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Dissertation

Trustee's Perceptions of Succession Planning

May 2012

AN EXAMINATION OF MARYLAND COMMUNITY COLLEGE TRUSTEES'
INTENTIONS TO PROMOTE SUCCESSION PLANNING

by

Daphne Renee Snowden

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

MORGAN STATE UNIVERSITY

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ABSTRACT

Title of Dissertation: AN EXAMINATION OF MARYLAND COMMUNITY
COLLEGE TRUSTEES' INTENTIONS TO PROMOTE
SUCCESSION PLANNING

Daphne Renee Snowden, Doctor of Education, May
2012

Dissertation chaired by: Sylvester McKay, Ph.D., Department of Advanced
Studies, Leadership & Policy

The purpose of this study was to examine Maryland community college trustees' intentions to promote succession planning. This study focused on community college trustees' understandings of their roles and responsibilities related to sustainability of institutions, their knowledge of the leadership crisis, and their intentions to promote succession planning in Maryland community colleges. Two major concerns guided this research: (a) the projected large numbers of community college leaders and staff retiring and preparing for retirements and (b) the need to ensure that current employees are prepared to successfully transition into leadership positions while maintaining the stability and continuance of the institution.

Starting with the theory of planned behavior as the theoretical framework, a questionnaire was used to measure trustees' knowledge of the leadership crisis, attitudes towards succession planning, subjective norms about succession

planning, and perceived behavioral control of succession planning with trustees' intentions to promote succession planning in Maryland community colleges. The study employed a quantitative research methodology to collect data from the community college trustees associated with the 16 public community colleges in Maryland.

The data suggested that Maryland community college trustees believe their primary role and responsibility is to appoint and evaluate the institution's president. The study also revealed that trustees were aware of the pending leadership crisis. In examining succession planning through the lens of the theory of planned behavior, the results suggested that participating trustees had favorable attitudes towards succession planning, felt pressured from the faculty and staff (subjective norms) about succession planning, held favorable perceptions of their perceived behavioral control of succession planning; and indicated intentions to promote succession planning in Maryland community colleges. The data also supported the development of succession planning policies for presidential recruitment and succession planning practices for key positions throughout the institution. Recommendations included: (a) succession planning being incorporated in the institution's strategic plan, (b) trustees participating in succession planning professional development training, and (c) recruitment practices throughout the institution that incorporated succession planning elements. The study concluded with future research recommendations

to further enhance the literature about succession planning in community colleges.

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has been approved

May 2012

DISSERTATION COMMITTEE APPROVAL:

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DEDICATION

First, I want to give all honors to God, my personal savior and this dissertation is dedicated to my son, Christopher Jamal Snowden. From the voice of Billy Dee Williams, *“Success is nothing without someone you love to share it.”* I love you Chris.

Mahogany (1975)

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CHAPTER I

INTRODUCTION

Background of the Study

As colleges are faced with large-scale retirements in their leadership ranks and researchers are asking the question: what will be done to replace the previous leaders and ensure institution sustainability (Altman, 2006; Campbell, 2002; Freeze, 2005; Little, 2002; Shults, 2001; VanDusen, 2006)? Hargreaves (2005) suggested that “one of the most significant factors affecting the life of a school” and sustainability of its efforts is leadership succession (p. 164).

Leadership succession encourages colleges to seek leadership inside their own institutions through the use of succession planning (Carroll, 2004; Christie, 2005; Hargreaves, 2005; Jeandron, 2006). Carroll (2004) concluded that some “colleges have undertaken a process that seriously looks at its own sustainability” (p. 1). The purpose of this study was to examine community colleges trustees’ intentions to promote succession planning to ensure institution sustainability as institutions face the anticipated leadership crisis.

Succession planning is an evolving topic and is recognized in the corporate sector as an effective method to prepare potential leaders for future vacancies (Rothwell, 2005). Primarily used in business and industry, succession planning originated in the early 1980s with a narrow focus that concentrated on the development of selected individuals to fill selected positions (Lopez-Molina, 2008, Rothwell, 2005). However, since its inception, succession planning has

evolved into a leadership development practice designed to identify and nurture talent in multiple employees to replace key personnel, ensuring an organization's sustainability (Atwood, 2007; Carroll, 2004; Carter, 1986; Caudron, 1999; Levit & Gikakis, 1994; Rothwell, 1994, 2005).

As noted by Rothwell (2005), "top managers are aware that continued survival of the organization depends on having the right people in the right places at the right time to do the right things" (p. 18). Dyck, Mauws, Starke, and Mischke (2002) suggested that succession planning is a management process commonly referred to as passing the baton. The relay race metaphor is used to emphasize that succession planning is not only transitioning from one individual to another but, also to suggest that timing is important in succession planning as well.

For community colleges the timing is now. Shults (2001) reported that community colleges are facing an impending leadership crisis due to baby boomer retirements. Shults continued that these retirements are critical because "inestimable experience and history, as well as an intimate understanding of the community college mission, values, and culture, will disappear, leaving an enormous gap in the collective memory and the leadership of community colleges" (p. 2). These retirements represent the current community college presidents who began their careers in the 1960s and 1970s and are now preparing to exit.

Weisman and Vaughan (2007) implemented the *Career and Lifestyle Survey*. The survey was distributed to 897 community college presidents; 545 presidents responded. The sample included community college presidents who had served five or more years as a community college president. The survey findings concluded that 84% of the participating presidents would be retiring in the next 10 years.

Consequently, community colleges will need to be prepared to address the mass leadership exodus. With trustees having the ultimate responsibility for the recruitment and evaluation of the community college president, Bumpas (1998) proposed that “it’s the board that counts; I want to know what they think” (p. 177). Echoing Bumpas, Little (2002), while serving as President of the Association of Community College Trustees, recognized the impact that the baby boomer retirements could have on community colleges and suggested that trustees take a proactive approach to leadership development.

Giving the important role of trustees, the current study used a theory of planned behavior approach to examine trustees’ intentions to promote succession planning in Maryland community colleges. The theory of planned behavior was defined as intentions towards behaviors that can be predicted with high accuracy from attitudes towards the behavior, subjective norms, and perceived behavioral control of the behavior (Ajzen, 1985). A knowledge variable was added to the model which provided the researcher an opportunity to

examine trustees' understandings of the leadership crisis; a crisis that drives the need for succession planning.

Leadership Crisis in Higher Education

In many respects, the leadership crisis and the need for future leaders in academia mirrors that of the business community. Filan (1999) suggested that higher education is not exempt from the global workforce retirement trends. The United States Bureau of Labor and Statistics projected as many as 6,000 positions in higher education administration will need to be filled annually through 2014 (Leubsodorf, 2006). Many of these positions will be in community colleges. Weisman and Vaughan (2007) concluded that community college administrator retirement rates would reach 84% by 2016.

Not since the tremendous growth periods of the 1960s have community colleges required so many new leaders (Shults, 2001). The American community college system is now at a critical turning point with so many college administrators retiring or preparing to retire (Betts, Urias, Chavez, & Betts, 2009; Leubsodorf, 2006). For example, Leubsodorf (2006) reported that Montgomery College in Maryland was one of several institutions experiencing significant senior level retirement rates, creating an immediate leadership crisis. The study further concluded that 55% of Montgomery College's administrators, 65% of the faculty, and 42% of the associate faculty were 55 years of age or older and 45% of the same population were eligible for retirement in 2010.

Selingo and Carlson (2006) argued that the employee turnover in academia is expected to be at 17% annually and institutional leadership can no longer overlook developing internal candidates. “Although the majority of authors seem to be concerned about the presidency, scholars also mentioned that the surge in retirements will occur at all levels of administration and, to a lesser extent, at the faculty level as well” (Keim & Murray, 2008, p. 118). Barwick (2002) suggested that the “traditional pipeline to presidency . . . is dwindling to a trickle” (p. 8). However, academia neglects to utilize succession planning, one of the best business practices used to develop new leaders and ensure sustainability (Blumenstyk, 2005; Gonzalez, 2010).

Trustees and Governance

McPhail, Dobbins, and Womack (2005) took the position that “trustees have the power to promote . . . sustainability of community colleges by exercising their role as educational leaders and in producing the changes needed to face the challenges of sustaining community colleges for the next generation” (p. 8). Community colleges are being called upon to exert visionary leadership at all levels, especially as it relates to the board of trustees (Zeiss, 1995). Given the emerging leadership crisis, trustees need to redefine their roles and exercise their responsibility to develop new policies that ensure institution sustainability because the future of higher educational institutions remains in the hands of the board of trustees (Little, 2002; McPhail et al., 2005; Polonio, 2005).

Little (2002) argued that community college trustees must do more to preserve and increase the leadership pool. He continued that community college trustees will need to: (a) support and encourage advancement and training opportunities on and off campus for administrators at all levels throughout the institution; (b) identify and implement strategies to retain current presidents longer (strategies that include ensuring comparable salaries that equal and accommodate work expectations, as well as strategies that ensure funding authorities are aware of the necessary fundamentals needed to maintain good community college presidents); and (c) participate in training sessions designed for potential chief executive officers. Similarly, Walker (n.d.) suggested that trustees will need to implement strategies that recognize leadership succession as a critical management tool to ensure a seamless transition from one leader to another as institutions face the growing leadership crisis.

The truth is, we are in a crisis now, but it is a crisis that is unfolding very quietly. We're a bit like a person who is sleeping on an air mattress, and the air is slowly coming out, so slowly you barely feel it, until your head hits the cement. By then, it's really hard to re-inflate the mattress.

(Friedman, 2006, p. 326)

The leadership crisis has alarmed many academic leaders and caused them to explore options that will attract, retain, and develop new leaders who can build and sustain institutions for the future (Zeiss, 2005). Recognizing the increasing need for new leaders, it is critical that community colleges reconsider

current professional development and succession planning practices to develop leaders internally (Betts et al., 2009). Given today's retirement trends and the potential leadership crisis, policies related to succession planning have become imperative to ensure continued success of higher education institutions (Little, 2002; McKinnon, 2006; Rothwell, 2005). "Yet an astonishing number of institutions have no succession planning process in place, and trustees themselves are more dissatisfied with this aspect of their work than any other" (Bowen, 2008, p. 1). However, Brown and Burke (2007) argued that community college trustees are starting to embrace the new leadership era as senior community college administrators retire since they "cannot afford a leadership deficit at a time when leadership is most important" (p. 446).

