
School of Education Book Chapters

School of Education

11-15-2012

Editor's Notes

Pamela L. Eddy

College of William and Mary, pamela.eddy@wm.edu

Follow this and additional works at: <https://scholarworks.wm.edu/educationbookchapters>



Part of the [Community College Leadership Commons](#)

Recommended Citation

Eddy, Pamela L., "Editor's Notes" (2012). *School of Education Book Chapters*. 41.

<https://scholarworks.wm.edu/educationbookchapters/41>

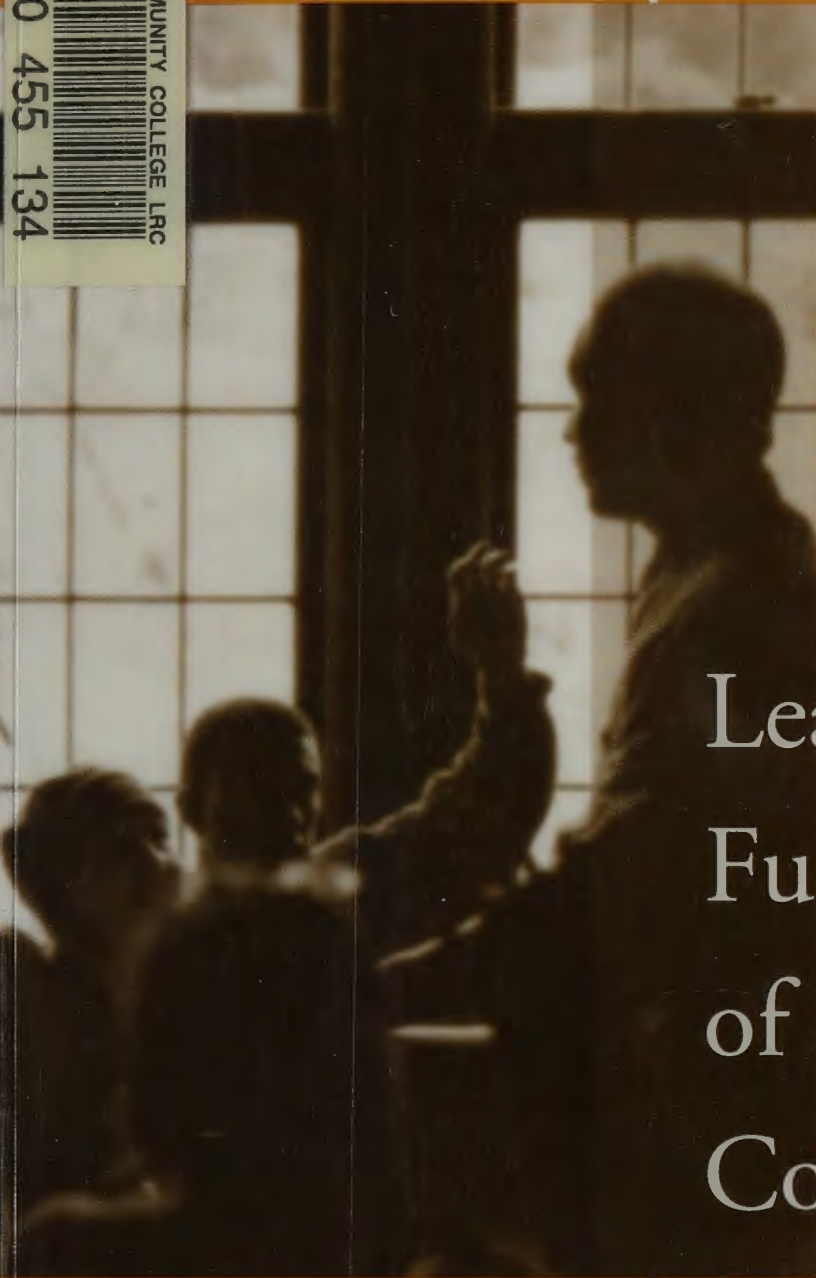
This Book Chapter is brought to you for free and open access by the School of Education at W&M ScholarWorks. It has been accepted for inclusion in School of Education Book Chapters by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

New Directions for
Community Colleges

3 7223 000 455 134



PATRICK HENRY COMMUNITY COLLEGE LRC



Leading for the
Future: Alignment
of AACCC
Competencies
with Practice

Pamela L. Eddy
EDITOR

Number 159 • Fall 2012

Discover this journal online at



WILEY ONLINE LIBRARY

wileyonlinelibrary.com

**New Directions for
Community Colleges**

Arthur M. Cohen
EDITOR-IN-CHIEF

Richard L. Wagoner
ASSOCIATE EDITOR

Allison Kanny
MANAGING EDITOR

Leading for
the Future:
Alignment
of AACCC
Competencies
with Practice

Pamela L. Eddy
EDITOR

Number 159 • Fall 2012
Jossey-Bass
San Francisco

LEADING FOR THE FUTURE: ALIGNMENT OF AACC COMPETENCIES WITH PRACTICE

Pamela L. Eddy (ed.)

