

# Community College Leadership

A Multidimensional Model for Leading Change



## Pamela L. Eddy

Foreword by George R. Boggs

# Community College Leadership A Multidimensional Model For Leading Change

**American Educational Research  
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## **Community College Leadership A Multidimensional Model For Leading Change:**

**Community College Leadership** Pamela L. Eddy, 2023-07-03 Two year colleges are facing major change. The majority will undergo a turnover in college presidencies in the next ten years at a time when they are being asked to be engines for economic growth, enable more students and a greater diversity of students to gain 21st century qualifications and provide a pathway to higher degrees all with reduced state and local funding. Recognizing that future community college leaders at all levels will manage increasingly complex organizations and face very different challenges than their predecessors, this book provides a multidimensional model of leadership suited to these new demands and environments. The model addresses issues of leader cognition, race and gender, the importance of culture and the need for more collaborative modes of communication and decision making to frame and implement change. It recognizes that there is no longer any one way to lead and that the next generation of leaders will be more diverse, possess experience and qualifications from a wider variety of careers and follow new pathways to their positions. Leaders in the future will possess a cultural competency that is fostered by being lifelong learners. Through over 75 individual interviews with leaders and campus members, Eddy is able to provide examples of the model's components in practice and to illuminate which experiences proved the most relevant for these leaders on their route to upper administration. She shows how her model intersects with the leadership competencies defined by the American Association of Community Colleges and proposes strategies for future leadership development. This book is intended for anyone considering a leadership position at any level in a community college, for college administrators and boards responsible for leadership development programs and for individuals in corresponding organizations who conduct training programs for aspiring leaders. Likewise, those employed at four year universities may find value in the model as a developmental tool.

**Community College Leadership** Pamela Lynn Eddy, 2023 Two year colleges are facing major change. The majority will undergo a turnover in college presidencies in the next ten years at a time when they are being asked to be engines for economic growth, enable more students and a greater diversity of students to gain 21st century qualifications and provide a pathway to higher degrees all with reduced state and local funding. Recognizing that future community college leaders at all levels will manage increasingly complex organizations and face very different challenges than their predecessors, this book provides a multidimensional model of leadership suited to these new demands and environments. The model addresses issues of leader cognition, race and gender, the importance of culture and the need for more collaborative modes of communication and decision making to frame and implement change. It recognizes that there is no longer any one way to lead and that the next generation of leaders will be more diverse, possess experience and qualifications from a wider variety of careers and follow new pathways to their positions. Leaders in the future will possess a cultural competency that is fostered by being lifelong learners. Through over 75 individual interviews with leaders and campus members, Eddy is able to provide examples of the model's components in practice and to illuminate which

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**Handbook of Research on the Changing Role of College and University Leadership** Miller, Michael T., Gearhart, G. David, 2021-06-04 Higher education has changed significantly over the past 50 years and the individuals who provide leadership for these institutions has similarly changed. The pathway to the college presidency once the domain of academic administration has diversified as an increasing number of development officers student affairs and enrollment management professionals and even politicians have become common in the role. It is important to understand who the presidents are in the current environment and the challenges they face. Challenges such as dealing with the COVID 19 pandemic enrollment shortfalls Title IX and athletic scandals have risen to the forefront and have contributed to the issues and role of college and university leadership. The Handbook of Research on the Changing Role of College and University Leadership provides important research on the topic of college and university leadership especially focusing on the changing role of the college president. The chapters discuss college leadership as it is now and how it will evolve into the future. Topics included are the role of the president at various types of universities their involvement within university functions and activities and the duties they must carry out and challenges they face. This book is ideal for professionals and researchers working in higher education including faculty members who specialize in education public administration the social sciences and management along with teachers administrators teacher educators practitioners researchers academicians and students who are interested in college and university leadership and how this role is transforming.

*Administration, Leadership, Finance, and Budgeting in Higher Education and Student Affairs* Gabriel R. Serna, Florence M. Guido, Gabriel Pulido, 2025-10-06 This book will lay the foundation for neophyte student affairs administrators to understand their role more clearly in how money works and for whom. It weaves together traditionally bounded topics of administration finance budgeting and even leadership and management and shows how those aspiring to student affairs leadership roles can individually and collectively center diversity and equity using theory and research to inform their administration leadership finance and budgeting practices. It will increase your literacy in finance and budgeting and enhance your leadership in higher education and student affairs. In the chapters about administration you gain knowledge about administration and management in student affairs and an understanding of organizational structure in student affairs and higher education through the lens of organizational theories. Leadership theories and practice are discussed extensively and in depth in the following four chapters. While exploring these theories the authors skillfully