Statement of the Problem

The necessity to hire numerous community college leaders has emancipated the need for trustees to take a proactive approach to leadership development (Little, 2002). Given today's retirement trends, policies related to succession planning have become an obligation to ensure institution continuity in preparation for the anticipated leadership crisis (McKinnon, 2006). In study conducted by the American Association Community College (AACC), Shults (2001) reported that 45% of the responding presidents indicated that they planned to retire by 2007 and that the remaining presidents would retire by 2011. Later in 2002, AACC sponsored a leadership summit that focused on the future

stability of community colleges. The summit focused on the impending leadership crisis and the preparedness or lack of preparedness of new administrators available to fill the leadership gaps (Shults, 2001; Wallin, 2006; Weisman & Vaughan, 2007). This assertion was further supported by O'Banion and Kaplan (2003) who documented that community colleges would face an impending leadership crisis, possibly causing a leadership gap, if measures are not implemented to ensure leadership preparedness. To that note, Little (2002) suggested that community college trustees will need to be proactive in identifying strategies that address the anticipated leadership crisis. Trustees will need to redefine their roles and accept responsibility for changing policies that promote institution sustainability; because the future of higher educational institutions remains in the hands of the board of trustees (McPhail et. al., 2005). Mirroring the corporate sector; universities and community colleges have begun to embrace succession planning; however, its use is still minimal and "trustees themselves confess that they are more dissatisfied with this aspect of their work than with any other" (Bowen, 2008, p. 1).

Purpose of the Study

The purpose of the current study was to examine Maryland community college trustees' intentions to promote succession planning at their institutions. The correlational research design used the knowledge of the leadership crisis and elements of the theory of planned behavior (attitudes, subjective norms, and

perceive behavioral control) as the independent variables and trustees' intentions to promote succession planning as the dependent variable. A survey instrument was designed and distributed to the trustees affiliated with the 16 Maryland community colleges which generated mainly quantitative data. The study also explored trustees' understandings of their roles and responsibilities, the potential community college leadership crisis and the impact the crisis will have on community college sustainability.

Theoretical Framework

The current study examined trustees' intentions to promote succession planning to address the leadership crisis using the theory of planned behavior as the theoretical framework to guide the research. According to Ajzen (1991), the theory of planned behavior (TpB) is a value-expectancy behavior model that is used to predict behaviors and to explain what motivates individuals to engage in behaviors. TpB was derived from the theory of reasoned action. The theory of reasoned action was designed to improve the ability to predict human behavior through recognition of the connection between beliefs, attitudes, norms, intentions, and behaviors (Ajzen, 1985). Because behavioral intentions cannot be the exclusive determining factor of an individual's behavior, Ajzen added a new component to the theory of reasoned action, perceived behavioral control and changed the name from the theory of reasoned action to the theory of

planned behavior (TpB). The new theory was designed to explain the connection between attitudes and behaviors (Ajzen, 1985).

Figure 1 provides a visual presentation of Ajzen's theory of planned behavior. The theory incorporated three factors of behavior intentions: (a) attitudes towards behaviors which referred to a person having favorable or unfavorable evaluation of the behavior, (b) subjective norms which referred to the perceived social pressure to perform or not perform the behavior, and (c) perceived behavioral control, which referred to an individual's perception of the difficulty to perform the behavior. The theory of planned behavior suggests that an individual's attitudes, subjective norms, and perceived behavioral control, together influence behavioral intentions and intentions influence actual behaviors (Ajzen, 1991). Working jointly, "the more favorable the attitude and subjective norm with respect to a behavior, the greater the perceived behavior control and the stronger an individual's intentions are to perform the behavior under consideration" (Ajzen, 1991, p. 188) The model also presents a broken line between perceived behavioral control and behaviors, which symbolizes a direct relations between the two. But, the broken line suggest that the relationship is weak.

Theory of Planned Behavior (TpB) Model

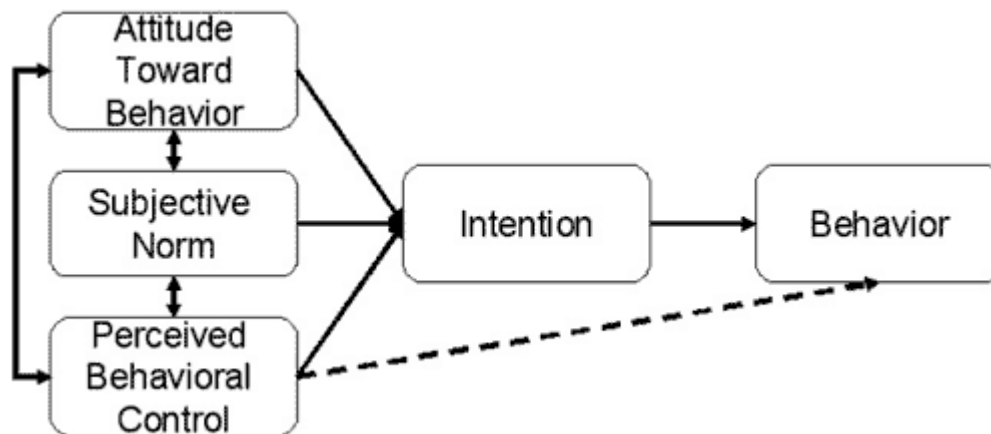


Figure 1. A model of the theory of planned behavior, an extension of the theory of reasoned action. Ajzen, I. (1991). The Theory of Planned Behavior.

Organizational Behavior and Human Decision Process, 50(2), 179-211.

Variables

Using a revised version of the theory of planned behavior, the current study examined the relationships between a set of independent and dependent variables.

Independent Variables

The study used four interval independent variables that included knowledge of the leadership crisis and the three elements of the theory of planned behavior: (a) attitudes towards succession planning, (b) subjective norms about succession planning, and (c) perceived behavioral control of succession planning to measure trustees' intentions to promote succession

planning in Maryland community colleges (dependent variable). A survey was used to measure the relationship between the independent and dependent variables. The theory of planned behavior assumes that individuals have sufficient knowledge of the situation or behavior to make a decision. It was not possible to assume that all trustees were aware of the leadership crisis; thus, knowledge of the leadership crisis was added to the model as the fourth independent variable.

Dependent Variable

The dependent variable for this study was identified as trustees' intentions to promote succession planning. Intentions revealed that a person intends to implement a behavior. The investigator for the current study revised the theory of planned behavior model to reflect a TpB Trustees' Intentions Model, which guided the current research (see Figure 2).

TpB Schematic Representation of Variables

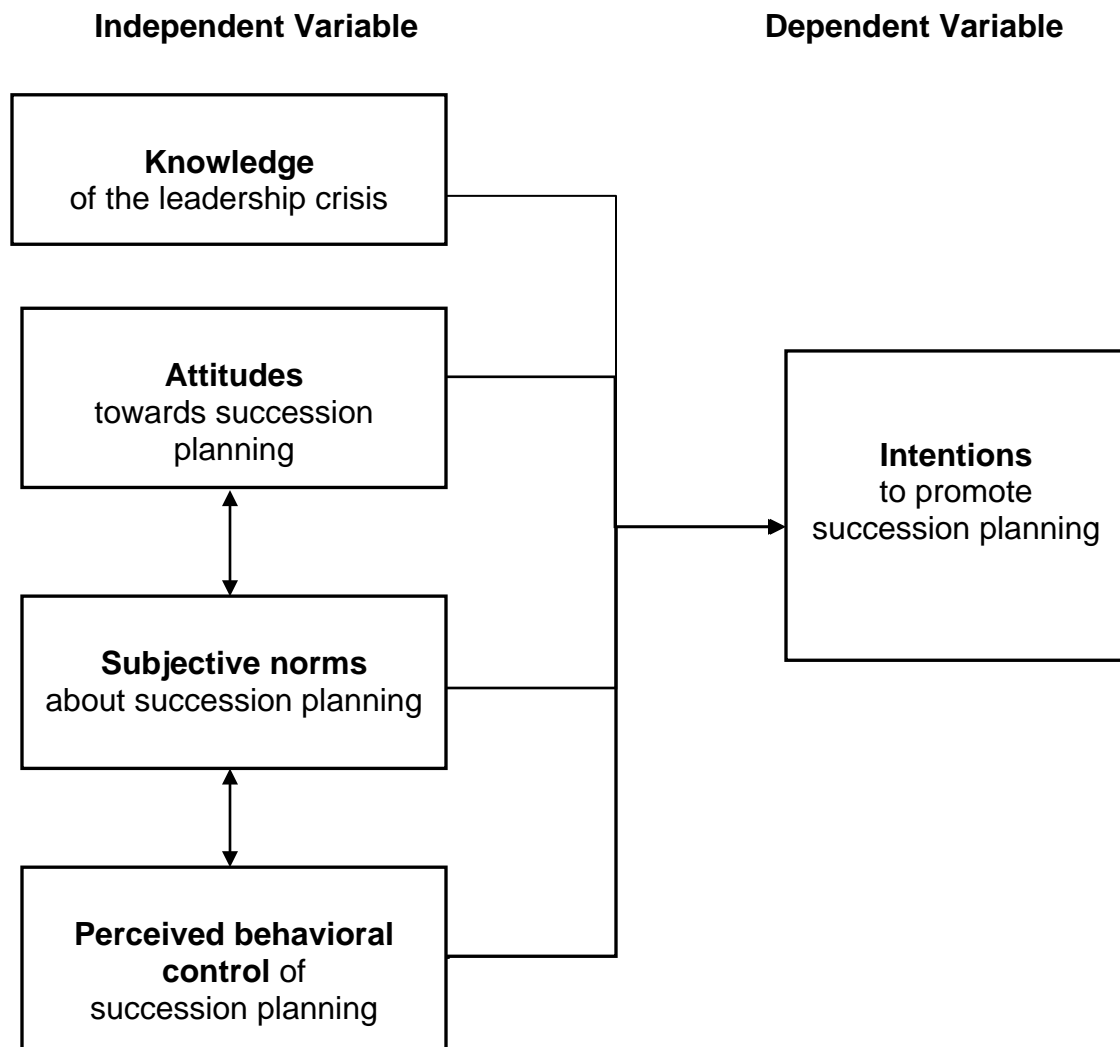


Figure 2. The figure depicts a schematic representation of the relationship of the independent variables to the dependent variables for the current study. The diagram presents an adapted version of the theory of planned behavior that includes knowledge of the leadership crisis as a variable. Knowledge was added

to the model to measure trustees' knowledge of the leadership crisis with trustees' intentions to promote succession planning.