New Directions for Community Colleges, no. 159

Arthur M. Cohen, Editor-in-Chief

Richard L. Wagoner, Associate Editor

Allison Kanny, Managing Editor

Copyright © 2012 Wiley Periodicals, Inc., A Wiley Company. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923; (978) 750-8400; fax (978) 646-8600. Requests to the Publisher for permission should be addressed to the Permissions Department, c/o John Wiley & Sons, Inc., 111 River St., Hoboken, NJ 07030; (201) 748-8789, fax (201) 748-6326, www.wiley.com/go/permissions.

NEW DIRECTIONS FOR COMMUNITY COLLEGES (ISSN 0194-3081, electronic ISSN 1536-0733) is part of The Jossey-Bass Higher and Adult Education Series and is published quarterly by Wiley Subscription Services, Inc., A Wiley Company, at Jossey-Bass, One Montgomery St., Ste. 1200, San Francisco, CA 94104. Periodicals Postage Paid at San Francisco, California, and at additional mailing offices. POSTMASTER: Send address changes to New Directions for Community Colleges, Jossey-Bass, One Montgomery St., Ste. 1200, San Francisco, CA 94104.

SUBSCRIPTIONS cost \$89 for individuals in the U.S., Canada, and Mexico, and \$113 in the rest of the world for print only; \$89 in all regions for electronic only; \$98 in the U.S., Canada, and Mexico for combined print and electronic; \$122 for combined print and electronic in the rest of the world. Institutional print only subscriptions are \$292 in the U.S., \$332 in Canada and Mexico, and \$366 in the rest of the world; electronic only subscriptions are \$292 in all regions; combined print and electronic subscriptions are \$335 in the U.S. and \$375 in Canada and Mexico.

EDITORIAL CORRESPONDENCE should be sent to the Editor-in-Chief, Arthur M. Cohen, at the Graduate School of Education and Information Studies, University of California, Box 951521, Los Angeles, CA 90095-1521. All manuscripts receive anonymous reviews by external referees.

New Directions for Community Colleges is indexed in CIJE: Current Index to Journals in Education (ERIC), Contents Pages in Education (T&F), Current Abstracts (EBSCO), Ed/Net (Simpson Communications), Education Index/Abstracts (H. W. Wilson), Educational Research Abstracts Online (T&F), ERIC Database (Education Resources Information Center), and Resources in Education (ERIC).

Microfilm copies of issues and articles are available in 16mm and 35mm, as well as microfiche in 105mm, through University Microfilms Inc., 300 North Zeeb Road, Ann Arbor, MI 48106-1346.

CONTENTS

EDITOR'S NOTES	1
<i>Pamela L. Eddy</i>	
1. Historic Overview of the AACC Competencies	7
<i>Nan Ottenritter</i>	
This chapter provides background on the development process used to create the AACC competencies and describes the consensus-building strategies employed to assure agreement on leadership priorities.	
2. Future Leaders Institute: Rising Leaders and the AACC Competencies	19
<i>Desna L. Wallin</i>	
A review of the Future Leaders Institute and the Future Leaders Institute/Advanced provides links between these leadership development programs and the competencies.	
3. A Holistic Perspective of Leadership Competencies	29
<i>Pamela L. Eddy</i>	
This chapter argues for the use of clusters in thinking about the AACC competencies. Four clusters are presented that highlight the prominence of individual competencies in each cluster approach.	
4. The AACC Competencies in Action	41
<i>Chris Duree, Larry Ebbers</i>	
The research presented in this chapter draws from community college presidents' use of the competencies in their own practice. The chapter points out highly used competencies, less used competencies, and strategies to develop the competencies.	
5. Competencies in the Heartland	53
<i>Brent Cejda</i>	
Rural community colleges face unique challenges given their locales. This chapter focuses on the impact of location on the interpretation and development of the leadership competencies.	
6. Doing the Right Thing: Ethical Leadership and Decision Making	63
<i>Regina L. Garza Mitchell</i>	
This chapter explores how community college presidents make tough decisions that meet the demands of internal and external constituents while maintaining the delicate balance between personal and professional ethics.	

