interview 1 5/26/11	a. Communication b. Share information c. Human resource policies
Interview 2 5/16/11	a. Learn assessment skills and techniques b. Supervision c. Technology, i.e., excel, MS office
Interview 3 5/16/11	a. Communications skills b. Qualitative skills

Interview 4 5/26/11	a. Budgeting b. Effectiveness in my position c. Organizational skills
	. From your perspective, what three leadership skills are most critical for you to learn or improve upon in the next year for your future position?
Interview 1 5/26/11	a. The participant wants to be writer and not advance at their college They like their current job. They get to focus on all different areas of the college.
Interview 2 5/16/11	a. The participant needs to have a doctorate b. The participant feels they possess all the leadership skills based on the AACC competencies but they want to improve on those skills.
Interview 3 5/16/11	a. The participant would like to be a dean. She has a doctorate.
Interview 4 5/26/11	a. The participant wants to be an advisor. They intend to go back to school for counseling and education.
	3. Have you participated in any formal or informal professional development training, e.g., internal or mentor leadership training program in the past three years? If so, please discuss those activities.
Interview 1 5/26/11	a. The participant attends college-sponsored professional development workshops especially those sponsored by the Achieving the Dream committee. The participant feels they can help faculty. b. They have completed the coursework for their doctorate. They are attending the University of Pittsburgh, ADMPS, Higher Education program.
Interview 2 5/16/11	a. The participant has not had any professional development training. The participant's community college does not have a mentor program nor promotes leadership. b. The only training the participant has received job specific training for areas they have responsibility for. c. They believe leaders need leadership training opportunities.
Interview 3 5/16/11	a. The participant indicated that their community college has leadership training for lower level management positions. They use informal mentors. b. The participant noted they have four professional days a year. They used them to learn outcomes and assessment. c. The participant is taking a qualitative research class that their college reimburses.
Interview 4 5/26/11	a. The participant has not participated in any formal/informal professional development. However, they have attended internal workshops and training for specific job knowledge, i.e., FEMA training.

4.3   SIGNIFICANCE OF THE STATISTICS

Next, to verify the significance of the statistics, an analysis of the means was conducted on the competencies comparing the means of the participants' self-assessment and being important to one's position using a paired sample t-test.   A paired sample t-test is a test is useful when two variables with the same units of measure from the same population from the same time period and there is a need to check if the population score differently on one test compared to the other (Using SPSS and PASW/paired samples t-test, 2010). It was assumed both of these variables were normally distributed. As shown in Table 22, the paired

Table 21. Two-paired t test of self-assessment and importance to one's position

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	self-assessment	3.2823	22	.22282	.04750
	importance to one's position	3.3441	22	.26394	.05627

Paired Samples Correlations		N	Correlation		Sig.
Pair 1	self-assessment & importance to one's position	22	.911		.000

Paired Samples Test		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	self-assessment - importance to one's position	-.06182	.11035	.02353	-.11075	-.01289	-2.628	21	.016

sample t-test showed the mean for the participants' self assessment was 3.28 and the mean of being important to one's position was slightly higher at 3.34. This indicates that there is room for improvement and participants would benefit from training in leadership skills.

In addition, there was a strong positive correlation of the variables at .911 indicating the perceived leadership skill levels as reported by the participants were similar. As show in Table 22, the significant value of .016 which is greater than .05 indicates, there is no significant difference between the means of the variables. This indicates the perceived leadership skills of Pennsylvania mid-level administrators are closely matched to what is needed for their community college positions and AACC competencies.

The summary, discussion and recommendations will be discussed in Chapter 5.

5.0 SUMMARY, DISCUSSION AND RECOMMENDATIONS

Chapter five presents a summary of the findings in chapter four and includes limitations of the study, recommendations for future research, conclusions and discussion and overall significance of the study.

5.1 SUMMARY OF FINDINGS FOR RESEARCH QUESTIONS

The first research question examined if mid-level Pennsylvania community college administrators self-reported leadership competencies aligned with the leadership competencies recommended by the AACC. Participants self-assessed twenty-two AACC recommended leadership competencies in six leadership categories and the results of the survey showed the average mean for self-assessment was from 2.64 to 3.55 on a Likert scale of 1 (low) with through 4 (high), which was above the average of 2.5. With regards to the twenty-two AACC leadership competencies and their importance to the participants' position, the results showed an average mean from 2.64 to 3.66, which again was above the average of 2.5. The focus of the three of the top four of ranked competencies emphasized teamwork and communication. Although, the participants indicated some areas of improvement, their overall perceived competency level was above average and their leadership competencies align closely with the AACC leadership competencies.

Upon further investigation of the six AACC leadership categories and the related competencies, the high mean of the participants' response for their self assessment was in the area of collaboration with a mean of 3.43 and importance to one's position had a mean of 3.55 which was higher. This indicated the participants felt their skill level was below what was needed for their position. The low mean for the participants' self-assessment was found in the category of resource management with the low mean of 3.24, which indicated the participants

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felt they might not be as proficient in the competencies in this category as compared to the other five categories.

The second research question examined if there were differences in the self-assessment of leadership competencies with regards to the participants working at a single or multi-campus community college. An analysis was completed of the self-assessment means for the twenty-two leadership competencies to see if there were any differences due to a participant's working at a single or multi-campus community college. As show in Table 13, the average means for the competencies for a multi-campus community college were high for competencies that fall under the five leadership categories of organizational strategy, resource management, collaboration, community college advocacy and professionalism with the exception of communication. The competencies which fall under the leadership category of communication were high with those who worked a single campus. There could be a number of reasons for communication to be ranked higher at a single campus than a multi-campus. A single campus has some characteristics which may generate a high level of communication such as the college's smaller size, less employees and more opportunities for staff to interact due to one central work location. These same reasons could apply as to why the average mean for the participants' self-assessment of competencies are lower for the other five AACC leadership categories at a single campus. Mid-level administrators at single-campus Pennsylvania community colleges may not get the exposure to different jobs skills, have the opportunity to attend training nor be mentored due to the smaller size of a single campus.

The third research question examined the career goals of mid-level Pennsylvania community college administrators. The majority of participants, 47 of 84 participants (56%) would like to advance to a higher level position in a community college and 65.8% of the

participants already had attained a master's degree. Their career goals varied from wanted to advance to the next level of administration such as a dean, stay in their current position or change their career paths. However, these participants indicated that they had no plans to attend a leadership, higher education or community college graduate program. In the literature review, prominent community college leaders, Roueche and O'Banion indicated that a doctorate degree is preferred for someone who is seeking to be a community college leader. There appears to be a gap in understanding of the value and relationship between pursuing a formal graduate degree and the participants' desired career goals.

The fourth research question examined what content mid-level Pennsylvania community college administrators would like in a leadership training program. Eighty-four of 114 participants responded in the survey that they would like to see the following content in a leadership program: leadership training, conflict resolution, communication, interpersonal skills, empowering staff and time management.

The fifth research question examined what characteristics mid-level Pennsylvania community college administrators would like in a leadership training program. Participants wanted a leadership program to have the following characteristics: on-line, part-time and web-enhanced which showed they are looking for flexibility in a leadership or graduate program.

The sixth research question examined what training strategies do current mid-level Pennsylvania community college administrators feel would help them improve their leadership competency levels. Participants responded they preferred external workshops, internal leadership programs, external leadership programs and on-the-job training which showed they are looking for ways to acquire training which is flexible, cost-effective and less-time consuming.

In the second phase of the survey process, phone interviews were conducted with the four participants who volunteered from the larger group. In response to interview question 1, the interviewees largely responded that they needed training in resource management which included human resources, organizational skills, budgeting, supervision, qualitative skills and position effectiveness. Referring back to Part II of the survey, the need for more training and information in resource management was ranked third of the six leadership categories with an average mean of 2.27 as shown in Table 12. The follow-up phone interviews supported this outcome.

In response to interview question 2, the majority of interviewees had mixed career plans. Some participants had different career aspirations other than at a community college and others wanted to remain and advance their career at a community college leadership. This response correlated with the populations" responses to question 8, in Part 1 of the survey.

In response to interview question 3, two interviewees had no professional development training other than job specific training. The other two interviewees had attended college-sponsored professional development training and graduate programs, which is encouraged by their community college.   Again, these responses were mixed and correlated with the responses given in question 35 in Part III of the survey and in question 8 in Part 1 of the survey which asked the larger population about their career goals.

Finally, a paired sample t-test showed the means for the participants' self assessment as 3.28 and the mean for the importance to one's position was slightly higher at 3.34. In addition, the paired t-test showed a strong positive correlation of the variables and no significant differences between the means of the variables. These results indicated that the perceived

leadership skills of Pennsylvania mid-level administrators are closely matched to what is needed for their community college positions and with the AACC competencies.

5.2 LIMITATIONS OF THE STUDY

During the research study, a few issues were found and considered limitations of the study. First, the population of mid-level Pennsylvania community college administrators was obtained from community college websites or from speaking with Pennsylvania community college representatives over the phone. The information obtained from employee directories on the community college websites and college representatives was presumed to be accurate, current and complete. It is possible that the population list may have contained discrepancies.

Second, 114 participants completed the survey for a return rate of 45%. However, 114 participants did not complete all of the survey sections. This was discovered after the survey was closed and the data reviewed. It was found that an average amount of participants, 84 (73.7%) of 114 participants completed all of the survey. In Part 1 of the survey (demographics), 114 participants completed the survey questions. In Part 2 of the survey, (leadership competencies), 86 participants and in Part 3, (your perceptions), 84 participants completed the survey questions. All of the responses were used in the data analysis.

Third, it was discovered early in the research process that community colleges may have their own IRB process. Approval was needed from the Pennsylvania community colleges that had an IRB process before the research could be conducted. The fourteen Pennsylvania community colleges' institutional research departments or academic areas were contacted and asked if their community college had an IRB process. As noted in Appendix F, eight Pennsylvania community colleges had an IRB process, three did not and three community colleges did not respond.

All eight community colleges with IRB processes and the three community colleges without IRB processes gave their approval to conduct the research. Mid-level administrators were kept in the survey population from the three community colleges who did not reply to give them the opportunity to participate. Since, the survey was anonymous, they may have participated.

Next, the cooperation of Pennsylvania community *colleges'* leadership was supportive. Two community colleges provided help in getting an accurate list of their mid-level administrators. Since the study relied on voluntary participation and participants' self-reporting, the response level was adequate. Factors such as cooperation of Pennsylvania's community colleges and voluntary participation of the participants could not be controlled.

Finally, twenty-two of the forty-five AACC leadership competencies were chosen to represent the six AACC leadership categories in the survey based on the literature review. There was no further clarification on the competencies so participants were left to interpret the competencies and how they related to the six leadership categories. It was concluded that the participants interpreted the competencies in the same fashion which may not have been the case.