Research Questions

This study addressed three research questions:

- Research Question 1: What trustee roles and responsibilities do trustees view as most important to ensure institutional sustainability?
- Research Question 2: Is there an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in community colleges?
- Research Question 3: How much of the variance in community college trustees' intentions to promote succession planning can be accounted for by elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavior control)?

Hypotheses

Research question one was descriptive in nature and did not have an associated hypothesis; however, research questions two and three employed inferential statistics and were guided by four hypotheses.

- H₀₁: There is no association between trustees' prior knowledge about the leadership crisis and their intentions to promote succession planning.

- H_{a1}: There is a significant association between trustees' prior knowledge about the leadership crisis and their intentions to promote succession planning.
- H_{o2}: There is no association between trustees' attitudes and their intentions to promote succession planning.
- H_{a2}: There is a significant association between trustees' attitudes and their intentions to promote succession planning.
- H_{o3}: There is no association between trustees' subjective norms and their intentions to promote succession planning.
- H_{a3}: There is a significant association between trustees' subjective norms and their intentions to promote succession planning.
- H_{o4}: There is no association between trustees' perceived behavioral control and their intentions to promote succession planning.
- H_{a4}: There is a significant association between trustees' perceived behavioral control and their intentions to promote succession planning.

Significance of the Study

Bernstein, Alexander, and Alexander (2008) suggested that the baby boomers in the United States represented about 75 million persons who predominately comprised upper-ranked executive leadership and management positions in the workforce. Leubsdorf (2006) recognized the large numbers of baby boomers occupying leadership roles in higher education and predicted that "there will be at least a 50-percent turnover among senior administrators (higher

education) in the next ten years” (p. A51). Fain (2008) concluded that 79% of the current community college presidents would retire by 2012 and 84% by 2016.

Predicable retirements of higher education administrators and the lack of formalized strategic succession planning are creating an urgent call for action from trustee leadership (Little, 2002). This call to action has been further exacerbated by the impending onslaught of baby boomer retirements and the unpreparedness of academic institutions with leadership transition (Barden, 2006, 2008; Leubsdorf, 2006; Shults, 2001; Weisman & Vaughan, 2002).

Therefore, with the increased need to develop new leaders in large quantities to ensure institution sustainability, it has been suggested that colleges and universities reconsider how they currently recruit and develop leaders (Betts, Urias, Betts, & Chavez, 2009; Carroll, 2004; Hargreaves, 2005). Selingo and Carlson (2006) suggested that community colleges and universities can no longer overlook the development of internal talent.

According to Selingo and Carlson (2006), at the 2006 Joint Association Meeting, a meeting of more than 4,000 financial officers, planners, facilities managers and other administrators, it was noted that there is an immediate need for succession planning in higher education. The meeting was specifically designed to bring together administrators from higher education, the National Association of College and Universities, and the Society for College and University Planning to discuss “the Campus of the Future” (p. 1). It was determined that “unless college leaders do more to identify and nurture new

talent, higher education will face a leadership crisis in the immediate future as the baby-boomers migrate and the pool of potential replacements shrinks” which makes this study pertinent and timely (p. 2).

This study represents the largest community college study to measure succession planning. This research is the only community college succession planning study to survey a whole state. Further, it is the first study to examine trustees’ and their intentions to promote succession planning in community colleges using a behavioral theory as the theoretical framework to guide the research.

Limitations

In quantitative research, limitations are defined as potential problems identified by the researcher as “weaknesses enumerated one by one . . . often related to inadequate measures of variables, loss or lack of participants, errors in measurement, and other factors typically related to data collection and analysis” (Creswell, 2008, p. 642). Whereas, the current study may be limited in that the trustees’ prior knowledge of the leadership crisis was unknown to the investigator and the investigator was unable to measure trustee’s honesty and unbiased opinions.

Other limitations included the survey distribution method that used an electronic format using the email addresses listed in the 2011 Maryland Association of Community Colleges (MACC) trustee database. Where, the

MACC database did not list direct email addresses for the trustees associated with Prince Georges Community College (PGCC), forcing the investigator to initiate United States Postal Service mailings to those trustees using the personal residential mailing addresses listed in the MACC database. Further, Howard Community College (HCC) and Baltimore City Community College (BCCC) was experiencing trustee transition during the research process. HCC appointed two new trustees (one in March and another in July of 2011) and BCCC appointed five new trustees in September of 2011, new trustee contact information for them was not made public or available to the investigator during the research process.

Delimitations

Delimitations are defined as factors that prevent a researcher from being able to claim the findings are prevalent in all situations at all times. In quantitative research delimitations are factors that limit the researcher's generalization capabilities (Bryant, 2004). Creswell (2005) suggested that generalizing results provide the investigator an opportunity to make conclusions about the entire population when only a small subset participated in the research process. According to American Community College Trustees website there are more than 6500 trustees affiliated with public community colleges in the United States and this research only attempted to collect data from the 130 community college trustees associated with the 16 public community colleges in Maryland, eliminating responses from trustees outside Maryland (ACCT, 2008, 2009).

Using this sample is limited in that Maryland community college trustees are appointed; therefore, eliminating responses from elected trustees. Further, this research was only interested in trustees, eliminating responses from administrators, faculty, and staff who collectively make-up the total institution population.

The responses from the participants in this study are expected to be a full representation of the Maryland community college trustee population. The obtained results are expected to reflect trustees' intentions to promote succession planning in Maryland community colleges. Therefore, the findings can be generalized to the state of Maryland and states with similar community college demographics. But findings cannot be generalized to all community college trustees in the United States and it may not be appropriate to generalize to four-year universities and private colleges.

Definition of Terms

For the purpose of this research, the following terms were identified and defined. It is the investigator's intention to provide the reader with relevant definitions as a guide to understand the context for the study. These terms have specific definitions that are germane to this study.

1. Attitude was defined as "a psychological tendency that is expressed by evaluating a particular behavior with some degree of favor or

disfavor” (Francis, Eccles, Johnston, Walker, Grimshaw, Foy, Kaner, Smith, & Bonetti, 2004, p. 32).

2. Baby boomers described persons born between 1946 and 1964 during the Post-World War II (Gillon, 2004).
3. Behavior was defined as a “way of behaving; conduct or action” (Agnes, Goldman, & Soltis, 2002, p. 45).
4. Board of Trustees represented the highest level of leadership (governing body) at a community college whose functions are to give final authorization for hiring appointments of the chief executive officer and develop policies that govern the institution (Smith, 2000).
5. Governance referred to the “college’s structure and processes for decision making and the communications related to those structures and processes” (Freyer & Lovas, 1991, p. 6).
6. Intentions were defined as “a person’s motivation in the sense of his or her conscious plan to exert effort to carry out a behavior” (Francis et al., 2004, p. 32).
7. Leadership crisis referred to a massive chief executive officer exodus from the workforce, the lack of preparedness to immediately fill the voids, and the possible loss of critical historical knowledge (Little, 2002; Shults, 2001; Weisman & Vaughan, 2002).

8. Perceived behavioral control was term used to describe a person's "perceptions about how easy or difficult it is to perform the behavior" (Francis et al., 2004, p. 32).
9. Subjective norms referred to the social pressure from people that are important to an individual as it relates to the desirability and undesirability of behaviors (Ajzen, 2006).
10. Succession Planning is a "systematic process whereby professional and personal development is blended with a strategic plan to ensure that the organization is prepared to fill any position that becomes vacant, with the right person who possesses the right skills and attributes, at the right time" (Carroll, 2004, p. 3).

Summary

The trademark of every successful organization is good leadership; however, the current workforce is aging and a large percentage of the current leaders are retiring and preparing for retirements (U.S. Census Bureau, 2005). The turnover rate in leadership will be unprecedented in the next few years due to the massive baby boomer exodus. In an American Association of Community Colleges leadership survey, one-half of the responding community college presidents indicated that they would be retiring in six years (2009) and 33% of the same population estimated that their chief administrators would be retiring as

well (O'Banion & Kaplan, 2003). Later, Fain (2008) reported that 84% of the current community college presidents would retire by 2016.

Chapter one outlined the statement of the problem, purpose of the study, theoretical framework, and introduced the research questions and hypotheses to be tested. Finally, key terms were identified and defined. Chapter two will provide a review of the pertinent literature on community college governance, baby boomer retirements, leadership crisis, theory of planned behavior, and succession planning. Chapter three will introduce the research design, research population, survey instrument, data collection, and data analysis procedures. Chapter four will outline the data analysis and findings and chapter five will suggest conclusions and recommendations.

CHAPTER II

LITERATURE REVIEW

Trustees' intentions to promote succession planning served as the primary focus for the current study. Succession planning literature was outlined based on: (a) trustees' attitudes towards succession planning, (b) trustees' subjective norms about succession planning, and (c) trustees' perceived behavioral control of succession planning. Other areas addressed in the review of literature included community college trustees and the leadership crisis in community colleges which established a premise for the current research. The inquiry begins with the leadership crisis.

Due to the baby boomer mass departure from the labor market, a leadership crisis is predicted over the next 10 to 15 years to include the corporate sector, federal government, and higher education including community colleges (Amey & VanDeLinden, 2002; Shults, 2001; U.S. Census Bureau, 2005; Weisman & Vaughan, 2002). "In the first 58 years of their existence, the baby boomer generation has been extremely instrumental in changing every major social institution to include higher education to health care" (Kiyonage, 2004, p. 357). In community colleges the baby boomers represent those "people who helped open the doors of colleges . . . as leaders and presidents, transforming a unique American invention into premier education and training" (Shults, 2001, p. 2).