7. Reading the Competencies Through a Feminist Lens	73
<i>Kristin Bailey Wilson, Elizabeth Cox-Brand</i>	
Using discourse analysis, this chapter reviews the AACC competencies to see if underlying assumptions are made regarding who can lead in community colleges and what is the most appropriate manner of leading.	
8. Reflections From the Field: Voices of Experience	85
<i>Delores E. McNair, Daniel J. Phelan</i>	
Sitting presidents were interviewed to learn what they found to be most relevant about the competencies for their own leadership and for the development of future leaders.	
9. Next Steps—Looking to the Future	97
<i>George R. Boggs</i>	
This chapter provides a retro-reflective view of the competencies by Dr. Boggs, the AACC president who fostered the initiation of the competencies. The chapter addresses how the current AACC leadership competencies might have to be expanded or changed.	
10. Leaders, Leveraging, and Abundance: Competencies for the Future	109
<i>Richard L. Alfred</i>	
Abundance involves leveraging resources to achieve greater outcomes than expected. This chapter describes the competencies leaders need to develop and deploy in colleges striving for abundance.	
INDEX	121

EDITOR'S NOTES

Sounding a clarion over a decade ago (Shults, 2001), calls of a leadership crisis in community colleges prompted attention to developing future leaders for two-year colleges. To aid in preparing potential leaders, the American Association of Community Colleges (AACC) initiated their Leading Forward program to help identify what skills and knowledge future leaders required. A series of summits occurred over a two-year period in which experts in community college leadership gathered to discuss and create a set of best practices from the field; ultimately, this information resulted in a report titled *A Competency Framework for Community College Leaders* (AACC, 2004). A year later, the AACC published *Competencies for Community College Leaders* (2005), which included a set of six competencies deemed critical for community college leaders: organizational strategies, resource management skills, communication skills, a willingness to collaborate, advocacy skills, and professionalism. The intention was that the competencies would guide leadership development, both for individuals and through formal training venues. What remains unknown, however, is how the competencies operate in practice.

Though a number of dissertations have begun to use the competencies as a framework for evaluation or guidance for future leaders (Duree, 2007; Haney, 2008; Hassan, 2008; Schmitz, 2008), scant publications are available on the topic for practitioners (Eddy, 2010; Hasson, Dellow, and Jackson, 2010; McNair, 2010; McNair, Duree, and Ebbers, 2011; Sinady, Floyd, and Mulder, 2010). Furthermore, although the *Competencies* report was well received by community college leaders and scholars, a recent survey showed that leadership development and training programs were not yet addressing these skill areas (AACC, 2008).

If the AACC competencies indeed provide a framework to guide development of future leaders, how are they being used by individuals to prepare for the demanding roles of community college presidents and other institutional leaders? As a framework, the competencies by their very nature are broad based and all encompassing. Thus, the application of the skills may differ for those in rural areas relative to urban locales, for those leading institutions with localized challenges that may range from financial exigency to burgeoning enrollments of new immigrants, and for women leaders relative to men. Likewise, placement along the career pathway may make a difference in how the competencies are applied. New leaders may find immediate need for skills in resource management or organizational strategy, whereas seasoned leaders may have more call for expertise in collaboration and advocacy. What remains clear is the need to help support

and encourage talented individuals to seek top-level positions in community colleges.

An underlying premise for the AACC competencies is that learning about leadership is a lifelong endeavor. As adult learners, community college leaders tie in their new learning with past experiences, ultimately expanding their understanding of leadership. It therefore becomes critical to think about the types of leadership development that occur along the leadership pipeline and how aspiring leaders acquire the requisite competencies to lead in these challenging times. Recently, Wallin (2010) edited a volume of *New Directions for Community Colleges* that reviewed leadership in an era of change. Wallin's volume focused on a range of issues dealing with leadership development, but did not address the role of the AACC competencies and the implication of the competencies in practice. The broad foundation of leadership development provides a showcase for how the competencies are interpreted, thus allowing us to learn what is really working in practice.

Recent advances in leadership theory underscore the need for collaborative leadership (Hickman, 2010). Shifts away from hierarchical leadership models (Kezar, Carducci, and Contreras-McGavin, 2006) to more inclusive leadership (Hickman, 2010) require different skills and approaches to leading. Even though the competencies include collaboration as a skill set, current conceptions of this skill apply predominantly to outside collaborations versus working collaboratively within the institution to share leadership. The question then becomes how the existing competencies might be reinterpreted to accommodate for shifts in practice and the need for contextual competencies among leaders (Eddy, 2010).