5.3 RECOMMENDATONS FOR FURTHER RESEARCH

Given the findings, there may not be enough reasons to pursue further research on the perceived levels of leadership skills of mid-level Pennsylvania community college administrators and their alignment with AACC leadership competencies. Overall, the findings showed that mid-level administrators' leadership skill levels were slightly below their desired level for their positions. The research data did provide some insights to possible training needs and delivery systems of mid-level Pennsylvania community college administrators who want to advance to senior leadership positions.

Further research on leadership development may be considered for those individuals who work in student services or academic affairs who indicated they wanted to advance in their careers and who already acquired a master's degree. The study indicated the 65.8% of the 114 mid-level administrators had attained a master's degree. The potential exists for individuals to continue their education through graduate programs and other types of training. A more focused sample of mid-level administrators could be developed asking community college presidents and deans of mid-level Pennsylvania community college administrators for detailed information on this group. Future research of this group of individuals should include their leadership development as they advance in their career and advance to senior leadership positions. The research could yield important, qualitative data about how mid-level administrators are working toward their career goals, if they feel successful and how internal or external professional development prepared them as leaders. In addition, future research could include research on minimum job qualifications and educational requirements for senior community college leadership positions to share with the participants of the study to prompt them to begin to prepare for and to think about executive positions.

5.4 RECOMMENDATIONS

Three outcomes became apparent from this research study and are suggested as recommendations for practice for mid-level community college administrators who desire higher leadership positions. These recommendations support each other and would contribute to a well- prepared community college leader.

The first recommendation would be for mid-level administrators to pursue their doctorate degree. The significance of earning a doctorate degree prepares and qualifies mid-level administrators for senior level community college positions. Doctorate degrees are often

required in the job qualifications of senior leadership positions. As indicated in the research done by Piland and Wolf (2003) and Duree (2008b), a formal higher education degree is often a requirement for a senior community college leadership position.

The second recommendation would be for community colleges to offer formal leadership program opportunities either externally or internally to their employees. The data from this study showed a significant number of participants in the study would embrace the opportunity to participate in an external or internal formal leadership program. These programs were defined as non-credit leadership development programs and examples of these programs would be The Chair Academy at Maricopa Community College and Community College Leadership Development Initiatives (CCLDI) at the University of San Diego (Grad Programs, 2010).

Finally, the next recommendation would be for community colleges to create an environment to develop leadership within the organization. Participants should be given the opportunity to take advantage of opportunities to assume higher-level roles at their community college to learn on the job. It is likely that good leadership already exists in the organization. Research indicated that senior level administrators often are internal candidates who emerge from the ranks. Having the opportunity to lead projects, lead groups or chair a committee gives employees an opportunity to practice and develop leadership skills and experiences which will give mid-level administrator a chance to grow. Senior leaders can be mentors to aspiring leaders and share their best practices and knowledge in an intentional way.

5.5 REFLECTION

The topic for this research study was chosen by the researcher to gain some insight as to why the new community college graduate programs developed by the University of Pittsburgh in 2008 have low enrollment. These programs were developed to address the critical issue of

community college leaders retiring and the lack of skilled replacements. The researcher was interested in this topic as a former member of the School of Education research team at the University of Pittsburgh who helped research community college leadership program offerings in the U.S. and helped design the community college graduate programs.

The goal of the research study was to gather personal perspectives from mid-level Pennsylvania community college administrators on their leadership competency levels and their importance to their position using leadership competencies as defined by the AACC. The participants were also asked about their career aspirations and what type of content they would like to see in a leadership program and delivery systems they preferred. Soliciting input from administrators was not done in the research completed in 2008. The researcher felt strongly that the research data would provide information on their leadership training needs.

The researcher found that the participants' leadership competency levels were slightly below what was required in their position. This was expected. This outcome indicated professional development training is needed in several leadership competencies. In addition, the research data indicated that approximately 80 of 114 (70%) participants were thinking about advancing their career goals in a community college but were not attending a leadership, higher education or community college graduate program. Also, the data showed two-thirds (65.8%) of the participants had attained a master's degree and as shown in Table 10, 74 (64.9%) of the 114 participants were directors. There are a large number of mid-level community college administrators in Pennsylvania who want to advance n their career but are not currently attending a leadership or graduate program. These statistics present an opportunity and a challenge for education institutions.

The researcher recommends that educational institutions should ask themselves some hard questions regarding graduate leadership programs and training. They need to review their leadership programs to see if they are including the content recommended by community college administrators such as communication, teamwork, interpersonal skills, time management and conflict resolution as shown in the research data. In addition, higher education institutions providing leadership training need to review their delivery systems to see if they can meet the needs of community college administrators who want a formal graduate degree. Participants in the study indicated they preferred online programs, internal and external programs and on-the-job training to learn skill sets as defined by the AACC.

Finally, Piland and Wolf (2003) and Duree (2008b), noted a formal higher education degree is often a requirement for a senior community college leadership position. As shown in Table 4, a doctorate degree was preferred for 75% of the community college president positions. A master's degree was required for 100% of the vice-presidents and deans positions. The researcher feels that community colleges should be willing to support their employees with tuition reimbursement, release time and other support to continue their education and complete their doctorate degree. These actions would create a win-win situation and achieve a return on investment for both the employee and the community college. In addition, it is possible that short-term leadership development will help fill the gaps of retiring senior leaders but earning a doctorate will have a significant effect on future job opportunities for those who aspire to be a community college dean, vice-president or president.

COMMUNITY COLLEGE LEADERSHIP SURVEY

Community College Leadership Survey

Demographics

PART 1: Directions: Please answer each question by choosing an answer in the drop down menu or checking the boxes. Also, please provide additional information as appropriate. There are 8 questions. All responses will remain confidential.

If you are interested in participating in a follow-up phone interview, please email me at btrettel@ccac.edu.

*
1. Current Position

_____
_____

*
2. Type of Institution

|

*
3. Gender

_____

*
4. Age

└ -.

*
5. What area do you work in?

|
_____
_____

*
6. How long have you worked in your current position?

_____

*
7. What is the highest level of degree that you have earned?

|
_____
_____

*
8. What is your career goal? Please check all that apply.

D Community College President   D Dean of Academic Affairs

D Community College Vice-President   D Dean of Students

D Other (please specify)

_____

Leadership Competencies

Part 2. The purpose of this section is to assess your leadership competency level and how important it is to your current job using the six American Association of Community Colleges (AACC) leadership competencies developed and endorsed for community college leaders.

This survey was developed using the leadership competency illustrations under each competency. Please choose a

Community College Leadership Survey

rating next to each statement and rate your competency levels, the importance of the competency level to your current position and if you would like training or information in this area with 1, being low and 4, being high. There are 22 statements in Part 2.

*
1. Competency 1: Organizational Strategy

Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long term health of the organization.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*
2. Develop a positive environment that supports innovation, teamwork, and successful outcomes.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*
3. Align organizational mission, structures and resources with the college master plan.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*
4. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*
5. Competency 2: Resource Management

Manage conflict and change in ways that contribute to the long-term viability of the organization

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

* **6. Employ organizational, time management, planning, and delegation skills.**

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

* **7. Implement financial strategies to support programs, services, staff, and facilities.**

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

* **8. Implement a human resources system that includes recruitment, hiring, reward, and performance management systems that fosters the professional development and advancement of all staff.**

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

* **9. Competency 3: Communication**

Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

* **10. Listen actively to understand, comprehend, analyze, engage, and act.**

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

Community College Leadership Survey

*

11. Create and maintain open communications regarding resources, priorities, and expectations.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

12. Competency 4: Collaboration

Develop, enhance, and sustain teamwork and cooperation.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

13. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

14. Manage conflict and change by building and maintaining productive relationships.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

15. Competency 5: Community College Advocacy

Value and promote diversity, inclusion, equity, and academic excellence

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

16. Promotes equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.

	1-Low	2	3	4_High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

17. Advances lifelong learning and supports a learner-centered and learning-centered environment

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

18. Competency 6: Professionalism

Demonstrates transformational leadership through authenticity, creativity, and vision

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

19. Manage stress through self-care, balance, adaptability, flexibility, and humor.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

*

20. Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance to your position	O	O	O	O
Need more training or information	O	O	O	O

Community College Leadership Survey

*
21. Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance *to* your position	O	O	O	O
Need more training or information	O	O	O	O

*
22. Contribute to the profession through participation in professional development programs, organizational leadership, and research and publication.

	1-Low	2	3	4-High
Self-assessed competency level	O	O	O	O
Importance *to* your position	O	O	O	O
Need more training or information	O	O	O	O

Your Perceptions

Part III. Directions: Please answer each question by choosing an answer in the drop down menu, checking the boxes or typing an answer. Also, please provide additional information as appropriate. There are 5 questions. All responses will remain confidential.

*
1. Do you plan to advance to the next level of your career ladder?

L   ·]

If yes. what position?

_____

_____

*
2. Are you currently attending a higher education institution for a masters or doctoral degree to help you advance in your career?

- |

If yes. what institution and program?

_____

_____

*
3. What content would you like to see in a leadership training program?

_____

*
4. What characteristics and delivery systems would you like to see in a leadership training program? Please check all that apply.

D Online   D Web-enhanced   D Residential   D Cohort   D Part-time   D Full-time

D Other (please specify)

_____

_____

*

5. What types of training strategies would fit your personal and professional life? Please check all that apply.

D Formal graduate programs

D External leadership programs

D External workshops

D Other (please specify)

D Internal leadership programs

D On-the-job training

D State-sponsored leadership training

FOLLOW-UP PHONE INTERVIEW QUESTIONS

1. From your perspective, what three leadership skills are most critical for you to learn or improve upon in the next year for your current position?

2. From your perspective, what three leadership skills are most critical for you to learn or improve upon in the next year for your future position?

3. Have you participated in any formal or informal professional development training, e.g., internal or mentor leadership training program in the past three years? If so, please discuss those activities.

APPENDIX C

INFORMED CONSENT

NAME OF THE STUDY
An Assessment of Leadership Competencies in Pennsylvania's Community Colleges

INTRODUCTION
The Department of Education at the University of Pittsburgh supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Pittsburgh. Anticipation in the survey is completely voluntary.

PURPOSE OF THE STUDY
The purpose of the study will investigate the level of readiness of the administrators to advance to leadership roles in Pennsylvania community colleges. Using leadership competencies recommended developed by the AACC leading forward project, mid-level administrators such as directors and associate deans will be asked to rank the AACC leadership competencies as they relate to their current position and assess their leadership competency level. In addition, mid-level administrators will be asked about their career goals and the types of additional training they feel they need to improve their leadership competency level and accomplish their career goals.

PROCEDURES
Initially, you would receive an email asking for your voluntary participation in an anonymous survey using survey monkey. If you choose to complete the survey and you are interested in participating in a follow-up phone interview, you will be asked to email me at btrettel@ccac.edu in the survey. The phone interview should take approximately 15 minutes. There are three questions regarding your perception of the critical leadership skills you feel are critical for you to learn in your current position, in your future position and if you have participated in any formal or informal training.

RISKS
There are no risks anticipated.

BENEFITS
As a direct benefit, by completing the interview, you can obtain information about your leadership skills and give yourself an advantage as you seek to advance in your career path by knowing your strengths and areas where you need improvement.