Community colleges began to evolve in the late 1960s and early 1970s, led by the same group of individuals who are now retiring or approaching retirement at an alarming rate, creating a leadership shortage and a need to hire new leaders (Shults, 2001). "An estimated 6,000 jobs in post secondary-education administration will have to be filled annually between 2004 and 2014, the rest of the field's growth and the retirement of current workers, according to the bureau of Labor Statistics" (Luebsdorf, 2006, p. 1). However, it is unknown how the anticipated national retirement trends will affect higher education, but Bowen (2008) concluded that it remains "astonishing the number of institutions which have no succession planning process in place" (p. A40).

One exception was Daytona Beach Community College (DBCC). DBCC successfully implemented a leadership development institute attached to a formalized succession planning process to address its ever evolving leadership retirements. Carroll (2004) reported that DBCC has positioned itself and is prepared to transition multiple employees in various leadership roles as they become available. Further, succession planning has become an ever evolving strategic initiative that impacts all employees at DBCC. Eddy (2010) acknowledged the potential leadership crisis and suggested that trustees consider succession planning practices as a corrective measure. Therefore, the current study examined trustees' intentions to promote succession planning for community colleges in Maryland.

Trustees and Governance

Higher education trustee boards began with “boards of lay trustees as we know them in the United States originated in the Protestant Reformation, especially in Calvinist institutions” (Kerr & Gade, 1989, p. 17). The first higher education governing board of trustees in the United States was created in 1642 at Harvard College. The board was developed when the Massachusetts General Court appointed 12 men from the colony to serve as the board of overseers with full responsibility over the college’s governance and management structures (Kerr & Gade, 1989; Piland & Wolf, 2003; Taylor, 1987). Boards were also established to protect the college’s mission, serve as the institution’s leadership, and as service advocates to the community (Kerr & Gade, 1989; Vaughan, 1982).

Initially, higher education trustees were affiliated with four-year institutions and were comprised of clergy members. However, as higher education evolved the role of the trustees transitioned from clergy members to prominent citizens within the community (Burns, 1966). Consequently, clergy members gradually lost their role as college presidents and were less influential as members of the board of trustees. Clergy trustees were eventually replaced by “conservative men of wealth . . . where by the end of the American Revolution . . . the control of the new nation’s colleges and universities would lie in external hands” (Vaughan & Weisman, 1997, p. 4).

Nason (1982) suggested that higher educational “governing boards constitute an extraordinary group of approximately 38,000 men and women who, without compensation, devote time, intelligence, emotional energy, and money to the welfare of the 3,250 post-secondary institutions for which they are responsible” (p. 4). By 1997, Vaughan and Weisman estimated approximately 46,000 men and women were serving on higher education governing boards. Organizationally, the classic higher education governing board used a pyramid structure with the president at the apex, administrators and faculty in the middle, students at the bottom, and trustees positioned above the pyramid with complete oversight and legal authority over the institution (Nason, 1982).

Similar to four-year universities, two-year colleges were governed by local boards of trustees that incorporated similar values from four-year universities (Smith, 2000). Nason (1982) suggested that the primary difference between governance at universities and community colleges is that community colleges are more focused on establishing relationships and partnerships with K-12, business and industry, and the local community (Nason, 1982). Similarly, the Association of Community College Trustees (2009) suggested that the primary role of a community college trustee is to meet the changing needs of the institution while fulfilling the institution’s mission. Several authors have described the primary function of the board of trustees is to ensure institution consistency, policy development, leadership and resource management (Carver & Carver, 1997; Smith, 2000; Vaughan & Weisman, 1997). Zeiss (1995) suggested that

trustees implement an institution's mission, vision, goals, develop institution policies, and guarantee a strong learner-based environment. Smith (2000) concluded that trustees represent the surrounding community and public good; while ensuring that the institution's mission, goals, and curricula are aligned to meet the needs of the community.

Vaughan and Weisman (1997) pointed out several facts about trustees. They concluded that trustees approved faculty appointments, promotions, tenure, and salaries. Smith (2000) declared that trustees were primarily responsible for the employment, support, and evaluation of the chief executive officer. Others scholars suggested that the role of the governing board was to service the people through the development of policies that met the needs of the community (Carver & Carver, 1997; Carver & Mayhem, 1994; Smith, 2000; Vaughan & Weisman, 1997).

The literature revealed multiple studies related to community college trustee roles and responsibilities, to include:

1. Trustees' personal characteristics and attitudes towards institutional roles and governance (Sharrock, 1975);
2. Perceptions of community college trustees and presidents concerning trustee responsibility and effectiveness (Coleman, 1981);
3. Community college trustees' demographic characteristics and views on selected policy making issues (Verner, 1985);

4. Appointed and elected trustees' perceptions of important issues and demographics (Whitmore, 1987);
5. A profile of trustees based on characteristics, roles, and functions in a community college system (Hill, 1989);
6. Community college trustees' perception of their involvement in the area of institution policy (Grabowski, 1994);
7. Trustees' effectiveness of appointed and elected community college governing boards (Hernandez, 1998);
8. Trustees' perception of institution mission and governance (Hutchins, 2002);
9. Trustees' perception of the reasons why governing boards micromanage administrative affairs (Lampton, 2002);
10. the American community college trustees' perceptions of community college decision process, community college important issues, trustee effectiveness, and collective bargaining (Peterson, 2002);
11. Appointed or elected community college trustees' perception of community college mission and governance (Hendrix, 2004);
12. Trustees perceptions and preferences in the area of institutional governance activities (McKay, 2004);
13. Trustees' perceptions of the community college and public engagement (Scott, 2007); and

14. A profile of the trustees in the Ohio's two-year college system to include trustees' characteristics of their roles and responsibilities (Bontrager, 2008).

In Coleman's (1981) research, *A Study of the Perceptions of Community College Trustees and Presidents Concerning Trustee Responsibility and Effectiveness*, community college trustees' perceptions were compared to community college presidents' perceptions in the areas of responsibilities and effectiveness. Findings suggested that trustees and presidents had identical views related to trustees' responsibilities in the areas of finance, compliance, personnel actions, and collective bargaining. Other findings indicated that trustees and presidents had similar views in regards to trustee responsibilities in the areas of establishing policies, evaluation of the president, and public relations. However, trustees and presidents had strong disagreements in the areas of recruitment and termination of the president. Coleman's study also concluded that trustees and presidents were in agreement that administration was the number one influence on the board, but in disagreement on whether trustees should respond directly to student needs; which was ranked very high by trustees and very low by presidents.

In another study, Verner (1985) explored trustees' demographic characteristics and how their demographics influenced their perceptions of policy development issues. The findings suggested that 77.9% of the trustees had strong involvement in the day-to-day administration of the institution and 90%

suggested that the college president served as a mediator and not as a leader. Whitmore (1987) conducted a national study to examine appointed and elected trustees' perceptions of important issues and demographics. Using the Association of Community College Trustees' (ACCT) membership database as the research population, Whitmore concluded that trustees believed funding, program development, and admission policies were the most important issues for community college trustees.

In 1989, Hill studied, *A Profile of Trustees: Characteristics, Roles, and Functions in Ohio's Two-Year College System*, to determine if there was a relationship between trustees' perceptions of their roles and responsibilities and their demographic characteristics. The research correlated trustees' personal characteristics with trustees' perceptions of their roles, functions, and responsibilities; findings disclosed that 73% of Ohio's community college trustees viewed the selection and appointment of the community college president as their primary responsibility; followed by policy development, assessing institutional performance, and collective bargaining. Hill's study also revealed that women and minority trustee representation was increasing, but the greater trustee population continued to reflect males over 55 years of age. Furthermore, the study recommended further research in the areas of trustee preparedness, trustee turnover, and a review of the appointment and election process for trustees (Hill, 1989).

Similarly, Bontrager (2008) implemented *A Profile of Trustees Characteristics, Roles, and Responsibilities of Trustees in Ohio's Two Year College System*; a replicate study of Hill's research from 1989. Bontrager's study was designed to:

(a) compare and partially replicate the demographic data of the 1989 trustee profile presented by Hill, to the 2008 trustee data reflected in Bontrager's study. Trustee information that included personal, career and educational characteristics of the trustees of Ohio's two year college system, (b) explore trustee training and perceived needs for training, (c) investigate the self reported perceptions of trustees as they understand the nature of their roles, the depth and breadth of their knowledge and responsibilities. (p. 24)

Findings disclosed that Bontrager's (2008) and Hill's (1989) data reflected very little differences in community college trustee profiles. Bontrager's study concluded that trustees were made up of primarily white males, 50 years of age and over. The study further suggested that 85% of the trustee population held a bachelor's degree or higher, with 16% at a doctorate or professional level. Additionally, Bontrager proposed that 40% of the participating trustees had not received any initial training or orientation prior to serving as a community college trustee. But, 90% indicated that outside training opportunities were available and that conferences for trustee members had proven to be beneficial training tools. In response to trustees' knowledge of their roles and responsibilities, Bontrager's

study noted that “75% of the trustee population felt informed about higher education issues that would impact their institutions” (p. 135). The study also proposed that trustees needed to be knowledgeable of assessment measures and results; that ensured effective assessment practices for all operational functions throughout the institution. Also as it related to trustees’ roles and responsibilities, Bontrager’s study indicated that trustees had limited participation in political advocacy.

In another study, *Perceptions of Community College Trustees on Selected Issues*, Peterson (2002) attempted to “determine if differences existed between the perceptions of appointed and elected community college trustees on factors that affect the decision making process, important issues, trustee effectiveness, and collective bargaining” (p. 62). As with many other trustee perception studies, Peterson also used the members of the Association of Community Colleges Trustees as the research population. Similar to the Hill’s (1989) research, Peterson concluded that trustees agreed that the appointment of the community college president was the primary responsibility of community college trustees. However, Peterson suggested that long-term planning was also viewed as a primary priority for trustees. Findings suggested that trustees should take an active role in maintaining institutional quality. Other findings identified a “statistically significant difference between appointed and elected trustees” perceptions regarding policy making as an important issue for trustees; elected

trustees indicated more interest in policy making than appointed trustees” (Peterson, 2002, p. 42).