integrate their own personal leadership experiences into the existing knowledge. The distinctive value of the leadership content is the inclusion of leadership at HBCU AANAPISI Tribally Controlled Colleges HIS and community colleges. In the remaining ten chapters not only will you grasp a comprehensive understanding of the theoretical framework of finance in higher education but also acquire literacy of the nuts and bolts of finance and budgeting including the related federal policies on finance and spending and their implementation in higher education and student affairs. In addition individual i e reflective and group exercises at the end of each chapter engage students who can apply this necessary knowledge to student affairs and higher education's numerous and varied contexts. Understanding Community Colleges John S. Levin, Susan Kater, 2013. Understanding Community Colleges provides a comprehensive review of the community college landscape management and governance finance student demographics and development teaching and learning policy faculty and workforce development and bridges the gap between research and practice. This contributed volume brings together highly respected scholars in the field who rely upon substantial theoretical perspectives critical theory social theory institutional theory and organizational theory for a rich and expansive analysis of community colleges. The latest text to publish in the Core Concepts in Higher Education series this exciting new text fills a gap in the higher education literature available for students enrolled in Higher Education and Community College graduate programs. This text provides students with A review of salient research related to the community college field Critical theoretical perspectives underlying current policies An understanding of how theory links to practice including focused end of chapter discussion questions A fresh examination of emerging issues and insight into contemporary community college practices and policy. **Higher Education Leadership** Rozana Carducci, Jordan Harper, Adrianna Kezar, 2024-02-06. Sharing the new and evolving approaches to higher education leadership that foster liberatory systemic change. Higher Education Leadership offers a groundbreaking exploration of leadership in higher education. Rozana Carducci, Jordan Harper, and Adrianna Kezar challenge traditional paradigms and ideologies that hinder progress advocating instead for liberatory systemic change. The authors highlight new and evolving interdisciplinary leadership approaches for resisting and dismantling oppressive systems including neoliberalism and white supremacy within and beyond higher education organizations. This comprehensive textbook synthesizes decades of leadership scholarship and dissects the limitations of hierarchical and individual centered models prevalent in higher education. Through critical analysis the authors unveil process centered shared power and equity oriented approaches that prioritize liberation. By translating classic and revolutionary theories they empower current and aspiring higher education leaders to reimagine their roles to create more meaningful impact. The authors bring theory to life by exploring the specific context of higher education and providing practical applications. Their survey also identifies gaps in knowledge and methodologies and provides ideas for future leadership research. They invite readers to view leadership as both a problem to be interrogated and dismantled as well as a pathway to a more liberatory future. By recognizing these dual possibilities of leadership the authors

open the door to powerful insights while also offering a cautionary tale. With enriching case studies, vignettes and discussion questions, Higher Education Leadership serves as an essential resource for graduate classrooms and professionals seeking to critique existing leadership practices and forge new pathways that foster equity and systemic transformation. This thought provoking textbook offers a new vision for higher education scholars and leaders committed to fostering inclusive, anti-racist and equitable universities.

**Surviving Sexism in Academia** Kirsti Cole, Holly Hassel, 2017-06-26. This edited collection contends that if women are to enter into leadership positions at equal levels with their male colleagues, then sexism in all its forms must be acknowledged, attended to, and actively addressed. This interdisciplinary collection, *Surviving Sexism in Academia: Strategies for Feminist Leadership*, is part storytelling, part autoethnography, part action plan. The chapters document and analyze everyday sexism in the academy and offer up strategies for survival, ultimately lifting the veil from the good old boys' business-as-usual culture that continues to pervade academia in both visible and less visible forms. Forms that can stifle even the most ambitious women in their careers.