PAYMENT TO PARTICIPANTS

Participants will not be paid.

PARTICIPANT CONFIDENTIALITY
Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless required by law or you give written permission.
Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION
You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Pittsburgh or to participate in any programs or events of the University of Pittsburgh. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION
The data will collected for period of three weeks. You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request via email to btrettel @ccac.edu.
If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION
Questions about procedures should be directed to the researcher listed at the end of this consent form.

PARTICIPANT CERTIFICATION:
I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (412) 469-4315 or email btrettel@ccac.edu. I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

_____   _____
        Type/Print Participant's Name   Date
_____
        Participant's Signature

Researcher Contact Information, Brenda Trettel, Principal Investigator
Doctoral Student, School of Education, Administrative and Policies Studies
Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu

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Mindy Nitch	5/10/2011
Type/Print Participant's Name	Date

Mindy Nitch
Participant's Signature

Researcher Contact Information

Brenda Trettel, Principal Investigator
Doctoral Student, School of Education, Administrative and Policies Studies

Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu
1750 Clairton Road, West Mifflin, PA 15122

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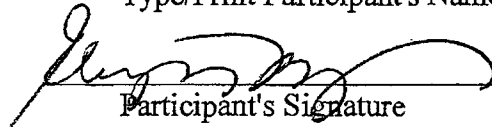
I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

___Elizabeth H Yeager (Libby)_____   _____May 10, 2011_____
   Type/Print Participant's Name   Date

_____
   Participant's Signature

Researcher Contact Information

Brenda Trettel, Principal Investigator
Doctoral Student, School of Education, Administrative and Policies Studies

Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu
1750 Clairton Road, West Mifflin, PA 15122

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I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

Gyndolyn Bradford   May 23, 2011
_____   _____

Type/Print Participant's Name   Date

Lyndolyn Bradford ____ 5/23/11
         Participant's Signature

Researcher Contact Information

Brenda Trettel, Principal Investigator
Doctoral Student, School of Education, Administrative and Policies Studies

Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu
1750 Clairton Road, West Mifflin, PA 15122

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I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

| __Jynhae L. Tyler_____ | __May 23, 2011_____ |
| Type/Print Participant's Name | Date |

__Jynhae L. Tyler_____
Participant's Signature

Researcher Contact Information

Brenda Trettel, Principal Investigator
Doctoral Student, School of Education, Administrative and Policies Studies

Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu
1750 Clairton Road, West Mifflin, PA 15122

APPENDIX D

Institutional Research Board approval from the University of Pittsburgh PRO11010389, 2/25/2011

Institutional Research Board approval from the University of Pittsburgh after problem submitted, UAP11030100/PRO11010389, 4/6/2011

University of Pittsburgh
Institutional Review Board

3500 Fifth Avenue
Pittsburgh, PA 15213
(412) 383-1480
(412) 383-1508 (fax)
http://www.irb.pitt.edu

<u>Memorandum</u>

To: Brenda Trettel

From: Christopher Ryan, PhD, Vice Chair

Date: 2/25/2011

IRB#:   <u>PRO11010389</u>

Subject: An Assessment of Leadership Competencies in Pennsylvania's Community Colleges

The above-referenced project has been reviewed by the Institutional Review Board. Based on the information provided, this project meets all the necessary criteria for an exemption, and is hereby designated as "exempt" under section
45 CFR 46.101(b)(2).

Please note the following information:

- If any modifications are made to this project, use the " **Send Comments to IRB Staff**" process from the project workspace to request a review to ensure it continues to meet the exempt category.
- Upon completion of your project, be sure to finalize the project by submitting a "**Study Completed**" report from the project workspace.

Please be advised that your research study may be audited periodically by the University of Pittsburgh Research Conduct and Compliance Office.

From:	irb@pitt.edu
Sent:	Wednesday, April 06, 2011 1:26 PM
To:	bst1@pitt.edu
Subject:	PI Notification: Unanticipated Problem reported requires no further action as determined by IRB chair

University of Pittsburgh
Institutional Review Board

3500 Fifth Avenue
Ground Level
Pittsburgh, PA 15213
(412) 383-1480
(412) 383-1508 (fax)
http://www.irb.pitt.edu

Memorandum

To:	Brenda Trettel
From:	Richard Guido, MD, Chair
Date:	4/6/2011
UAP/IRB#:	UAP11030100 / PRO11010389
Study Title:	An Assessment of Leadership Competencies in Pennsylvania's Community Colleges

I reviewed the unanticipated problem report related to the above referenced research study. Based on my review this event does not represent serious or continuing noncompliance or involve risk to study participants or others. Therefore, no further action was required.

If you have any questions related to the above comments, please contact the IRB Adverse Event Coordinator, Kim Hollabaugh .

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DATA POPULATION
274 Total Mid-Level Administrators in 14 Pennsylvania Community Colleges

1. Bucks County Community College – 26 administrators
1. Assistant Academic Dean, Math, Science & Technology
2. Assistant Director, Recruitment, Admissions, Records & Registration
3. Director, Allied Health
4. Director, Admissions, Records & Registration
5. Assistant Director, Transfer Services
6. Director, Student Life Programs
7. Director, Bookstore
8. Director, Disability Services
9. Director, Evening and Off Campus Programs
10. Director, Transfer Services
11. Assistant Director, Registration
12. Assistant Dean, Advising & Student Planning
13. Director, Associate Degree, Nursing
14. Director, Records, Admission, Records &   Registration
15. Director, Practical Nursing
16. Director, Theater & Community Programming
17. Director, Radiography Program
18. Director, Registration, Admissions, & Records
19. Director, Library Services
20. Assistant Dean, Social & Behavioral Sciences
21. Assistant Academic Dean, Health, Physical Education & Nursing
22. Director, Career Services
23. Director, Tutoring Center
24. Director, Financial Aid
25. Director, Testing Services
26. Assistant Academic Dean, Business Studies

2. Butler County Community College – 9 administrators
1. Director, Admissions
2. Associate Director, Admissions
3. Director, Lawrence County Center
4. Director, Cranberry Center
5. Director, Financial Aid
6. Assistant Director, Student Life
7. Assistant Director, Student Activities
8. Director, Records/Registration
9. Assistant Director, Admissions

3. Community College of Allegheny County – 37 administrators
1. Director, Registration & Advisement
2. Director, Registration & Advisement
3. Director, Financial Aid
4. Associate Dean, Academic Affairs
5. Director, Child Development Center
6. Director, Child Development Center
7. Assistant Dean, Braddock Hills Center
8. Director, Registration & Advisement
9. Assistant Dean, West Hills Center
10. Assistant Dean, Academic Management
11. Director, Supportive Services
12. Director, Downtown Center
13. Associate Dean, Academic Affairs
14. Associate Dean, Academic Affairs
15. Director, Supportive Services
16. Assistant, Homewood Brushton Center
17. Director, Student Life
18. Director, Job Placement & Career Services
19. Assistant Dean, West Hills Center
20. Director, Student Life
21. Director, Supportive Services
22. Director, Registration and Advisement
23. Director, Financial Aid
24. Director, Job Placement & Career Services
25. Assistant Dean, Downtown Center
26. Director, Supportive Services
27. Assistant Dean, Washington County Center
28. Director, Job Placement & Career Services
29. Director, Child Development Center
30. Director, Admissions
31. Director, Admissions
32. Director, Job Placement & Career Services
33. Director, Admissions
34. Director, Financial Aid
35. Director, Child Development Center
36. Associate Dean, Academic Affairs
37. Director, Student Life

4. Community College of Beaver County – 5 administrators
1. Director, Radiologic Technology
2. Director, Liberal Arts & Sciences

3. Director, Nursing & Allied Health
4. Director, Financial Aid
5. Director, Business & Technologies

6. Community College of Philadelphia College – 10 administrators
1. Brown, Jon, Director, Counseling
2. Coleman, Waverly, Assistant Dean, Academic Affairs
3. Curry, Claudia, Director, Women's Center
4. Harrington, Barbara, Director, Records & Registration
5. Harris, Jan, Director, Career Services
6. Johnson, Ollie, Director, Athletics
7. Kasim, Luke, Director, Admissions
8. Lim, Gim, Director, Financial Aid
9. Robinson, Michael, Director, Office of Student Affairs
10. Watters, David, Director, OSA staff support

7. Dela**ware County Community College – 17 administrators**
1. Assistant Dean, Math, Science & Engineering
2. Associate Dean, Student Success
3. Assistant Dean, Public Service & Social Sciences
4. Director, International & Student Services
5. Director, Southeast Center
6. Director, Admissions and Enrollment Services
7. Assistant Dean, Learner Services
8. Director, Community Center Re-entry Programs
9. Assistant Dean, Communication, Arts & Humanities
10. Director, Learning Centers
11. Associate Dean, Allied Health, Nursing & E/SVCS
12. Director, Technical Education
13. Director, Library Services
14. Director, Pennocks Bridge Campus
15. Assistant Dean, Business & Computer Information
16. Director, Financial Aid
17. Acting Director, Campus Life

8. Harrisburg Area Community College – 44 administrators
1. Director, Student Life
2. Director, Wildwood Conference Center
3. Director, Secondary Partnerships
4. Director, Healthcare Education
5. Coordinator, Instruction Programs
6. Director, Academic Success
7. Assistant Director, Enrollment Services
8. Director, Counseling
9. Director, Library Ctrl Services
10. Director, Counseling Services

11. Director, Recruitment
12. Director, Financial Aid
13. Associate Dean, Academic Affairs
14. Sr. Director, Counseling/Career
15. Director, Financial Aid
16. Director, Financial Aid
17. Executive Director, Midtown
18. Director, Athletics/Recreation
19. Assistant Director, Academic Success
20. Director, Academic Success
21. Director, Academic Success
22. Director, College Bookstore
23. Assistant Director, Nursing
24. Director, Library
25. Director, Financial Aid
26. Director, Financial Aid
27. Director, Counseling
28. Associate Dean, Academic Affairs
29. Director, Library
30. Director, Disability Services
31. Director, Curriculum Compliance
32. Director, Academic Success
33. Director, Library
34. Coordinator, Instructional Programs
35. Director, Counseling
36. Director, Nursing Program
37. Director, Enrollment Services
38. Director, Academic Success
39. Director, Global Education
40. Assistant Director, Career Services
41. Director, Nursing
42. Associate Dean, Academic Affairs
43. Associate Director, Nursing
44. Coordinator, Admissions Recruitment

9. Lehigh Carbon Community College – 5 administrators
1. Director, Career Services
2. Director, Financial Aid
3. Associate Dean, Admissions
4. Associate Dean
5. Associate Dean

9. Luzerne County Community College – 15 administrators
1. Director, Library/Learning Resources
2. Director, Extension Center, Hazelton
3. Director, Bookstore

4. Director, Dental Health
5. Director, Distance Education
6. Director, Admissions
7. Director, Enrollment Management
8. Director, Career Services
9. Director, Extension Center/Berwick
10. Director, Automotive Technology
11. Director, Financial Aid
12. Director, Extension Center, CLC
13. Director, Extension Center, Shamokin
14. Director, Respiratory Therapy
15. Director, Curriculum & Program Director