Numerous studies concluded that trustees felt their primary responsibilities included institution policy development and the appointment and evaluation of the chief executive officer (Coleman, 1981; Hill, 1989; Peterson, 2002; Verner, 1985; Whitmore, 1987). The literature also revealed that community college trustees had the legal and ethical responsibility over academic programs, shaping long-term goals, institutional performance, and serving as an advocate on behalf of the institution (Nason, 1982; Smith, 2000; Vaughan, 1995; Vaughan & Weisman, 1997). While governing boards vary widely from state to state, college to college, centralized and decentralized, two-year and four-year institutions, appointed and elected, governing boards all share a common goal and obligation to represent the community and the public good (Smith, 2000).

Table 1 provides a community college governance profile for the trustee population in the United States (Smith, 2000). The table shows the number of public community and tribal colleges per state. Delaware has one existing community college, indicating that it is the state with the least number of community colleges and California, with 108 community colleges is the state with the most community colleges. The table also reflects the number of community college boards of trustees throughout the United States, indicating that many community colleges do not have a local board of trustees and others range from 1-73 boards of trustees within a designated state. The table also shows whether

trustees were appointed or elected to serve at a community college. Nationally, 23 states have appointed boards and 13 states have elected boards of trustees.

(d) Lastly, the table summarized the various sizes of community college boards of trustees throughout the United States. Some community college boards have as few as five trustees and other community colleges have as many as 30 trustees.

Table 1

Governance Systems by State

State	Number of public & tribal colleges	(#) of Boards	Appointed or Elected	Size of Board	Notes
Alabama	30	None			
Alaska	5	1	Appointed	11	
Arizona	20	10	Elected	5	
Arkansas	22	3	Appointed	10	Technical colleges appointed by governor. 1 college has a board of 9 members.
California	108	73	Elected	5 or 7	
Colorado	16	2	Elected	5-7	
Connecticut	12	None			
Delaware	1	None			
Florida	28	27	Appointed	7-11	
Georgia	48	36	Appointed	6-11	
Idaho	5	2	Elected	5	
Indiana	2	2	Appointed	12	
Iowa	17	15	Elected	7-9	
Kansas	21	19	Elected	5-8	
Kentucky	15	14	Appointed	8	
Louisiana	7	None			
Maine	9	None			

Table 1 (continued)

State	Number of public & tribal colleges	(#) of Boards	Appointed or Elected	Size of Board	Notes
Maryland	18	15	Appointed	7-10	*Currently has 16 community colleges with 16 individual boards. Massachusetts Michigan None
Massachusetts	17	15	Appointed	7-12	
Michigan	29	28	Elected	6-8	
Minnesota	30	None	Minnesota	30	
Missouri	13	12	Elected	6	
Montana	15	10	Elected	6-7	Average: 12 member boards
Nebraska	9	7	Elected	8-12	
Nevada	4	None			
New Hampshire	4	None			
New Jersey	19	19	Appointed	9-14	
New Mexico	17	3	Appointed	5-10	
New York	47	30	Appointed	8-15	
North Carolina	58	58	Appointed	9-17	
North Dakota	9	5	Appointed		
Ohio	35	23	Appointed	6-10	
Oklahoma	17	12	Appointed	7	
Oregon	17	15	Elected	7-8	
Pennsylvania	18	18	Appointed	14-16	
Rhode Island	1	None			
South Carolina	17	16	Appointed	7-15	
South Dakota	7	None			
Tennessee	14	None			
Texas	68	56	Elected	5-11	
Utah	5	5	Appointed		
Vermont	2	None			
Virginia	23	23	Appointed	11-14	
Washington	33	31	Appointed	5	
West Virginia	11	1	Appointed		
Wisconsin	18	17	Appointed	7-16	

Note. Table depicted a global profile of community college governance. Smith, C. J. (2000). *Trusteeship in community colleges: A guide for effective governance*. Washington, DC: Association of Community College Trustees, Association of Community Colleges, and the Oryx Press.

*Currently in Maryland there are 16 community colleges with 16 individual community college trustee boards. As noted in Table 1, Maryland identified 18 community colleges that which included Essex Community College, Catonsville Community College, and Dundalk Community Colleges as independent institutions. In 1998 the three colleges merged to form one college: Community College of Baltimore County (Smith, 2000)

In academia, governing boards serve as the highest level of authority where decisions are made, usually in the format of institution policies (Vaughan, 1995). Nason (1982) suggested that “no one should enter into trusteeship lightly. It is an honor to be invited to serve on a college board . . . and service can be very rewarding” (p. 19). Trustees are responsible for ensuring that institutions are essential components that meet the changing needs in their communities (Smith, 2000). The most direct way that trustees can ensure that community colleges continue to meet the needs of their communities is through the selection, appointment, support, and development of the leadership of their institutions.

Leadership Crisis in Community Colleges

The literature has suggested that an impending leadership crisis is approaching in community colleges due to the shortage of prepared leaders and administrators ready to step up as the baby boomer retirements take place at all levels throughout institutions (Amey & VanDerLinden, 2002; Evelyn, 2001; Shults, 2001; Weisman & Vaughan, 2002). Little (2002) recognized the potential for significant leadership changes with the baby boomers retiring and suggested that trustees take responsibility for their own workforce needs. Given the predictable retirement rates in higher education, trustees are urged to respond quickly (Little, 2002). Shults (2001) suggested that large numbers of executive level administrators and presidents would be retiring during the next decade and for many years thereafter. Likewise, the traditional leadership pipeline of instructional vice presidents and deans are also retiring or preparing for retirements (Shults, 2001; Vaughan & Weisman, 1997). Leubsdorf (2006) concluded that “many colleges expect to lose large chunks of their senior faculty and staff over the next decade” (p. 1). Tenured faculty, who serve as essential personnel that retain institution culture and history will be retiring or planning retirements (Shults, 2001).

Multiple scholars have studied the leadership crisis and their ideas are summarized in the following list:

1. A case study of the leadership crisis and changes in community colleges (Brigham-Sprague, 2001).

2. A retirement crisis in community college leadership, a study of leadership profiles of community college presidents (Freeze, 2005).
3. The impending retirements of community college presidents: a higher education leadership crisis (Vanderwoude, 2005).
4. A perceived crisis in leaders, a case study of women executives (Altman, 2006).
5. Community college leadership in the 21st century (VanDusen, 2006).

In the study, *A Case Study of Crisis, Leadership, and Change in the Community College*, Brigham-Sprague (2001) examined the relationship between crisis, leadership, and organizational change in American higher education. The research identified the meaning of a governance crisis and how a governance crisis influenced organizational long term goals. Brigham-Sprague conducted a case study of an urban community college where a crisis occurred as a result of the termination of the chief executive officer, forced trustee resignations, loss of state funding, and imposition of institution probationary accreditation status.

Brigham-Sprague's findings were best described in two categories: governance crisis and leadership transition from crisis to change. The study concluded that: (a) the college had survived and evolved through one complete cycle and that the college needed to transition into another cycle of development; (b) the crisis represented a turning point for the institution that could be favorable or unfavorable; and (c) the crisis was a major factor in the institution's long term

development. The study further suggested that: (d) a governance crisis is more severe than a normal crisis; (e) the crisis served as the motivating factor to recruit new leadership and the development of a new board of trustees; and (f) new leadership would serve not just as the corrective measure for the current crisis, but as an organizational change unit for the institution.

In another study *A Perceived Crisis in Leadership: A Case Study Related to Women Executives*, Altman (2006) explored how organizations outside of higher education were affected by the perceived leadership crisis. Altman examined whether processes were established to increase women in executive positions as organizations prepared for the leadership crisis. The research addressed five research questions.

1. How will the leadership crisis impact organizations?
2. What succession planning and management tools are being used?
3. How are organizations identifying potential leaders, assessing their skills, and developing those individuals?
4. What are organizations doing to identify and develop women for leadership positions?
5. How is knowledge management approached with succession planning? (Altman, 2006, p. 91)

Altman's research concluded that all organizations will be impacted by the baby boomer retirements and the extent of the impact will depend on the number of baby boomers retiring, the number who continued to work beyond the normal

retirement age, and the number who returned to the workforce after retirement. Findings suggested that individuals were continuing to work; but organizations were not implementing processes to retain retirement eligible employees (Altman, 2006).

The study revealed that one of the five larger participating organizations had a formal succession planning process and three of the five recognized and were developing succession plans. The study also concluded that informal processes were normally used to identify potential leaders; where a manager within the organization informally identified an employee with leadership potential and provided leadership opportunities. Altman observed that smaller organizations utilized informal leadership development programs and larger organizations used formal leadership development programs designed specifically for executive staff.

Overall, the literature indicated that a potential leadership crisis is approaching that will impact all employers, including academia; therefore, increasing the need for leadership development programs for all employees (Altman, 2006; Brigham-Sprauge, 2001; Freeze, 2005; Little, 2002; VanDusen, 2006). Shults (2001) concluded that higher education continued to be minimally prepared for the leadership crisis. Little (2002) suggested that trustees be proactive in preparing leaders for the 21st century through leadership training and advancement opportunities for administrators on and off campuses. Institutions need to nurture and “grow their own future leaders, if not for their individual

campuses, then for the community college movement as a whole” (Little, 2002, p. 33). Thus, the current study was designed to measure community college trustees’ intentions to promote succession planning using the theory of planned behavior, an extension of the theory of reasoned action.

Theory of Reasoned Actions (TRA)

In 1975, Fishbein and Ajzen collaborated and co-authored the book, *Belief Attitude, Intention and Behavior: An Introduction to Theory and Research*; collectively the authors developed the theory of reasoned action. The theory of reasoned action (TRA) was derived from previous research; research designed to determine and estimate discrepancies between attitudes and behaviors. Researchers have suggested that the theory was, “born largely out of frustration with traditional attitude-behavior research, much of which found weak correlations between attitude measures and performance of volitional behaviors” (Hale, Householder, & Greene, 2003, p. 259).