Today's leaders need to be innovative as they work to meet the challenges facing their institutions, leveraging resources and personnel to realize greater outcomes (Alfred, Shults, Jaquette, and Strickland, 2009). Strategic leadership becomes the mode of operation. Yet the needs and context of challenges vary among colleges. This volume seeks to document the ways in which the AACC competencies have been applied in practice, to investigate the utility and range of the competencies, and to suggest next steps for revisions of the competencies to help improve leadership development.

The inclusion of empirical data in the chapters showcased for others a variety of ways to apply the competencies in their own settings. Those involved in leadership development, aspiring leaders, and institutional leaders can use the chapters to guide training and development opportunities within community colleges. Researchers and policymakers will find utility in the information presented to advance leadership theory and policy implementation to meet the needs of changing demographics and conceptions of community college leadership.

Chapter One, by Nan Ottenritter, provides a context for the establishment of the competencies. She outlines the historic backdrop that included

an extensive data-gathering process, which resulted in the creation of the six competencies. Lessons learned fall into two domains: (1) designing and implementing a national project inclusive of a wide range of voices, and (2) current approaches and thinking about leadership in community colleges.

Chapter Two, by Desna Wallin, describes how the AACC leadership development programs utilize the competency framework. Preparing community college leaders for an uncertain future is a daunting task. In the plethora of available leadership programs, serendipity seems to be the dominant theoretical underpinning. Ideally, a meaningful leadership development program should be based on foundational principles that have proven to be both valid and reliable over time. In the development and subsequent revisions of the structure and curriculum of the AACC Future Leaders Institute and the Future Leaders Institute/Advanced, the AACC competencies are interwoven throughout each presentation, activity, and reflection to provide a foundation for training. The result is a comprehensive and coherent leadership development opportunity for rising leaders in America's community colleges.

Chapter Three, by Pamela Eddy, argues for the use of clusters in thinking about the competencies. Four clusters are presented: inclusivity, framing meaning, attention to the bottom line, and systems thinking. Overarching these clusters is the need for contextual competency in which leaders align their approaches based on their college's context.

Chapter Four, by Chris Duree and Larry Ebbers, provides data from a national survey of community college presidents regarding their views of the competencies. In particular, the research points out what competencies are viewed as most critical, what competencies require more professional development, and what competencies receive less prominence in practice. The chapter concludes with advice for sitting and aspiring presidents on targeted critical areas for development.

Chapter Five, by Brent Cejda, reviews the types of challenges facing rural community college leaders in particular. Repeated references in the leadership literature regarding how mission, location, culture, and constituencies influence an institution also suggest that there are differences between rural community colleges and their urban and suburban counterparts. This chapter focuses on the impact of location on the interpretation and development of the leadership competencies.

Chapter Six, by Regina Garza Mitchell, explores how community college presidents make tough decisions that meet the demands of internal and external constituents while maintaining the delicate balance between personal and professional ethics, mission, and vision. Ethical decision making is woven into assumptions of many of the current AACC competencies.

Chapter Seven, by Kristin Bailey Wilson and Elizabeth Cox-Brand, provides a review of the competencies using the lenses of gender and race for analysis. The chapter reviews the AACC competencies using discourse analysis to determine if underlying assumptions are made regarding who

can lead in community colleges and what is the most appropriate manner of leading.

Chapter Eight, by Delores McNair and Dan Phelan, builds on interviews with six current presidents in which the presidents were asked to reflect on their pathway to the corner office and to review which of the competencies they have found to be most valuable in their practice. In addition, the participants were asked to address how they are building leadership development opportunities for their own staff and what competencies are highlighted in this training.

Chapter Nine, by George Boggs, presents suggestions for the competencies into the future. During his presidency at AACC, it was Dr. Boggs who initiated the study about the impending turnover in leadership in community colleges and was the steward of the process resulting in the competencies. In this chapter, Boggs argues that the competencies are not static. He discusses emerging challenges for colleges and reviews what leadership competencies will be needed to address these challenges.

Chapter Ten, by Richard Alfred, explores the countervailing forces inside and outside of colleges that demand skills and competencies unlike those required of earlier leader generations. This chapter describes the competencies leaders need to develop and deploy in colleges striving for abundance—a state achieved by institutions when their resources are leveraged to a level beyond reasonable expectation.