10. Montgomery County Community College – 33 administrators
1. Associate Director of International & ESL Student Support Services
2. Director, Career & Information Technology Programs
3. Director of Athletics & Campus Recreation
4. Assistant Director of Admissions/Coordinator for International Recruiting
5. Director Automotive Technology Program
6. Gallery Director
7. Administrative Director Humanities & Social Sciences
8. Assistant Director Youth Programs
9. Director of Student Leadership and Involvement
10. Project Director Youth Programs
11. Director of Services for Students With Disabilities
12. Assistant Director/Teacher Children's Center
13. Director of First Year Initiatives
14. Director of Libraries
15. Executive Director of Accounting
16. Director of Records and Registration Registrar
17. Director New Choices/New Options
18. Assistant Director of Admissions/Community Outreach W.C
19. Associate Director of Records & Registration
20. Director of Radiography Programs - West Campus
21. Deputy Director of the Municipal Police Academy
22. Director of Developmental Education & Learning Assistance
23. Director/Teacher Children's Center
24. Associate Director of Financial Aid
25. Sports Info Dir/Student Athlete Academic Success Coach
26. Director of Admissions
27. Medical Assisting Program Director
28. Interim Director of Center for Entrepreneurial Studies
29. Director Dental Hygiene Program
30. Director of Dual Enrollment Initiatives
31. Director, Nursing Program
32. Associate Director of Financial Aid

33. Assistant Dir Admissions Events Special Admit Programs

11. Northampton Community College – 38 administrators
1. Associate Dean, Student & College Services
2. Interim Assistant Dean, Monroe Campus
3. Director, Teaching & Learning Center
4. Director, Learning Center
5. Director, Fitness Center
6. Assistant Director, Admissions
7. Associate Registrar
8. Director, Counseling & Support Services
9. Assistant Dean, Business & Technology
10. Director, Automotive Technology Programs
11. Director, Vet Tech Program
12. Associate Dean
13. Assistant Director, Early Childhood Ed Programs
14. Director, International Programs
15. Director, Advising & Transfer
16. Director, New Choices/New Options
17. Director, Hospitality Programs
18. Director, Residence Life
19. Director, Financial Aid
20. Assistant Director, Admissions
21. Assistant Registrar
22. Director, Funeral Service Education
23. Director, Admissions
24. Assistant Director, Career Services
25. Associate Director, Financial Aid
26. Director, Nursing Programs
27. Director, Residence Life
28. Assistant Director, Admissions
29. Assistant Director, Early Childhood Education
30. Director, Library Services
31. Director, Art Programs
32. Director, Auxiliary Programs
33. Sr. Associate Director, Admissions
34. Assistant Dean, Humanities & Social Sciences
35. Director, Athletics
36. Director, Career Services
37. Assistant Director, Athletics
38. Assistant Director, Online Learning
39. Director, Judicial Affairs

12. Pennsylvania Highlands Community College – 12 administrators
1. Director, Somerset Center
2. Director, Student Activities
3. Director, Financial Aid

  4. Assistant Director, Admissions
  5. Assistant Director, Financial Aid
  6. Director, Ebensburg Education Center
  7. Director, Admissions
  8. Associate Dean, Educational Outreach
  9. Director, Student Success Center
10. Associate Dean, Faculty Development
11. Associate Dean, Teaching and Learning
12. Associate Dean, Learning Resources

13. Reading Area Community College – 12 administrators
1. Division Chair, Business
2. Assistant Dean, Health Professions
3. Director, Respiratory Care
4. Assistant Director, Financial Aid
5. Director, Assessment, Research & Planning
6. Assistant Director, Academic Support
7. Assistant Dean, Library & Learning Resources
8. Division Chair, Science & Math
9. Director, Center for Academic Success
10. Director, Financial Aid
11. Division Chair, Social Sciences/Human Services
12. Director, Enrollment Services

14. Westmoreland County Community College – 11 administrators
1. Director, Enrollment Management & Research
2. Director, Admissions
3. Coordinator, Mon Valley Education Center
4. Coordinator, Allie-Kiski Education Center
5. Coordinator, Student Life & Athletics
6. Director, Nursing
7. Director, Learning Resources & Special Projects
8. Coordinator, Laurel Education Center
9. Director, Financial Aid
10. Coordinator, Admissions
11. Coordinator, ICCCC of WCCC

SUMMARY OF APPROVALS FROM PACOMMUNITY COLLEGES

	PA Community College	Has IRB Process	Approval
1.	Bucks County Community College	Yes	Approved
2.	Butler County Community College	Did not receive a response	
3.	Community College of Allegheny County	No	Approved
4.	Community College of Beaver County	Did not receive a response	
5.	Community College of Philadelphia	Yes	Approved
6.	Delaware Community College	Yes	Approved
7.	Harrisburg County Community College	No-follow IRB guidelines	Approved
8.	Lehigh Carbon Community College	Yes	Approved
9.	Luzerne County Community College	Yes	Approved
10.	Montgomery County Community College	Yes	Approved
11.	Northampton County Community College	No-follow IRB guidelines	Approved
12.	Pennsylvania Highlands Community College	No	Approved
13.	Reading Area County Community College	No	Approved
14.	Westmoreland County Community College	Did not receive a response	

⚠ Follow up
  Attachments can contain viruses that may harm your computer. Attachments may not display correctly.

Trettel, Brenda S.

From:	Trettel, Brenda S.	**Sent:**	Wed 3/9/2011 9:04 PM
To:	Christine Boyle		
Cc:	Trettel, Brenda S.		
Subject:	RE: research request		

Attachments: 🗋 disseration proposal btrettel 9 12 10.doc(64KB)

HI Dr. Boyle...I am delighted that you find the research interesting...I selected this topic because I helped the Univ of Pitt, HIgher Education Department develop their Community College Curriculm (masters and doctorate programs) and they are not getting many students.   and we don't not why because we know there is a need.

and sorry, I was Duh! Yes, I had to complete a proposal to give my advisor. I attached it. thank you again
Brenda

From: Christine Boyle [mailto:boylec@bucks.edu]
Sent: Wednesday, March 09, 2011 9:39 AM
To: Trettel, Brenda S.
Subject: RE: research request

Brenda,

I am satisfied with the IRB approval material you provided. I'm interested in your actual research proposal. At many universities (maybe Pitt is not one of them), the doctoral student presents a proposal to the his/her committee for approval before the research actually begins. Once the committee approves the proposal, the proposal guides the research. Does Pitt not require doctoral candidates to submit research proposals for approval?

Christine M. Boyle,PhD

Director, Institutional Research

Bucks County Community College

275 Swamp Rd.

Newtown, PA 18940-4106

215-968-8058

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Community
College
of Philadelphia

April 11, 2011

Brenda S. Trettel
P.O. Box 162
Stockdale, PA 15483

Dear Ms. Trettel:

I am writing to let you know that Community College of Philadelphia has agreed to approve your research project, entitled: *An Assessment of Leadership Competencies in Pennsylvania's Community Colleges.* Approval of research is granted on a semester-by-semester basis. Let me know if you need to continue beyond Spring 2011.

Please be aware that you may not use the name of the College in any presentation or publication based on your research project without permission from the College.

Sincerely,

Judith Gay
Vice President for
Academic Affairs

The Path to Possibilities

From:	Christopher Tokpah [CTOKPAH@dccc.edu]
Sent:	Thursday, March 31, 2011 9:15 AM
To:	Trettel, Brenda S.
Subject:	IRB Approval

Dear Brenda,
I am pleased to inform you that your proposal has been approved by the IRB Committee. You may proceed with your research, as planned.

Chris Tokpah, Ph.D.
Associate Vice Provost for Institutional Effectiveness.
Delaware County Community College
901 South Media Line Road,
Media, PA 19063.
Phone: 610-359-5138

From:	Cynthia Doherty [cadohert@hacc.edu]
Sent:	Monday, March 14, 2011 9:52 AM
To:	Trettel, Brenda S.
Subject:	Re: research request

Brenda,

Thanks for all the details, answering HACC's questions about the proposed research. It looks like an interesting and beneficial project for all community colleges. The research at HACC is approved, and I hope you will share results with us at the conclusion.

Cindy

Cynthia Doherty, Ph.D.
Interim Vice President, Academic Affairs
Harrisburg Area Community College
One HACC Drive--CS 402
Harrisburg, PA 17110
Office (717) 221-1300, x 1547
E-mail: cadohert@hacc.edu

>>> "Trettel, Brenda S." <btrettel@ccac.edu> 3/12/2011 11:20 AM >>>
Dear Dr. Doherty--Attached is my request to conduct research using survey monkey at HACC. I have attached my research proposal, request to complete research, survey questions, email invitations, follow-up phone questions and my two on-line certifications for conducting research. I had to complete the certifications at Pitt. In addition, below is my IRB approval for the University of Pittsburgh. All research data will remain confidential. This research would benefit HACC by knowing the readiness of mid-level community college administrators to advance to leadership roles.

I appreciate your time and consideration. Brenda

From: irb@pitt.edu [mailto:irb@pitt.edu]
Sent: Friday, February 25, 2011 10:11 AM
To: bst1@pitt.edu
Subject: PI Notification: IRB determination

	University of Pittsburgh *Institutional Review Board*	3500 Fifth Avenue Pittsburgh, PA 15213 (412) 383-1480 (412) 383-1508 (fax) http://www.irb.pitt.edu

Memorandum

To:	Brenda Trettel
From:	Christopher Ryan, PhD, Vice Chair
Date:	2/25/2011
IRB#:	PRO11010389
Subject:	An Assessment of Leaders

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es

Lehigh Carbon Community College

Institutional Review Board

Outcome of Review Process

Name of Principal Investigator: Brenda Trettel

Title of Principal Investigator: Dean of Academic Affairs, CCAC, South Campus

Faculty Sponsor

Title of Research Project: An Assessment of Leadership Competencies in
                               Pennsylvania's Community Colleges

Outcome: This Proposal is Exempt from Review.

29 March 2011

Christine Bowditch, IRB Chair   Date

LUZERNE
County Community College

March 18, 2011

Brenda Trettel
Dean of Academic Affairs, South Campus
Community College of Allegheny County
1750 Clairton Road
West Mifflin, PA 15122

Dear Ms. Trettel,

On behalf of the IRB committee at Luzerne County Community College (LCCC), we are pleased
to inform you that your proposed research project, "An Assessment of Leadership Competencies
in Pennsylvania's Community Colleges," has been approved.

You are welcomed to begin your project. Should anything in your research design change,
please notify LCCC's Institutional Review Board immediately. Best of luck with your project
and your dissertation.