The primary function of the theory of reasoned action was to determine predictions of behavioral intentions (Ajzen & Fishbein, 1980). The theory suggested that behavior was determined by a person’s intentions to perform the behavior. Lezin (2007) suggested that “to understand behavior intent, which was seen as the main determinant of behavior, the theory looks at a person’s attitudes towards that behavior as well as the subjective norm of influential people and groups that could influence those attitudes” (p.1). Likewise,

intentions were recognized as the precursor to behaviors (Francis, Eccles, Johnston, Walker, Grimshaw, Foy, Kaner, Smith, & Bonetti, 2004). The best predictor of a behavior is explained as a person's intentions to exhibit the behavior and intention is the cognitive representation of a person's readiness to perform the behavior (Fishbein & Ajzen, 1975).

Since its inception, the theory of reasoned action has evolved and become a popular research tool to understand human behavior. Sheppard, Hartwick, and Warshaw (1988) insisted the theory of reasoned action be tested and from such, it was determined that the theory had strong predictive effectiveness. However, other scholars including Ajzen questioned whether TRA remained deficient in explaining human behaviors. Thus, Ajzen added a new construct to the theory; he added perceived behavioral control and changed the name from the theory of reasoned action to the theory of planned behavior (Ajzen, 1991).

Figure 3 illustrated the theory of reasoned action model and the connection between attitudes and behaviors. According to the theory, attitudes towards the act or behavior combine with the individual's perceptions of the subjective norm of influential people and groups to influence the person's intentions to exhibit the behavior. The resulting behavior is dependent upon the person's intentions to exhibit the behavior.

Theory of Reasoned actions (TRA)

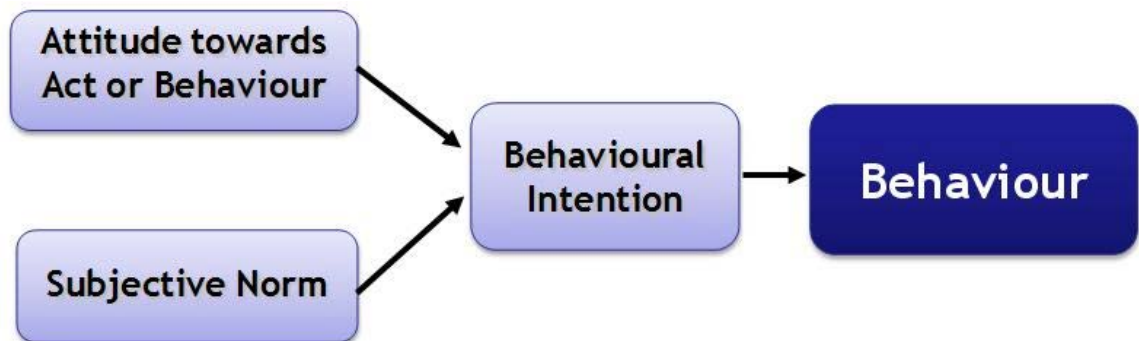


Figure 3. A model of theory of reasoned action (TRA), a theory designed to measure correlations between attitudes and subjective norms with behavioral intentions, followed by the correlations between intentions and behaviors (Hale, Householder & Greene, 2003; Fishbein & Ajzen, 1975).

Theory of Planned Behavior (TpB)

The theory of planned behavior (TpB) “is an extension of the widely applied theory of reasoned action” (Conner, Povey, Sparks, James, & Shepherd, 2003, p. 76).

This extension involves the addition of one major predictor, perceived behavioral control, to the model. This addition was made to account for times when people have the intention of carrying out a behavior, but the actual behavior is thwarted because they lack confidence or control over behavior. (Miller, 2005, p. 127)

An individual's intentions to implement a behavior is said to be driven by three factors: (a) an individual's attitude toward the specific behavior, (b) the individual's subjective norms surrounding the performance of the behavior, and (c) the individual's perceived behavioral control over the outcomes of the behavior. Figure 4 depicts the theory of planned behavior model, illustrating the insertion of perceived behavioral control.

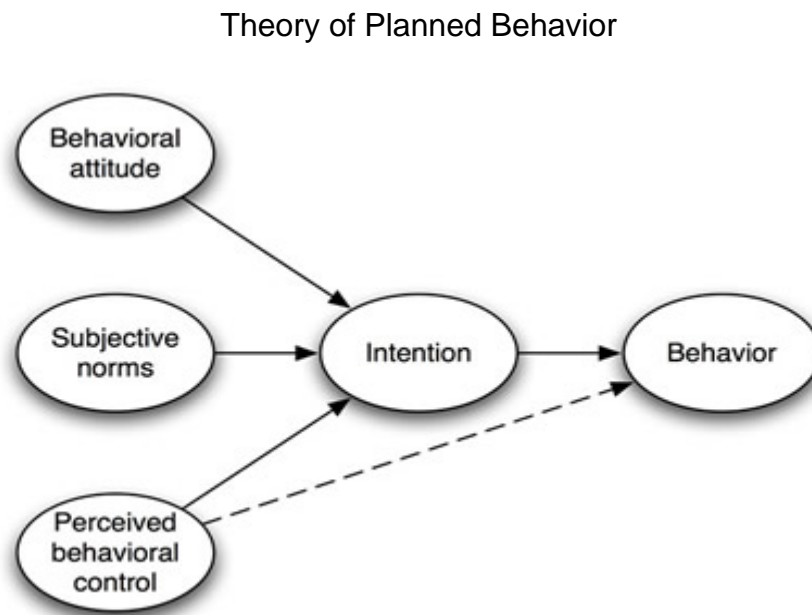


Figure 4. A model of the theory of planned behavior, an extension of the theory of reasoned action. The model depicts the correlations between attitudes, subjective norms, perceived behavioral control to intentions, followed by the correlation between intentions and behaviors. The broken line from perceived behavior control to behaviors demonstrates a weak but direct relation between

the two. Ajzen (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Process*, 50(2), p. 179-211.

The theory of planned behavior suggested that attitude served as the first antecedent of behavior intentions. Francis et al. (2004) concluded that “attitude towards the behavior is a person’s overall evaluation of the behavior” (p. 9).

Attitude referred to an individual’s positive and negative feelings about performing a behavior, whereas attitudes can be positive, negative, or neutral (Lezin, 2007). Accordingly, the theory implied that an individual will more likely exhibit a behavior if that individual has positive feelings about the behavior.

Attitudes are formulated through the assessment of beliefs and feelings; surrounded by consequences and the desire to endure those consequences as a result of performing a behavior.

The theory of planned behavior suggested that subjective norms were recognized as the second predictor to behavior intentions. “Subjective norms are a person’s own estimate of the social pressure to perform or not perform the target behavior” (Francis et al., 2004, p. 9). Lezin (2007) concluded that “subjective norms are influenced by our perceptions of those beliefs of those around us: parents, friends, colleagues, partners, etc.” (p. 1). If an individual believed people of value supported the performance of a behavior the intention to perform the behavior would be very high. Conversely, if an individual believed important people would not approve performing a behavior the intention to

perform the behavior would be very low. “Generally speaking, people who believe that most referents with whom they are motivated to comply think they should perform the behavior will perceive social pressure to do so” (Ajzen, 1988, p. 121).

Perceived behavioral control, the third antecedent to behavioral intentions as outlined in the theory, referred to an individual’s perceived control over the outcomes of performing a behavior (Ajzen, 1985). Francis et al. (2004) defined perceived behavioral control as “the extent to which a person feels able to enact the behavior” (p. 9). This construct of the theory referenced an individual’s thoughts related to how easy or difficult it may be to perform a behavior and whether a person feels some degree of control over the outcomes of the behavior (Ajzen, 1985; Zint, 2002). Bandura and Shunk (1981) suggested that elevated confidence in an individual’s ability to perform a behavior translated into stronger intentions to exhibit the behavior. The assumption was the more favorable the attitude and the subjective norm, the greater the perceived control; consequently, the stronger the intentions to perform the behavior. Applying the theory of planned behavior, the current study will explore community college trustees’ attitudes toward succession planning, perceptions of the beliefs of influential groups and outcomes of succession planning (subjective norms and perceived behavioral control) to examine trustees’ behavioral intentions to support succession planning.

Quest for Succession Planning

Henri Fayol (1841-1925) was one of the first scholars to recognize universal organizational needs and championed the use of succession planning. He suggested that leadership replacement planning was a necessity and the only way to avoid organizational failures that resulted from recruiting unprepared individuals to fill key positions. Fayol understood the importance of planning and the need for organizations to invest in its internal personnel through training and professional leadership development programs, which ultimately led to the birth of succession planning (Rothwell, 1994, 2001, 2005).

Historically, succession planning was described as a mechanism to ensure that pools of qualified leaders were available for future leadership vacancies (Levit & Gikakis, 1994). Charan, Drotter, and Noel (2001) defined succession planning as a process of “perpetuating the enterprise by filling the pipeline with high performing people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future” (p. 167). Other scholars have viewed succession planning as a strategic process by which an organization ensured the stability of tenured personnel; through the internal identification of candidates to transition into a selected position. Succession planning is better understood as a practice designed to identify talent and ensure organization continuance and provisions for the development and replacement of key personnel (Carroll, 2004; Carter, 1986; Caudron; 1999; Levit

& Gikakis, 1994; Rothwell, 1994). The primary objective of succession planning was described as being positioned to get the right person with “the right skills in the right place” at the right time (Fulmer & Conger, 2004, p. 39).

Carroll (2004) defined succession planning as “a systematic process whereby professional and personal development is blended with a strategic plan to ensure that the organization is prepared to fill any position that becomes vacant, with the right person who possesses the right skills and attributes, at the right time” (p. 3). Levit and Gikakis (1994) suggested that a formal succession plan includes the development of a written strategic plan supported by charts and graphs, while an informal succession plan merely identified positions and managers for upward mobility opportunities. They also concluded that succession planning had become stagnant, dormant or inactive; however, given today's highly competitive and volatile business climate, increasing leadership complexities, and the anticipated leadership gap, succession planning has experienced rebirth. Succession planning has become an evolving concept impacting the entire organization and employees at all levels (Rothwell, 1994, 2001, 2005). The upcoming retirements of the baby boomer generation has forced everyone to reconsider succession planning as a management tool to address the leadership crisis (Shults, 2001). Succession planning has become a strategic initiative used to ensure sustainability (Carroll, 2004; Levit & Gikakis, 1994; Rothwell, 1994, 2001, 2005).