In summary, this volume provides information that will allow the reader a better understanding of the formation of the AACC competencies, their use in leadership development programs and in practice, and possible changes to the listing in the future. In particular, readers will understand better the thinking behind the construction of the competencies and how their use in practice emphasizes those most critical to leaders and those that leaders need more support to master. In addition, the changing environment of higher education places new demands on leaders, and as a result, the AACC competencies must expand and adjust to reflect this new climate. Each chapter includes campus-based examples, offers best practices, or covers implications for practice and policy in using the competencies in the field. New and seasoned leaders can transfer the information and best practices presented within this volume to their institutions. Likewise, leadership development programs can implement the concepts as they strive to train the leaders of the future.

Pamela L. Eddy
Editor

References

Alfred, R., Shults, C., Jaquette, O., and Strickland, S. *Community Colleges on the Horizon: Challenge, Choice or Abundance*. New York: Rowman & Littlefield, 2009.

- American Association of Community Colleges. *A Competency Framework for Community College Leaders*. Washington, D.C.: American Association of Community Colleges, 2004.
- American Association of Community Colleges. *Competencies for Community College Leaders*. Washington, D.C.: American Association of Community Colleges, 2005.
- American Association of Community Colleges. *Leading Forward Report*. Washington, D.C.: American Association of Community Colleges, 2008.
- Duree, C. A. "The Challenges of the Community College Presidency in the New Millennium: Pathways, Preparation, Competencies, and Leadership Programs Needed to Survive." Unpublished doctoral dissertation, Iowa State University, 2007.
- Eddy, P. L. *Community College Leadership: A Multidimensional Model for Leading Change*. Sterling, Va.: Stylus, 2010.
- Haney, R. J. "Illinois Community College Administrators' Perceptions of the American Association of Community Colleges Six Competencies for Community College Leaders." Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign, 2008.
- Hassan, A. M. "The Competencies for Community College Leaders: Community College Presidents' and Trustee Board Chairpersons' Perspectives." Unpublished doctoral dissertation, University of South Florida, 2008.
- Hassan, A. M., Dellow, D. A., and Jackson, R. J. "The AACC Leadership Competencies: Parallel Views From the Top." *Community College Journal of Research and Practice*, 2010, 34(1-2), 180-198.
- Hickman, G. R. *Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings*. Thousand Oaks, Calif.: Sage, 2010.
- Kezar, A. J., Carducci, R., and Contreras-McGavin, M. "Rethinking the 'L' Word in Higher Education: The Revolution of Research on Leadership." *ASHE-ERIC Higher Education Report*, 31(6). San Francisco: Jossey-Bass, 2006.
- McNair, D. E. "Preparing Community College Leaders: The AACC Core Competencies for Effective Leadership and Doctoral Education." *Community College Journal of Research and Practice*, 2010, 34(1-2), 199-217.
- McNair, D. E., Duree, C. A., and Ebberts, L. "If I Knew Then What I Know Now: Using the Leadership Competencies Developed by the American Association of Community Colleges to Prepare Community College Presidents." *Community College Review*, 2011, 39(1), 3-25.
- Schmitz, G. R. "Leadership Preparation and Career Pathways of Community College Presidents." Unpublished doctoral dissertation, Iowa State University, 2008.
- Shults, C. *The Critical Impact of Impending Retirements on Community College Leadership*. Leadership Series Research Brief no. 1. Washington, D.C.: American Association of Community Colleges, 2001.
- Sinady, C., Floyd, D. L., and Mulder, A. E. "The AACC Competencies and the PhD Completion Project: Practical Implications." *Community College Journal of Research and Practice*, 2010, 34(1-2), 218-226.
- Wallin, D. L. (Ed.). *Leadership in an Era of Change*. New Directions for Community Colleges, no. 149. San Francisco: Jossey-Bass, 2010.

PAMELA L. EDDY is associate professor of higher education in Educational Policy, Planning and Leadership at the College of William and Mary.

- Shults, C. *The Critical Impact of Impending Retirements on Community College Leadership*. Research brief, Leadership Series No. 1. Washington, D.C.: American Association of Community Colleges, 2001.
- Vaughan, G. B., and Weisman, I. M. *The Community College Presidency at the Millenium*. Washington, D.C.: Community College Press, 1998.
- Wallin, D. L. "Professional Development for Presidents: A Study of Community and Technical College Presidents in Three States." *Community College Review*, 2002, 30(2), 27-41.
- Wallin, D. L. *The CEO Contract: A Guide for Presidents and Boards*. Washington, D.C.: Community College Press, 2007.

DESNA L. WALLIN, a former community college president in Iowa and North Carolina, currently serves as associate professor in the Department of Lifelong Education, Administration and Policy at the University of Georgia and is a contributing faculty in the Higher Education and Adult Learning doctoral program of Walden University.