Sincerely,

Mary E. Ghilani

Mary E. Ghilani
Vice-Chair, IRB Committee
Luzerne County Community College

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Exempt Research Review Form

An Assessment of Leadership Competencies in Pennsylvania's Community College
_____
Title of Research Project

Brenda Trettel   CCAC   412-469-4315   btrettel@ccac.edu
_____
Principal Investigator/Project Director   Department   Phone Extension   Email address

none
_____
Co-investigator/Student Investigator   Department   Phone Extension Email address

_____
Co-investigator/Student Investigator   Department   Phone Extension Email address

Anticipated Funding Source: NA
_____

Projected Duration of Research: 1   Months   **Projected Starting Date:** 4/1/2011
                                                                              _____

Other organizations and/or agencies, if any, involved in the study: _____

Exempt under code (see definitions on page one – check one) 1 ☐   2 ☒   3 ☐   4 ☐   5 ☐   6 ☐

SUMMARY ABSTRACT: Please attach a summary containing the following information: BRIEF description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, how data will be recorded and stored, including who will have access to the data. **Attach a copy** of the Informed Consent Form and a copy of any instruments (questionnaires, surveys) to be used in the project.

_Brenda Trettel_____   3/18/2011 _____ / /___
Principal Investigator Signature   Co-Investigator/Student Signature (if
                                            appropriate)

Signature of IRB Committee Chair   Date 3/18/11

IRB Chair Check box: ☐ Approved   ☐ Approved with Conditions   ☐ Refer to Full Committee Review

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March 10, 2011

RE: Brenda Trettel

IRB Tracking Number: 114

Protocol Title: An Assessment of Leadership Competencies in Pennsylvania's
Community Colleges

A review of your application has been approved for referenced study above and your
participation as a principal investigator, for a period of <u>one</u> year.

Review Type: **Exempt Review**	Action: **Approved**
Study Status: Open to termination/reapplication date	
Beginning Date: 04/01/2011	Ending Date: 3/31/2012

There are five (5) conditions that must be adhered to, or the IRB's approval may be
suspended or terminated:
1.   No subjects may be involved in the any study procedure prior to IRB approval date
      or after the expiration date. Principal Investigators (PIs) and sponsors are
      responsible for initiating Continuing Review proceedings.
2.   All unanticipated or serious adverse events must be reported to the IRB.
3.   All protocol modifications must be IRB approved prior to implementation, unless they
      are intended to reduce risk.
4.   All protocol deviations must be reported to the IRB.
5.   All recruitment materials and methods must be approved by the IRB prior to being
      used.

If you have any questions concerning this information, please contact H. Leon Hill at
hlhill@mc3.edu

Sincerely,

H. Leon Hill, IRB Chair

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Montgomery County
Community College

Email Notification to Potential Participants of IRB Approved Research Study

DATE: March 22, 2011

TO: Full-Time Administrators

FROM: H. Leon Hill, Director of Institutional Research & Assessment

RE: Request to Participate in a Dissertation Research Study

Within the next two weeks you will receive an email request to participate in a dissertation research study, <u>An Assessment of Leadership Competencies in Pennsylvania's Community Colleges,</u> IRB Approval #114), conducted by Brenda Trettel, a doctoral student at the University of Pittsburgh. You will receive an email from the researcher soon describing the study and a link to the survey.

This research study has been approved by the Montgomery County Community College Institutional Review Board (IRB). Participation is voluntary. If you have questions about the rights of participants or the IRB approval process at the College, please contact Leon Hill, Director of Institutional Research (hlhill@mc3.edu).

---

❶ You replied on 3/16/2011 11:51 AM.

Trettel, Brenda S.

From:	Jill Hirt [Jhirt@northampton.edu]	**Sent:** Wed 3/16/2011 11:44 AM
To:	Trettel, Brenda S.	
Cc:	Helene Whitaker	
Subject:	RE: research request--comments on your 'invitation'	
Attachments:		

hi brenda, this looks fine. my name will only be listed on those invites that go to NCC employees. good luck.
jill

>>> "Trettel, Brenda S." <btrettel@ccac.edu> 3/16/2011 10:49 AM >>>

HI jill- I add the two lines below to the survey. I attached it. I look forward to hearing back from you.take care,
Brenda

From: Jill Hirt [mailto:Jhirt@northampton.edu]
Sent: Tuesday, March 15, 2011 3:43 PM
To: Trettel, Brenda S.
Subject: RE: research request--comments on your 'invitation'

hi brenda, your 'invitation' also serves as an informed consent form, from what i can tell. can you address these issues in your invitation, then? thanks so much.

Any known risks?

If respondent is anonymous, how will you share survey data with him/her?

Something about clicking on the survey link means that you have read and are providing your consent

Something about directing questions to you or to:

E. Jill Hirt, PhD, Director, Office of Planning and Institutional Research, NCC, 610-861-5421 or jhirt@northampton.edu

also, pls let us know how you intend to contact the middle level individuals at NCC, i.e., what you need from us.

(btw, i don't know why this is in yellow!)

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Trettel, Brenda S.

From:	Kate Deater [KDeater@pennhighlands.edu]	**Sent:**	Tue 3/29/2011 4:24 PM
To:	Trettel, Brenda S.		
Cc:			
Subject:	Survey		
Attachments:			

Brenda,

After speaking with Dr. Nichols, I have good news! He and our President have given their approval to participate in your survey/research.

Is there anything you need me to do at this point? I'm out of the office on Wednesday, but I'll be back on Thursday. You can certainly send me information by e-mail anytime!

Kate

Kate Deater

Institutional Research Analyst

Please consider the environment before printing this e-mail.

101 Community College Way

Johnstown, PA 15904

☎ *814-262-6483*

✉ *kdeater@pennhighlands.edu*

From:	Mary Flagg [mflagg@racc.edu]
Sent:	Wednesday, March 09, 2011 12:49 AM
To:	Trettel, Brenda S.
Subject:	RE: IRB question

Hi Brenda,
We do not have an IRB.
Mary

From: Trettel, Brenda S. [btrettel@ccac.edu]
Sent: Tuesday, March 08, 2011 8:48 PM
To: Mary Flagg
Subject: IRB question

Dear Dr. Flagg
Please let me introduce myself. My name is Brenda Trettel and I am the Dean of Academic Affairs at Community College of Allegheny County, South Campus. I am currently a doctoral student at the University of Pittsburgh and undertaking research focused upon community college middle management's self assessment of the leadership competencies that they believe are requisite to perform their functions and to be considered as candidates for advancement. I plan to survey academic and student services middle management at the 14 Pa Community Colleges which includes Reading Area Community College.

I would like to know if your college has an IRB process for external research. If yes, would you send me your college's IRB form and a contact name? Thank you in advance for your time.
Brenda

Brenda S. Trettel, M.B.A.
Dean of Academic Affairs, South Campus
Community College of Allegheny County
1750 Clairton Road
West Mifflin, Pa 15122
412-469-4315
412-469-6377 fax

CCAC
The first choice for faster results

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INVITATION TO PARTICIPATE IN THE STUDY

An Assessment of Leadership Competencies in Pennsylvania's Community Colleges Survey

April 11, 2011

Dear Community College Colleague,

Are you interested in advancing your community college career? By completing this survey, you can obtain information about your leadership competency levels and give yourself an advantage as you seek to advance in your career path by knowing your strengths and areas where you need improvement.

Since you are currently in a community college leadership role, I would appreciate 10 minutes of your time to complete a community college leadership survey.

I am researching the level of readiness of administrators to advance to leadership roles in Pennsylvania community colleges. It was estimated that *79%* will retire by *2012.* The need for senior leadership in community colleges will reach a critical level. Further, the skills and knowledge required to be a community college leader has grown more complex. This issue has become an increasingly important topic.

This survey will allow you to self-assess your competency levels using illustrations of the leadership competencies adopted by the American Association of Community Colleges, the importance of the competency levels to your current position and if you feel you would like more training and information to accomplish your career goals.

This data is for my dissertation. I am asking mid-level administrators from fourteen state-sponsored community colleges to participate. Please click on this link http://www.surveymonkey.com/s/btrettel_Leadership_Competencies to confidentially enter your data into my survey**.** By clicking the survey link, you have indicated that you have read and provided your consent to participate in the survey.

The data that is collected is confidential and overall results of the survey will be shared with you. I will in no way be able to identify you with your responses. If you have any questions, please contact me. Thank you in advance.

Sincerely,

Brenda Trettel
Doctoral Student, School of Education, Administrative and Policies Studies
Dean of Academic Affairs, CCAC, South Campus, 412-469-4315, btrettel@ccac.edu

APPENDIX H

SURVEY REMINDER

April 25, 2011

Dear Community College Colleague,

      A few weeks ago you received an invitation to participate in my 10-minute survey ("An Assessment of Leadership Competencies in Pennsylvania's Community Colleges") regarding your assessment of your competency levels, the importance of the competency level to your current position and if you feel you need additional training to accomplish your career goals. I hope that you chose to participate. Your input is invaluable. If you participated, thank you.

      If you haven't completed the survey, I encourage you to do so. It would be much appreciated. As I indicated in the invitation letter, I cannot identify you with your responses. The link follows: http://www.surveymonkey.com/s/btrettel_Leadership_Competencies

      If you have any questions, please contact me.   Thank you.

Brenda Trettel
Doctoral Student, School of Education, Administrative and Policies Studies

Dean of Academic Affairs,
CCAC, South Campus, 412-469-4315, btrettel@ccac.edu

APPENDIX I

SURVEY RESULTS FROM SURVEY MONKEY

April 11, 2011 through May 9, 2011

Community College Leadership Survey

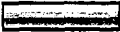**SurveyMonkey**

1. Current Position

		Response Percent	Response Count
Assistant Dean		9.6%	11
Associate Dean		4.4%	5
Director		**64.9%**	**74**
Assistant Director/Sr.Assistant Director		8.8%	10
Associate Director/Sr.Associate Director		3.5%	4
Other (please specify)		8.8%	10
	answered question		114
	skipped question		0
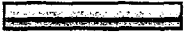
2. Type of Institution

		Response Percent	Response Count
Single campus		11.4%	13
Multi-campus		88.6%	101
	answered question		114
	skipped question		0

5. What area do you work in?

		Response Percent	Response Count
Academic Affairs		28.1%	32
Administrative		18.4%	21
Student Services		**41.2%**	**47**
Other (please specify)		12.3%	14
	answered question		114
	skipped question		0

6. How long have you worked in your current position?

		Response Percent	Response Count
5 years or less		47.4%	54
6-10 years		28.1%	32
11-15 years		11.4%	13
16-20 years		7.9%	9
21-25 years		3.5%	4
26 years+		1.8%	2
	answered question		114
	skipped question		0

9. Competency 1: Organizational Strategy Assess, develop, implement, and evaluate strategies regularly to monitor and improve the quality of education and the long term health of the organization.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	1.2% (1)	11.6% (10)	**53.5% (46)**	33.7% (29)	3.20	86
Importance to your position	1.2% (1)	11.6% (10)	**44.2% (38)**	43.0% (37)	3.29	86
Need more training or information	14.0% (12)	33.7% (29)	**39.5% (34)**	12.8% (11)	2.51	86
				answered question		86
				skipped question		28