Today, succession planning is prevalent and continually evolving in business and industry, with limited usage in higher education, especially in community colleges, leaving a huge gap in the literature. However, a few studies have advanced the literature and understanding of:

1. Executive succession of the community college presidents (Emery, 1984);
2. Presidential succession and modes of departure in higher education (Henck, 1996);
3. Presidential succession and organizational change in the community college (Levin, 1996);
4. Succession planning for key administrators at Ivy-plus universities (Heuer, 2003);
5. Daytona Beach Community College succession planning model (Carroll, 2004);
6. Building a talent pool in student affairs through the formation of a professional development model for succession planning (Geller, 2004);
7. The factors that contribute to career succession of African American women executive leaders in community and technical colleges (Thomas, 2004);
8. Succession planning: A tool for integrating emerging leaders in learning organizations (Chartrand, 2005);

9. Learning how to grow your own: a study of succession planning at Douglas College (Christie, 2005);
10. Managing succession and developing tomorrow's leaders today (Kolla, 2005);
11. Developing leadership capacity through the development of a succession management system (Weigel, 2006);
12. Identifying and preparing future leaders in the Colorado community college system (Carlson, 2007);
13. Succession planning: A necessity for community colleges strategies for developing new leaders (Negrea, 2008);
14. Succession planning in a two-year technical college system (Neefe, 2009);
15. A new paradigm: Strategies for succession planning in higher education (Richards, 2009); and
16. Community college succession planning preparing the next generation of women for leadership roles (Luzbetak, 2010).

Using the available succession planning literature in higher education, the current study will use the theory of planned behavior as a theoretical framework to guide the study. The theory of planned suggested that attitudes, subjective norms, and perceived behavioral control influence intentions. In *Partnering for Success: How to Build Strong Internal Collaboration in Higher Education*, Harvey-Smith (2006) described a similar concept. She suggested that in the

early stages of collaborations, we recognized our beliefs (attitude), then established internal partnerships (subjective norms), followed by outlining detailed outcomes (perceived behavior control), and concluded with the establishment of a statement of intent to delineate strategies (sustainability).

The current study is the first study to explore succession planning through the lens of the theory of planned behavior. The researcher will attempt to explore: (a) trustees' attitude towards succession planning, (b) trustees' subjective norms related to succession planning, and (c) trustees' perceived behavioral control over the outcomes of succession planning to determine if the constructs of a TpB model influence trustees' intentions to promote succession planning programs in community colleges.

Attitudes Towards Succession Planning

The theory of planned behavior began with the concept, attitude towards a behavior. Attitudes were described as learned predispositions that respond favorably or unfavorably to thoughts that impact and influence behaviors (Fishbein & Ajzen, 1975). The current study will measure trustees' attitudes to determine if their attitudes influence their intentions to promote succession planning. Currently there is a small depository of succession planning studies in higher education that assessed individual's attitudes, thoughts, and beliefs about succession planning.

Four-year institutions. In the *Succession Planning for Key Administrators at Ivy-Plus Universities* study, Heuer (2003) examined executive succession planning practices at seven private higher education institutions. The study was guided by three research questions.

1. Why is succession planning important?
2. Since it is not occurring, what are the impediments of succession planning in higher education administrative positions?
3. If it could occur in higher education what models fit higher education generically and can be utilized by individual institutions specifically?

(Heuer, 2003, p. 2)

Heuer's study concluded that the participating universities did not have formalized succession planning process, but deemed succession planning as an important topic, suggesting favorable attitudes towards succession planning. Additionally, the participants developed an emerging definition of succession planning that also supported a favorable attitude towards the implementation of succession planning processes. Heuer's study also suggested that formal succession planning processes are not occurring at the participating institutions, but some of the institutions have developed programs that incorporated components of a formalized succession planning program. Components that included: (a) talent planning, (b) school based-training, (c) rigid performance appraisal processes, (d) a network of problem solvers to address management issues and program development, (e) a sounding board to implement policies

and processes, (f) a leadership series, (g) a program designed to analyze the 400 top positions and their roles, (h) a 360-degree evaluation feedback program, (i) a leader-to-leader program, (j) leadership development programs, (k) career center and career coaching programs, and (l) and more professional development programs across the institution.

Richards (2009) implemented a grounded theory study that examined succession planning efforts in higher education. Richards explored succession planning efforts at six colleges to include 2-year colleges, technical colleges, 4-year public research and private universities. The study sought to explore institutional approaches to succession planning and organization cultures and governance in higher education. Richard's study revealed that leadership development practices were important but few institutions had formal succession plans. The study also suggested that academic governance may have an influence on institutional approaches to succession planning.

Richards's study also revealed that the participants were in favor of higher education institutions incorporating succession planning in the governance culture; utilizing deliberate systematic succession planning strategies in the academic environment. Strategies to include: (a) securing executive leadership that champion succession planning practices; (b) ensuring that the succession plans are aligned with the institutional culture, mission, vision, and goals; (c) that the succession planning process utilized a strategic planning approach; (d) effective communication plans that embraced talent development without

implying entitlement to participating employees; and (e) the implementation of continuous evaluation of all components of the succession planning process (Richards, 2009).

In another study, Mateso (2010) examined succession planning management efforts at Midwestern universities to understand how succession planning was perceived by full-time administrative staff. Mateso implemented a triangulation mixed method study that examined succession planning and management efforts at Midwestern universities as perceived by fulltime faculty and administrators. Mateso's study revealed that the subject universities utilized informal succession planning practices; however, current informal practices are inadequate. Participants indicated a need for improved succession planning management practices through the introduction of a systematic succession planning management program. Unlike other studies, Mateso's study revealed that although succession planning was a favorable practice, academia may not contain a suitable organizational structure to support the practice of succession planning management.

Two-year institutions. Technical and community colleges have seen studies on succession planning as well, including: *Succession Planning: Identifying and Preparing Future Leaders in the Colorado Community College System* (Carlson, 2007), which explored current and future succession leadership practices in the Colorado Community College System. Carlson's study suggested that 21% of the respondents were interested in becoming senior

administrators; 24% were undecided; and 8% were currently in senior level positions. Findings revealed that opportunities were available to train and recruit internal employees for future leadership positions. Carlson's research further concluded that college presidents agreed that professional development opportunities had not readily been available to all employees.

Carlson (2007) also suggested that community colleges needed to grow their own leaders, identify strategic processes to identify future leaders, and incorporate succession leadership models for community colleges. The study suggested a "need for succession planning or structured career developmental plans for management staff to achieve ongoing learning and growth for themselves and for the organization," suggesting favorable support of succession planning (Carlson, 2007, p. 11).

In an earlier study, Cembrowski and Da Costa (1998) sought to understand how managerial personnel perceived career development and succession planning at a postsecondary technical institute in Canada. In regards to attitude, the study revealed that management staff felt "they needed a formalized development plan to assist them in progressing to other positions within the organization" where succession planning could serve as a potential management model (Cembrowski & Da Costa, 1998, p. 11).

In *Succession Planning in a Two-year Technical College*, Neefe (2009) investigated the relationships between organizational characteristics of strategic and succession planning and the impact of the two processes on career

management of academic leaders in two-year technical colleges. Luzbetak (2010) explored community college succession planning in preparing the next generation of women leaders. The study sought to develop and cultivate women leaders in middle management positions that were preparing for advanced senior level positions within their community college utilizing a succession planning approach. While both studies revealed favorable attitudes towards succession planning, Neefe concluded that succession planning was an effective strategy to address leadership succession and Luzbetak suggested that succession planning could serve as an effective new strategy for community college leadership succession. Luzbetak's study revealed favorable attitudes towards succession planning and concluded that succession planning provided an opportunity to create a pipeline of opportunities to train individuals capable to fill vacancies as they arise.

Although, Carroll, Luzbetak, and other scholars do not use the theory of planned behavior as the theoretical framework to guide their studies; their studies revealed favorable attitudes towards succession planning processes and their studies suggested that community colleges had implemented succession planning programs. However, according to the theory of planned behavior (TpB), attitudes alone represented only the first phase of a theory of planned behavior approach and other stages must be considered to examine the TpB model as a whole; stages that included subjective norms and perceived behavioral control. Researcher must consider the other constructs of the TpB model (subjective

norms and perceived behavior control) to use the TpB model as the theoretical framework to guide the current research.

Subjective Norms About Succession Planning

The theory of planned behavior transitioned from attitudes to subjective norms. “Subjective norms are a person’s own estimate of the social pressure to perform or not perform the target behavior” (Francis et al., 2004, p. 9).

Subjective norms had two components: (a) beliefs about how people viewed as important would favor an individual to perform a behavior and (b) the positive and negative judgments about beliefs (Fishein & Ajzen, 1975). Subjective norms were identified as an individual’s perceived expectations from valuable peers with regards to performing behaviors (Sutton, 1998).

The current study will examine trustees’ subjective norms to determine if internal and external community college constituents influenced trustees’ intentions to promote succession planning. In the DBCC case study, Carroll (2004) revealed that a task force of community college constituents concluded that it was imperative that Daytona Beach Community College introduced a leadership development institute and succession planning program to ensure future success of the community college. Luzbetak’s (2010) study concluded that there had to be a shared vision regarding succession planning among community college presidents, administrators, and trustees. Thomas’s (2004) study suggested that family members and external role models served as career

succession motivators for African American executive women in technical community colleges.

There is limited research related to succession planning and subjective norms; therefore, it is difficult to determine from existing literature if subjective norms influence intentions to promote succession planning. However, the TpB model suggested that subjective norms and perceived behavioral control, collectively, have the potential to influence behavioral intentions.