**Creating Strategic Partnerships** Marilyn J. Amey, Pamela L. Eddy, 2023-07-03. What are the characteristics and conditions that lead to successful educational partnerships? What can we learn from partnerships that fail, cannot be sustained over time, or cease to benefit their partners? This book serves as a guide to the successful implementation of partnerships. It provides the context and tools for readers who are responding to the increasing demands of policy makers, funders, and institutional leaders to use partnerships to address local, state, and federal issues, achieve external mandates, meet public or internal agendas, or pursue international collaborations. This guide provides an evidence-based framework for institutional and organizational leaders to develop the vision, shared values, and norms to achieve the partnership capital that will sustain an enduring relationship. It offers a three-phase model of the development process of collaboration, together with a tool box for those charged with partnering and leading organizational change, and includes a template for both creating new partnerships and sustaining existing ones. The authors start by differentiating between traditional, often ad hoc partnerships and strategic partnerships that align organizational strategy with partnership actions, and by identifying the importance of moving beyond incremental or surface first-order change to develop deep second-order change through which underlying structures and operations are questioned and new processes emerge due to the partnership. They offer analyses and understandings of seven key components for success, exploring motivations, developing partner relationships, communicating and framing purpose, creating collaborative structures and resources, leading various partnership stages, generating partnership capital, and implementing strategies for sustaining partnerships. Each chapter concludes with a case study to provide more understanding of the ideas presented and for use in training or classes. This guide is addressed to policy makers and educational leaders, college administrators, and their non-profit and business partners to enable them to lead and create strategic partnerships and facilitate organizational change.

**Examining Leadership Approaches of Community College Administrators** Jametoria Lynette Houston-Burton, 2017. The purpose of the

study was to explore the personal perspectives of three select state college administrators regarding their purpose values and beliefs they inherently espouse about leadership developmental education and academic success The researcher examined the ways in which community college administrators used communication strategies to lead change processes within their organizations The researcher identified the administrators leadership approaches in leading a major redesign of a developmental education program at a large community college in Florida The following primary research question was explored What are the strategies adopted by the select state college administrators leading a major developmental education redesign initiative within a community college Utilizing a qualitative approach the methodology encompassed comparative case study including interviews observations and selected document analysis The conceptual framework utilized Walumbwa Avolio Gardner Wernsing and Peterson s 2008 authentic leadership model adaptive communication from Heifetz Linsky and Grashow s 2009 adaptive change model agile leadership approaches based on elements of Eddy s 2010a multidimensional leadership model and leadership competencies identified by the American Association of Colleges and Universities 2005 Results of the study included four primary considerations a the influence of a leader s past experiences contextualized the approach to leading change in developmental education redesign b the leader s intrinsic values and beliefs formed the foundation to conceptualize change in developmental education redesign c the leader s sensemaking and communication necessitated the understanding of complex change d leadership qualities and approaches facilitated acceptance adaptation and management of leading change in developmental education redesign Recommendations included processes for new employee orientation educational advocacy professional development strategic planning mentorship and collective bargaining

**Community College Leadership and Administration** Carlos Nevarez,J. Luke Wood,2010 The breadth and depth of this book is unequaled The chapter on the community college s role in the achievement gap is must reading for the next generation of community college executives Ned Doffaney Chancellor North Orange County Community College

**Community College Journal** ,1999     *Facilities Manager* ,2001     **Managing Change** George A. Baker,1998 Focusing on the process by which community college leaders influence and manage their institutions this monograph presents the Core Values Model an organizational design that shows the interaction of three main elements external forces college systems and processes and outcomes A brief introduction describes the model asserting that external forces drive leaders leaders in turn develop systems to produce individual and group responses and these responses produce outcomes and accountability data The three components of the model are then described beginning with the drivers or the external environment and college leadership Next systems and processes commonly affected by leaders are discussed including college mission and educational strategies the college culture and information technology systems Two types of outcomes i e responses to leaders systems and accountability data are described highlighting issues and techniques for achieving adequate responses within the college community Change strategies employed by 10 community colleges are briefly

described Alabama Southern Community College Colorado s Community College of Denver Hazard Community College Kentucky James Sprunt Community College South Carolina Texas Laredo Community College Macomb Community College Michigan Florida s Miami Dade Community College Midlands Technical College South Carolina Palomar College California and California s Santa Barbara City College Finally an overview of strategies used by colleges and recommendations for implementing best practices are presented Contains 19 references BCY Community, Technical, and Junior College Journal ,1990 *American Educational Research Association Annual Meeting Program* American Educational Research Association,2005 Resources in Education ,1997 **Current Index to Journals in Education** ,2000 Comprehensive Dissertation Index ,1989 **Breaking Tradition** Marilyn Amey,2000 University based community college leadership programs are meeting not only student needs but also the needs within their states This report from the American Association of Community Colleges AACC s Leading Forward initiative highlights strategies and practices of six new programs formed since 2000 that are breaking tradition through their use of flexible scheduling innovative delivery methods and strong partnerships among universities community colleges and others concerned with developing community college leaders The insights and lessons discussed in this report should assist both college leaders and policymakers as they continue to tackle the critical task of nurturing and developing strong and effective leaders Contains 6 tables and 3 figures

*Wisconsin Charter Schools* ,2004

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