10. Develop a positive environment that supports innovation, teamwork, and successful outcomes.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	2.3% (2)	40.7% (35)	**57.0% (49)**	3.55	86
Importance to your position	0.0% (0)	1.2% (1)	31.4% (27)	**67.4% (58)**	3.66	86
Need more training or information	30.2% (26)	23.3% (20)	**33.7% (29)**	12.8% (11)	2.29	86
				answered question		86
				skipped question		28

11. Align organizational mission, structures and resources with the college master plan.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	3.5% (3)	16.3% (14)	**45.3% (39)**	34.9% (30)	3.12	86
Importance to your position	2.3% (2)	12.8% (11)	36.0% (31)	**48.8% (42)**	3.31	86
Need more training or information	19.8% (17)	30.2% (26)	**37.2% (32)**	12.8% (11)	2.43	86
				answered question		86
				skipped question		28

12. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions, and plan strategically.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	2.3% (2)	15.1% (13)	**46.5% (40)**	36.0% (31)	3.16	86
Importance to your position	2.3% (2)	10.5% (9)	33.7% (29)	**53.5% (46)**	3.38	86
Need more training or information	16.3% (14)	19.8% (17)	**47.7% (41)**	16.3% (14)	2.64	86
				answered question		86
				skipped question		28

13. Competency 2: Resource Management Manage conflict and change in ways that contribute to the long-term viability of the organization

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	11.6% (10)	**52.3% (45)**	36.0% (31)	3.24	86
Importance to your position	0.0% (0)	9.3% (8)	41.9% (36)	**48.8% (42)**	3.40	86
Need more training or information	18.6% (16)	33.7% (29)	**34.9% (30)**	12.8% (11)	2.42	86
				answered question		86
				skipped question		28

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14. Employ organizational, time management, planning, and delegation skills.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	7.0% (6)	40.7% (35)	**52.3% (45)**	3.45	86
Importance to your position	2.3% (2)	3.5% (3)	32.6% (28)	**61.6% (53)**	3.53	86
Need more training or information	**33.7% (29)**	25.6% (22)	26.7% (23)	14.0% (12)	2.21	86
				answered question		86
				skipped question		28

15. Implement financial strategies to support programs, services, staff, and facilities.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	9.3% (8)	12.8% (11)	**48.8% (42)**	29.1% (25)	2.98	86
Importance to your position	12.8% (11)	16.3% (14)	31.4% (27)	**39.5% (34)**	2.98	86
Need more training or information	26.7% (23)	26.7% (23)	**30.2% (26)**	16.3% (14)	2.36	86
				answered question		86
				skipped question		28

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16. Implement a human resources system that includes recruitment, hiring, reward, and performance management systems that fosters the professional development and advancement of all staff.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	17.4% (15)	20.9% (18)	**41.9% (36)**	19.8% (17)	2.64	86
Importance to your position	29.1% (25)	15.1% (13)	**30.2% (26)**	25.6% (22)	2.52	86
Need more training or information	**33.7% (29)**	32.6% (28)	23.3% (20)	10.5% (9)	2.10	86
				answered question		86
				skipped question		28

17. Competency 3: Communication Convey ideas and information succinctly, frequently, and inclusively through media and verbal and nonverbal means to the board and other constituencies and stakeholders.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	5.8% (5)	11.6% (10)	**41.9% (36)**	40.7% (35)	3.17	86
Importance to your position	10.5% (9)	11.6% (10)	24.4% (21)	**53.5% (46)**	3.21	86
Need more training or information	26.7% (23)	**38.4% (33)**	23.3% (20)	11.6% (10)	2.20	86
				answered question		86
				skipped question		28

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18. Listen actively to understand, comprehend, analyze, engage, and act.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	3.5% (3)	38.4% (33)	**58.1% (50)**	3.55	86
Importance to your position	0.0% (0)	5.8% (5)	24.4% (21)	**69.8% (60)**	3.64	86
Need more training or information	29.1% (25)	**34.9% (30)**	25.6% (22)	10.5% (9)	2.17	86
				answered question		86
				skipped question		28

19. Create and maintain open communications regarding resources, priorities, and expectations.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	7.0% (6)	45.3% (39)	**47.7% (41)**	3.41	86
Importance to your position	0.0% (0)	11.6% (10)	33.7% (29)	**54.7% (47)**	3.43	86
Need more training or information	27.9% (24)	**31.4% (27)**	30.2% (26)	10.5% (9)	2.23	86
				answered question		86
				skipped question		28

20. Competency 4: Collaboration Develop, enhance, and sustain teamwork and cooperation.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	3.5% (3)	45.3% (39)	**51.2% (44)**	3.48	86
Importance to your position	0.0% (0)	4.7% (4)	24.4% (21)	**70.9% (61)**	3.66	86
Need more training or information	**32.6% (28)**	24.4% (21)	**32.6% (28)**	10.5% (9)	2.21	86
				answered question		86
				skipped question		28

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21. Embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	7.0% (6)	38.4% (33)	**54.7% (47)**	3.48	86
Importance to your position	0.0% (0)	9.3% (8)	31.4% (27)	**59.3% (51)**	3.50	86
Need more training or information	**33.7% (29)**	27.9% (24)	29.1% (25)	9.3% (8)	2.14	86
				answered question		86
				skipped question		28

22. Manage conflict and change by building and maintaining productive relationships.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	0.0% (0)	8.1% (7)	**51.2% (44)**	40.7% (35)	3.33	86
Importance to your position	0.0% (0)	7.0% (6)	34.9% (30)	**58.1% (50)**	3.51	86
Need more training or information	25.6% (22)	23.3% (20)	**33.7% (29)**	17.4% (15)	2.43	86
				answered question		86
				skipped question		28

23. Competency 5: Community College Advocacy Value and promote diversity, inclusion, equity, and academic excellence

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	1.2% (1)	5.8% (5)	32.6% (28)	**60.5% (52)**	3.52	86
Importance to your position	3.5% (3)	7.0% (6)	29.1% (25)	**60.5% (52)**	3.47	86
Need more training or information	**37.2% (32)**	20.9% (18)	29.1% (25)	12.8% (11)	2.17	86
				answered question		86
				kipped question		28

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24. Promotes equity, open access, teaching, learning, and innovation as primary goals for the college, seeking to understand how these change over time and facilitating discussion with all stakeholders.

	1-Low	2	3	4_High	Rating Average	Response Count
Self-assessed competency level	3.5% (3)	15.1% (13)	**41.9% (36)**	39.5% (34)	3.17	86
Importance to your position	9.3% (8)	8.1% (7)	**44.2% (38)**	38.4% (33)	3.12	86
Need more training or information	26.7% (23)	25.6% (22)	**33.7% (29)**	14.0% (12)	2.35	86
				answered question		86
				skipped question		28

25. Advances lifelong learning and supports a learner-centered and learning-centered environment

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	1.2% (1)	5.8% (5)	39.5% (34)	**53.5% (46)**	3.45	86
Importance to your position	7.0% (6)	8.1% (7)	37.2% (32)	**47.7% (41)**	3.26	86
Need more training or information	**36.0% (31)**	27.9% (24)	19.8% (17)	16.3% (14)	2.16	86
				answered question		86
				skipped question		28

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26. Competency 6: Professionalism Demonstrates transformational leadership through authenticity, creativity, and vision

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	2.3% (2)	11.6% (10)	32.6% (28)	**53.5% (46)**	3.37	86
Importance to your position	2.3% (2)	5.8% (5)	39.5% (34)	**52.3% (45)**	3.42	86
Need more training or information	23.3% (20)	23.3% (20)	**34.9% (30)**	18.6% (16)	2.49	86
				answered question		86
				skipped question		28

27. Manage stress through self-care, balance, adaptability, flexibility, and humor.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	2.3% (2)	9.3% (8)	**44.2% (38)**	**44.2% (38)**	3.30	86
Importance to your position	0.0% (0)	3.5% (3)	43.0% (37)	**53.5% (46)**	3.50	86
Need more training or information	24.4% (21)	25.6% (22)	**29.1% (25)**	20.9% (18)	2.47	86
				answered question		86
				skipped question		28

28. Self-assess performance regularly using feedback, reflection, goal setting, and evaluation.

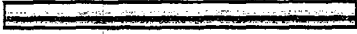|	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	1.2% (1)	9.3% (8)	**58.1% (50)**	31.4% (27)	3.20	86
Importance to your position	0.0% (0)	9.3% (8)	44.2% (38)	**46.5% (40)**	3.37	86
Need more training or information	24.4% (21)	26.7% (23)	**37.2% (32)**	11.6% (10)	2.36	86
				answered question		86
				skipped question		28

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29. Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	2.3% (2)	5.8% (5)	38.4% (33)	**53.5% (46)**	3.43	86
Importance to your position	0.0% (0)	8.1% (7)	40.7% (35)	**51.2% (44)**	3.43	86
Need more training or information	**30.2% (26)**	**30.2% (26)**	27.9% (24)	11.6% (10)	2.21	86
				answered question		86
				skipped question		28

30. Contribute to the profession through participation in professional development programs, organizational leadership, and research and publication.

	1-Low	2	3	4-High	Rating Average	Response Count
Self-assessed competency level	3.5% (3)	25.6% (22)	**37.2% (32)**	33.7% (29)	3.01	86
Importance to your position	8.1% (7)	16.3% (14)	**45.3% (39)**	30.2% (26)	2.98	86
Need more training or information	33.7% (29)	20.9% (18)	**36.0% (31)**	9.3% (8)	2.21	86
				answered question		86
				skipped question		28

31. Do you plan to advance to the next level of your career ladder?

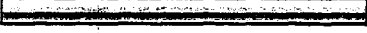|	Response Percent	Response Count
yes	56.0%	47
no	44.0%	37
If yes, what position?		43
answered question		84
skipped question		30
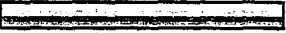
32. Are you currently attending a higher education institution for a masters or doctoral degree to help you advance in your career?

	Response Percent	Response Count
Yes	20.2%	17
No	79.8%	67
If yes, what institution and program?		18
answered question		84
skipped question		30
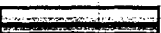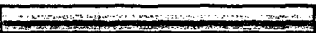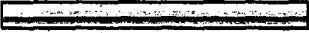
33. What content would you like to see in a leadership training program?

	Response Count
	84
answered question	84
skipped question	30

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34. What characteristics and delivery systems would you like to see in a leadership training program? Please check all that apply.

	Response Percent	Response Count
Online	59.5%	50
Web-enhanced	45.2%	38
Residential	19.0%	16
Cohort	38.1%	32
Part-time	58.3%	49
Full-time	7.1%	6
Other (please specify)	7.1%	6
	answered question	84
	skipped question	30

35. What types of training strategies would fit your personal and professional life? Please check all that apply.

	Response Percent	Response Count
Formal graduate programs	25.0%	21
External leadership programs	50.0%	42
External workshops	**61.9%**	**52**
Internal leadership programs	51.2%	43
On-the-job training	48.8%	41
State-sponsored leadership training	40.5%	34
Other (please specify)	7.1%	6

answered question	84
skipped question	30

Page 1, Q1. Current Position

1	Assistant Registrar	May 2, 2011 6:52 AM
2	Assistant Director of Financial Aid	Apr 25, 2011 6:02 AM
3	Dean	Apr 25, 2011 5:51 AM
4	Director of Admissions	Apr 11, 2011 1:40 PM
5	Program Coordinator	Apr 11, 2011 6:46 AM
6	division chair; position becomes assistant dean May 23rd	Apr 11, 2011 6:26 AM
7	Admissions Direcotr	Apr 11, 2011 5:53 AM
8	Assistant Coordinator of Tutoring	Apr 11, 2011 5:52 AM
9	Coordinator, Branch campus	Apr 11, 2011 5:45 AM
10	Assistant Registrar	Apr 11, 2011 5:13 AM

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Page 1, Q5. What area do you work in?

1	Admissions	May 3, 2011 9:49 AM
2	health professions	May 2, 2011 8:27 AM
3	Dirctor of a satellite campus	May 2, 2011 6:57 AM
4	Enrollment Management	May 2, 2011 6:55 AM
5	Financial Aid	Apr 26, 2011 9:38 AM
6	Admissions	Apr 25, 2011 7:33 AM
7	Academic and Student Affairs	Apr 25, 2011 7:12 AM
8	Continuing Education Division of the college – Practical Nursing Program	Apr 25, 2011 5:35 AM
9	Community Services	Apr 20, 2011 7:48 AM
10	Allied Health	Apr 11, 2011 5:56 PM
11	Campus Center	Apr 11, 2011 7:59 AM
12	Financial Aid	Apr 11, 2011 6:24 AM
13	Admissions	Apr 11, 2011 5:53 AM
14	Admissions	Apr 11, 2011 5:40 AM

Page 1, Q7. What is the highest level of degree that you have earned?

1	Masters Degree in Progress	May 2, 2011 6:52 AM
2	ABD	Apr 25, 2011 7:59 AM
3	Ed.D.	Apr 14, 2011 12:36 PM
4	DEd	Apr 11, 2011 7:53 AM
5	MBA	Apr 11, 2011 5:53 AM
6	Currently Pursuing a Masters	Apr 11, 2011 5:13 AM

Page 1, Q8. What is your career goal? Please check all that apply.

1	Remaining as Director	May 3, 2011 10:51 AM
2	Dean of Enrollment Management	May 3, 2011 9:49 AM
3	Counselor	May 3, 2011 6:48 AM
4	Administration	May 3, 2011 4:46 AM
5	I'm quite happy as institutional registrar	May 2, 2011 9:59 AM
6	none	May 2, 2011 8:27 AM
7	I am happy being a Department Dean.	May 2, 2011 7:52 AM
8	Satisfied with current position.	May 2, 2011 7:45 AM
9	Child Care Consultant	May 2, 2011 7:42 AM
10	to continue in my present position	May 2, 2011 6:57 AM
11	Director	Apr 29, 2011 5:59 AM
12	Registrar	Apr 27, 2011 9:02 AM
13	Director	Apr 26, 2011 2:46 PM
14	Dean of a Department of VP of off campus Operations	Apr 25, 2011 4:49 PM
15	current position as Assistant Academic Dean	Apr 25, 2011 1:41 PM
16	Accomplish duties of my new role	Apr 25, 2011 11:23 AM
17	Enrollment Management	Apr 25, 2011 7:59 AM
18	retire	Apr 25, 2011 7:56 AM
19	Associate Director of Admissions	Apr 25, 2011 7:33 AM
20	Current postion was career goal.	Apr 25, 2011 7:30 AM
21	Happy with my current position	Apr 25, 2011 7:15 AM
22	Four-year University President	Apr 25, 2011 7:12 AM
23	ONLINE TEACHING	Apr 25, 2011 6:32 AM
24	To continue in my current position	Apr 25, 2011 6:19 AM
25	4 yr. institution	Apr 25, 2011 6:13 AM
26	Director of Financial Aid	Apr 25, 2011 6:02 AM
27	Executive Director, Asst. Dean	Apr 25, 2011 6:00 AM
28	to stay employed	Apr 25, 2011 5:52 AM
29	At this time priority goal to complete Master's Degree	Apr 25, 2011 5:35 AM

Page 1, Q8. What is your career goal? Please check all that apply.

30	To retire	Apr 25, 2011 5:28 AM
31	Faculty at a 4 year college or grad school	Apr 25, 2011 5:21 AM
32	undecided	Apr 20, 2011 7:48 AM
33	none-I'm at it-	Apr 19, 2011 10:51 AM
34	Enrollment Management	Apr 15, 2011 7:20 AM
35	I am happy with my current position.	Apr 13, 2011 8:04 AM
36	retirement	Apr 12, 2011 1:32 PM
37	After retirement employment	Apr 12, 2011 11:15 AM
38	Happy where i am!	Apr 12, 2011 7:12 AM
39	Stay as Director	Apr 12, 2011 4:59 AM
40	return to faculty	Apr 11, 2011 1:44 PM
41	none	Apr 11, 2011 1:19 PM
42	Dean Libraries	Apr 11, 2011 12:29 PM
43	Many positions are of interest.	Apr 11, 2011 11:53 AM
44	unknown	Apr 11, 2011 10:59 AM
45	Current Position and/or Private Practice	Apr 11, 2011 10:52 AM
46	Dean of a Division within the Colledge	Apr 11, 2011 9:00 AM
47	retire in 2 years	Apr 11, 2011 8:20 AM
48	Not sure	Apr 11, 2011 8:09 AM
49	Assistant Dean	Apr 11, 2011 7:59 AM
50	Associate VP AA	Apr 11, 2011 7:34 AM
51	Depends on availabity of positions	Apr 11, 2011 7:29 AM
52	no plans to advance at the college	Apr 11, 2011 7:05 AM
53	Current position	Apr 11, 2011 6:46 AM
54	working with students	Apr 11, 2011 6:39 AM
55	Dean of Libraries	Apr 11, 2011 6:36 AM
56	stay in current position until retirement	Apr 11, 2011 6:26 AM
57	FT faculty/ math coordinator	Apr 11, 2011 6:26 AM
58	Remain in current position.	Apr 11, 2011 6:01 AM

Page 1, Q8. What is your career goal? Please check all that apply.

59	Happy with current position for now	Apr 11, 2011 5:46 AM
60	Division Chair	Apr 11, 2011 5:45 AM
61	Director of Admissions	Apr 11, 2011 5:41 AM
62	not sure yet	Apr 11, 2011 5:40 AM
63	Content to remain in this position.	Apr 11, 2011 5:40 AM
64	I am happy where I am	Apr 11, 2011 5:22 AM
65	Am currently at the level I desire	Apr 11, 2011 5:16 AM
66	department director, maybe switch to different area of administration	Apr 11, 2011 5:12 AM
67	Dean of Libraries	Apr 11, 2011 5:03 AM

Page 3, Q1. Do you plan to advance to the next level of your career ladder?

1	Dean of Enrollment Management	May 3, 2011 10:00 AM
2	Academic Counselor/Advisor	May 3, 2011 7:00 AM
3	Dean	May 3, 2011 4:54 AM
4	Dean	May 2, 2011 3:40 PM
5	Dean of Academic Affairs	May 2, 2011 9:55 AM
6	not known at this time	May 2, 2011 8:38 AM
7	Registrar	Apr 27, 2011 9:12 AM
8	Dean of Students	Apr 27, 2011 9:04 AM
9	DEAN OF STUDENTS- BUT NEED TO GET MY MASTERS DEGREE FIRST.	Apr 26, 2011 9:47 AM
10	Dean of a department	Apr 25, 2011 5:09 PM
11	Dean, Academic Affairs	Apr 25, 2011 11:26 AM
12	Dean of Enrollment Management or Services	Apr 25, 2011 9:54 AM
13	unsure	Apr 25, 2011 8:12 AM
14	Vice President of Student Affairs or Academic Affairs	Apr 25, 2011 7:19 AM
15	Director	Apr 25, 2011 6:34 AM
16	Executive Director	Apr 25, 2011 6:09 AM
17	Dean	Apr 25, 2011 5:55 AM
18	At some point in future, but not at this time. Open to opportunities...	Apr 25, 2011 5:51 AM
19	Once I get my EdD, I would like to be a Dean of Student Affairs... or full time faculty	Apr 25, 2011 5:49 AM
20	Director	Apr 25, 2011 5:48 AM
21	Asst Dean	Apr 20, 2011 8:34 AM
22	Assoc Dean of Academic Affairs, Dean of Academic Affairs, Dean of Students	Apr 18, 2011 11:18 AM
23	Enrollment Management	Apr 15, 2011 7:30 AM
24	Assistant Dean or Dean of Students	Apr 14, 2011 12:48 PM
25	assistant dean or dean	Apr 14, 2011 10:36 AM
26	My goal is to move into a Dean or VP position, when I finish my graduate degree and gain more experience.	Apr 12, 2011 7:13 AM
27	Dean	Apr 12, 2011 5:37 AM
28	Executive director	Apr 11, 2011 6:10 PM

Page 3, Q1. Do you plan to advance to the next level of your career ladder?

29	dean	Apr 11, 2011 10:05 AM
30	Dean	Apr 11, 2011 9:07 AM
31	I do not know at this time	Apr 11, 2011 8:15 AM
32	Not sure	Apr 11, 2011 8:13 AM
33	Dean of Student Affairs	Apr 11, 2011 8:04 AM
34	Dean	Apr 11, 2011 7:06 AM
35	assisting the college student	Apr 11, 2011 7:06 AM
36	Dean	Apr 11, 2011 6:44 AM
37	dean	Apr 11, 2011 6:32 AM
38	Dean of students	Apr 11, 2011 6:21 AM
39	PHd	Apr 11, 2011 6:00 AM
40	Division Chair	Apr 11, 2011 5:55 AM
41	But, not many options from my position	Apr 11, 2011 5:51 AM
42	Associate Dean	Apr 11, 2011 5:48 AM
43	Assistant Dean or Dean	Apr 10, 2011 7:40 PM

Page 3, Q2. Are you currently attending a higher education institution for a masters or doctoral degree to help you advance in your career?

1	IUP	May 3, 2011 4:54 AM
2	Northeastern Ed.D	May 2, 2011 9:55 AM
3	Capella University, MS Leadership in Higher Education	May 2, 2011 6:58 AM
4	Capella University- Enrollment Management	Apr 27, 2011 9:12 AM
5	Duquesne University	Apr 25, 2011 5:55 AM
6	EdD in Educational Leadership at Immaculata University (1 year left)	Apr 25, 2011 5:49 AM
7	I am in the process of completing my appl for Pitt	Apr 18, 2011 11:18 AM
8	Have an earned doctorate	Apr 14, 2011 12:48 PM
9	Point Park, Organizational Leadership	Apr 12, 2011 7:13 AM
10	Capella Univeristy EdD program	Apr 11, 2011 6:10 PM
11	University pf Pittsburgh, Administrative & Policy Studies in Higher Education	Apr 11, 2011 8:15 AM
12	Lehigh University	Apr 11, 2011 8:13 AM
13	Buffalo State College	Apr 11, 2011 8:09 AM
14	Walden PhD Community College Leadership	Apr 11, 2011 7:06 AM
15	planning to do so	Apr 11, 2011 7:06 AM
16	Ed.D higher ed. admin. NEU	Apr 11, 2011 6:44 AM
17	Geneva College - Master of Arts in Higher Education	Apr 11, 2011 6:00 AM
18	University of Maryland University College	Apr 11, 2011 5:48 AM

Page 3, Q3. What content would you like to see in a leadership training program?

1	social research, how to prioritize, how to lead others to a shared vision, time management	May 3, 2011 10:00 AM
2	practical "how-to" leadership skills that create high-performing individuals and teams.	May 3, 2011 7:00 AM
3	untapping leadership potential within everyone	May 3, 2011 4:54 AM
4	unsure	May 2, 2011 3:40 PM
5	Training in tapping into agencies/services that forecast trends for the near and more distant future. Education always needs to be aware of the needs of the marketplace well ahead of the curve.	May 2, 2011 10:09 AM
6	Stress management. Leadership training	May 2, 2011 9:55 AM
7	as noted in previous responses	May 2, 2011 8:38 AM
8	Integrated services	May 2, 2011 7:47 AM
9	diversity	May 2, 2011 7:01 AM
10	Mentoring	May 2, 2011 6:58 AM
11	Hands on in which people can lead by example and do good for a community or communities/	Apr 29, 2011 6:03 AM
12	Leadership and development in Enrollment Services	Apr 27, 2011 9:12 AM
13	Policy issues (state and federal); working effectively across institution	Apr 27, 2011 9:04 AM
14	Time management, communication	Apr 26, 2011 2:53 PM
15	conflict resolution, counseling skills	Apr 26, 2011 11:46 AM
16	-HOW TO MOTIVATE WITHOUT MONEY. -HOW TO SUPPORT/STAND UP FOR THE EMPLOYEES IN ADVERSE SITUATIONS.	Apr 26, 2011 9:47 AM
17	Conflict Management Diversity and Inclusion Learning Differences related to disabilities with staff and accepting employee differences. Disability and Cultural Sensitivity Training Budget Planning and Management Grant Writing Report Management- Evidenced Based Research Strategic Planning with Faculty	Apr 25, 2011 5:09 PM
18	A NUMBER OF THINGS IDON'T HAVE THE TIME TODAY TO SPECIFY	Apr 25, 2011 1:52 PM
19	Transformational leadership; financial management; fundraising principles	Apr 25, 2011 11:26 AM
20	Conflict management Time management Data analyses for Enrollment Management	Apr 25, 2011 9:54 AM
21	More equity in selecting participant for a leadership training progra	Apr 25, 2011 8:12 AM
22	effective leadership qualities	Apr 25, 2011 8:03 AM
23	Conflict resolution Startegic planning Time management Entreprenurial resources	Apr 25, 2011 7:48 AM

Page 3, Q3. What content would you like to see in a leadership training program?

24	delegation decision making budgeting	Apr 25, 2011 7:21 AM
25	How to successfully transition to executive level positions.	Apr 25, 2011 7:19 AM
26	budgeting, conflict management, staffing solutions	Apr 25, 2011 6:41 AM
27	Relationship issues - internal and external.	Apr 25, 2011 6:34 AM
28	How to deal with difficult faculty How to create change when everyone wants to maintain the status quo	Apr 25, 2011 6:25 AM
29	Working with diverse populations.	Apr 25, 2011 6:20 AM
30	Utilizing Technolog programs that will make an impact on departmental efficiency.	Apr 25, 2011 6:09 AM
31	Building and sustaining emotional intelligence.	Apr 25, 2011 5:55 AM
32	Interpersonal Communication Self-Evaluation/Assessment Career Planning/Counseling Career Mentoring	Apr 25, 2011 5:55 AM
33	1. Building cohesive working relationships among staff with differences in style and philosophy. 2. Managing difficult employees. 3. Moving programs into the future of education.	Apr 25, 2011 5:51 AM
34	Hands on experience experiencing other administrative positions, emphasis on practical application rather than theory	Apr 25, 2011 5:49 AM
35	Training on vision and long-term goal setting	Apr 25, 2011 5:48 AM
36	servant leadership	Apr 20, 2011 8:34 AM
37	Effective leadership strategies for introverts	Apr 20, 2011 7:59 AM
38	Accessibility, cost-effective, convenient	Apr 19, 2011 10:56 AM
39	Exercises in decision making	Apr 18, 2011 11:18 AM
40	Nothing at this time	Apr 15, 2011 7:30 AM
41	Focus on collaboration, team building, and stategies for avoiding of/dismantling silos	Apr 14, 2011 12:48 PM
42	conflict resolution & integrity	Apr 14, 2011 10:36 AM
43	to be more computer/facebook/twitter savvy.	Apr 13, 2011 8:17 AM
44	Managing within a unionized environment	Apr 12, 2011 1:43 PM
45	Not sure	Apr 12, 2011 11:34 AM

46	I think what a lot of people have a problem with is always looking at the big picture. We have a lot of people at my institution that just look at the department that they work in and feel that their department is the most important. Being a younger person I would also like to see some type of training working with older leadership people about how to effectively communicate with other leadership and find ways to encourage younger leadership and listen to their ideas more and understand change is imperative. Also, being an institution that is growing and adding more sites and working at other institutions with multiple sites, trying to make people understand at the main campus how the growth is essential in a changing and ultra competitive environment of higher education. Things that were done 5-10-20 years ago might not work in today's environment.	Apr 12, 2011 7:13 AM
47	Brain-steering	Apr 12, 2011 5:55 AM
48	Training geraed specifically toward community colleges	Apr 12, 2011 5:39 AM
49	Innovative leadership for changing higher education environment as it relates to economic, workforce and delivery changes.	Apr 12, 2011 5:37 AM
50	Data Informed decision making Creating a culture of learning Changes in education for the 21st century Technology Self reflection	Apr 11, 2011 6:10 PM
51	Labor law and how to work in a collective bargaining institution.	Apr 11, 2011 2:25 PM
52	Already took a leadership training program at my cc	Apr 11, 2011 1:26 PM
53	Psychology; building a risk environment; job displacement	Apr 11, 2011 12:41 PM
54	real-world, relevant content	Apr 11, 2011 11:21 AM
55	organizational leadership, resource management, and conflict resolution	Apr 11, 2011 10:05 AM
56	How to advance How to learn the level you want to move to, without that person feeling threatened How to prepare someone to take my role	Apr 11, 2011 9:07 AM
57	How to inspire tenured staff who do not want to do anything new	Apr 11, 2011 8:28 AM
58	Grant writing,	Apr 11, 2011 8:15 AM
59	conflict resolutions, how to build team spirit and consensus	Apr 11, 2011 8:13 AM
60	Team Building, Conflict Resolution, Resource Managemennt	Apr 11, 2011 8:09 AM
61	Decision making based on all of involved parties; navigating the politics of increasing leadership roles; effective program implementation	Apr 11, 2011 8:04 AM
62	I haven't thought about it. I feel most important is developing appropriate interpersonal skills.	Apr 11, 2011 7:57 AM
63	Mangement Skills	Apr 11, 2011 7:52 AM
64	Job or position specific, not general in nature	Apr 11, 2011 7:38 AM
65	Communication skills	Apr 11, 2011 7:33 AM
66	no suggestions	Apr 11, 2011 7:10 AM

Page 3, Q3. What content would you like to see in a leadership training program?

67	Would depend on type of program ... a formal degree program content needs to be inclusive whereas an external leadership would need to be more practical such as program evaluation, outcomes assessment	Apr 11, 2011 7:06 AM
68	interacting with college high level administrtators for feedback and guidance.	Apr 11, 2011 7:06 AM
69	Comprehensive and flexible	Apr 11, 2011 6:55 AM
70	How to influence top administrators.	Apr 11, 2011 6:46 AM
71	leadership training	Apr 11, 2011 6:44 AM
72	no opinion	Apr 11, 2011 6:40 AM
73	human resources	Apr 11, 2011 6:32 AM
74	All the things you can't know what to do when it happens. Nothing is as it states in the textbooks, I would like to hear more experience examples.	Apr 11, 2011 6:32 AM
75	Dealing with conflict--especially personnel issues which have become entrenched!	Apr 11, 2011 6:30 AM
76	review some best practices used at other schools	Apr 11, 2011 6:21 AM
77	motivating employees to be productive and competent	Apr 11, 2011 6:10 AM
78	Teambuilding exercises confilcit resoulution the delivering of negative news to a student	Apr 11, 2011 6:00 AM
79	Supervisor characteristics	Apr 11, 2011 6:00 AM
80	Emphasis on communication, empowering employees on all levels	Apr 11, 2011 5:55 AM
81	I have worked in higher education for over 30 years and do not feel I would benefit from training programs. But, I would welcome the opportunity for some of my staff.	Apr 11, 2011 5:51 AM
82	Exposure to the predominant theories and how they can be applicable to my everyday work experience	Apr 11, 2011 5:48 AM
83	How women leaders can approach poblems more analytically and plan soluions strategically.	Apr 11, 2011 5:26 AM
84	The ability to be mentored by several in the different areas within the college- student services, academics and financials.	Apr 10, 2011 7:40 PM

Page 3, Q4. What characteristics and delivery systems would you like to see in a leadership training program? Please check all that apply.

1	hybrid - online and in person	May 3, 2011 10:00 AM
2	IN PERSON	Apr 26, 2011 9:47 AM
3	None at this time	Apr 15, 2011 7:30 AM
4	weekend / week long in persons intensive; have attempted online leadership coursework it does not work	Apr 11, 2011 12:41 PM
5	I am within 2 years of retirement so it does not make any difference to me.	Apr 11, 2011 8:28 AM
6	Monthly seminars	Apr 11, 2011 8:13 AM

Page 3, Q5. What types of training strategies would fit your personal and professional life? Please check all that apply.

1	THE PROGRAMS MUST BE RELATIVELY INEXPENSIVE IN COSTS.	Apr 26, 2011 9:47 AM
2	1 credit courses that will apply to PhD or another advanced degree. I would like the training to be recognized by the Community Colleges in the state.	Apr 25, 2011 5:09 PM
3	conferences	Apr 25, 2011 1:52 PM
4	A certificate program of some sort would be good. My college does not pay much for tuition reimbursement so formal grad programs are usually too expensive. I have a ton of student loans already for the EdD program I am finishing	Apr 25, 2011 5:49 AM
5	As you can tell from my answers, I strongly believe that even areas that are strengths need to be continually developed and nurtured through training and learning. I would welcome any training opportunity.	Apr 11, 2011 8:09 AM
6	My role is outside the standard college operations so college offerings do not typically meet my needs	Apr 11, 2011 7:10 AM

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