Perceived Behavioral Control of Succession Planning

The theory of planned behavior suggested that perceived behavior control is the third antecedent of behavior intentions. Perceived behavior control is described as the extent to which a person feels comfortable and confident that he or she can perform the behavior. "Perceived behavior control has two aspects: how much a person has control over the outcomes of the behavior . . . and how confident a person feels about being able to perform or not perform a behavior" (Francis, et al., 2004, p. 9). Sutton (1998) suggested that perceived behavior control referred to an individual's perceptions of whether he or she has control over the results of performing the behavior. The current study will examine trustees' perceived behavior control (PBC) over the outcomes of succession planning to determine if trustees' PBC influenced their intentions to implement succession planning programs.

Four-year institutions. In four-year institutions and universities, Heuer (2003) implemented a *Succession Planning for Key Administrators at Ivy Plus University* study. The study suggested that succession planning is not occurring because succession planning is not embedded in the institution's strategic plan. Findings also revealed that institutions of higher education continue to experience difficulties moving forward strategically, due to constant staff replacements and numerous unfavorable hiring decisions. Unfavorable hiring decisions were due, in part, to the lack of formalized succession planning processes. Other findings suggested that higher education institutions should begin to identify successors for current leadership vacancies (Heuer, 2003). The study also outlined impediments of succession planning:

1. Succession planning requires planning and planning is difficult in higher education;
2. Succession planning requires thorough analyses and predictions;
3. Succession planning may be difficult in higher education due to hierarchy and organizational structure;
4. Succession planning is a foreign concept to faculty;
5. Higher education administrators are critical of internal candidates and not interested in training and mentoring new faculty;
6. Staff functions and recruiting are taken for granted in higher education;

7. Administrations in higher education are accustomed to functioning in a reactive mode vs. proactive mode;
8. Faculty searches only recruit faculty candidates at the top of their careers with subject matter expertise vs. candidates with growth potential;
9. In higher education programs operate in silos;
10. Succession planning has cost implications and resources in higher education may be limited;
11. Higher educational institutions, normally are under staffed with low morale;
12. Higher education leaders are not willing to train staff to relocate to other institutions;
13. Higher education institutions lack business acumen and lag behind the corporate sector; and
14. Succession planning is not embedded in the strategic planning process which guides institutions (Heuer, 2003).

In another study, understanding succession planning and management efforts at Midwestern universities, Mateso (2010) revealed that universities utilized succession planning practices in certain administrative units and colleges, but the succession planning efforts were inadequate. Richard's (2009) study, *Strategies for Succession Planning in Higher Education* revealed that many colleges responded affirmative to succession planning practices, but the

findings proposed that most participating colleges were practicing leadership development programs and not succession planning programs. Findings outlined that two of the participating institutions responded that their institutions had formal succession planning programs. However, Richard's study revealed an emerging definition of succession planning. Succession planning was defined as a written personnel document and policy that was widely understood across the institution; whereby based on the study's definition of succession planning, it was determined that only one of the participating institutions had a formal succession planning program and the other institutions had leadership development programs.

Two-year institution. In two-year community and technical colleges, Carlson's (2007) study concluded that middle-manager community college administrators may not be prepared to fill vacancies of upper level administrators, including the presidency due to lack of succession planning. The study suggested that participating colleges were deliberately not preparing potential leaders; colleges did not have formalized succession plans that were incorporated in the colleges' strategic plans; colleges were not providing succession leadership opportunities; and current leadership could not identify one internal candidate that was prepared to serve as a successor.

In another study, Luzbetak's (2010) revealed that over time succession planning has the potential to unveil large pools of qualified applicants for senior level administrators. Cembrowski and Da Costa's (1998) study suggested that

there are five effective forms of succession planning practices that would reveal positive results. The study identified the seven forms of succession planning as: (a) job rotation, (b) formal training programs, (c) mentorship, (d) secondments, (e) employee exchange, (f) internships (identified as the most effective form of succession planning) and (g) job movements (identified as the least effective form of succession planning). The study also suggested that “it was important in planning that there be substantial, well thought out organized learning that fit the individual and the organization” (Cembrowski & Da Costa, 1998, p. 12).

Overall, the literature reflected multiple views, related to the outcomes of succession planning or the perceived behavior control over succession planning as outlined in the theory of planned behavior. The literature also revealed that researchers had positive and negative perceptions over the outcomes of succession planning. Heuer (2003) concluded that there were multiple impediments, related to the use succession planning. Contrary, Carlson’s (2007) study revealed that community college administrators were not prepared for leadership advancement opportunities due to lack of succession planning. In another study, Luzbetak (2010) suggested that over time succession planning, potentially could result positively in producing large quantities of qualified administrators for future vacancies. While succession planning literature in higher education is evolving, the literature remains minimal when viewed through the lens of a TpB model. Using a theory of planned behavior approach, the researcher identified studies that supported each construct (attitude, subjective

norms, and perceived behavior control) of the theory, which led to the final construct: behavioral intentions.

Intentions to Promote Succession Planning

Agnes, Goldman, and Soltis (2002) defined intentions as a purpose or something that is intended. Similarly, the theory of planned behavior referred to intentions as the intent to exhibit behaviors. The theory of planned behavior declared that intentions can be influenced by attitudes, subjective norms, and perceived behavior control (Fishbein & Ajzen, 1975). The current study explored intentions as it related to trustees' intentions to promote succession planning in community colleges. The researcher of the current study examined: (a) trustees' attitudes towards succession planning, (b) trustees' subjective norms about succession planning, and (c) trustees' perceived behavior control over the outcomes of succession planning to determine if the three components influenced trustees' intentions to promote succession planning in Maryland community colleges (Ajzen & Fishbein, 1980). Thus, the current study examined multiple succession planning studies to determine if existing literature supported the implementation of succession planning programs viewed through the lens of the theory of planned behavior.

In the study, *Learning to Grow Your Own: A Study of Succession Planning at Douglas College*, Christie (2005) "emphasized the importance of developing succession planning programs" (p. 77). Christie's study concluded that

“succession planning creates a comprehensive human resource planning system” (p. 77). The study suggested that the “development of a succession plan needs to be a high priority for the college and implemented across the college in all employee groups” (p. 77).

Christie identified five approaches to succession planning that can be employed when linking succession planning to strategic planning (see Table 2). The five approaches were (a) top-down, (b) market-driven, (c) career planning, (d) future, and (e) rifle. The top-down approach is driven by corporate strategies. Market driving approaches are governed by marketplace needs and requirements. The career planning approach ties strategic plans through career planning processes. Future approaches allow succession planning to become a vehicle for anticipating talent needs stemming from corporate strategies. The rifle approach focuses on solving specific identifiable staffing problems confronting the organization as they arise.

Table 2

Succession Planning Approaches

Approach	How Succession Planning is Positioned	How Succession Planning is Linked to Strategic Planning
Top-down approach	Driven by corporate strategy.	Leaders identified through a systematic succession planning process support the successful implementation strategy.
Market-driven approach	Governed by marketplace needs and requirements.	Necessary talent is sought as required to deal with competitive pressures.
Career planning approach	Tied to strategic plans through career planning processes.	In consultation with organization supervisors and others, individuals examine their own career goals in light of the organization's strategy.
Future approach	Becomes a vehicle for anticipating talent needs stemming from corporate strategy.	Is viewed as a way to scan external environmental conditions and match the organization's talent to the demands created by those conditions.
Rifle approach	Focused on solving specific identifiable problems confronting the organizations.	Realignment strategies often relate to shifting organizational culture or improving employee morale.

Note. Christie (2005). *Learning to Grow Your Own: A Study of Succession*

Planning at Douglas College. An adapted version of Rothwell's (1994)

succession planning approaches.

Lastly, in the noteworthy Daytona Beach Community College succession planning case study, Carroll and Phillips (2004) addressed the education leadership development paradigm shift in higher education. Daytona Beach Community College (DBCC) located in Florida, is a multi-campus institution with a student enrollment of over 35,000 unduplicated student headcount and 800 plus full-time employees. After experiencing a decrease in enrollments in the late 1990s and a high employee turnover, DBCC recognized the need for a systematic approach to general leadership development practices. DBCC acknowledged the necessity to develop a specific plan to ensure a smooth transition as current administrators retired and new leaders transitioned into those roles (Carroll, 2004; Carroll & Phillips, 2004).

DBCC strategically evaluated the college's most valuable asset, its human capital and attempted to address the leadership crisis. The college identified a college wide task force to represent the views of the internal and external community. The task force concluded that the college was in need of a comprehensive leadership development initiative (LDI) attached to a formalized succession planning program. The Leadership Development Institute was developed to ensure: (a) that leadership development correlated to relationship development, (b) that leadership opportunities existed throughout the institution, not just in leadership positions, (c) that leadership development was connected to organizational development, (d) that the leadership program invested time and resources, and (e) that the leadership development program was an essential

component of college's succession planning program. The leadership development institute included four tracks: leadership knowledge and skills, formal credit instructional education, job intensive training, and practical experiences (Carroll & Phillips, 2004).

As recommended by the task force, DBCC developed a formalized succession planning program. The succession planning program provided a systematic organizational development program that identified leadership gaps. The program provided an avenue for employees to express aspirations for career advancements in a safe, positive, and comfortable environment. Carroll and Phillips suggested that the DBCC succession planning process utilized a strategic approach. The succession planning program used a formal structure to identify and address the basic needs of college leadership and employees (Carroll, 2004; Carroll & Phillips, 2004).

During the 2003-2004 school years, 97 employees participated in the DBCC Leadership Development Institute, where three employees earned master's degrees and 12 employees enrolled in doctoral programs. Additionally, 85 employees participated in various combinations of internal leadership seminars, mentoring, job shadowing, and other experimental activities. The case study also suggested that college wide participation resulted in the DBCC employees having a high appreciation for the college and the college's leadership development institute and succession planning processes (Carroll, 2004). According to Carroll, the leadership development institute and succession

planning program successfully prepared Daytona Beach Community College for the baby boomer exodus. The DBCC case study supported the need for other institutions to implement succession planning models to ensure leadership preparedness and institution sustainability.

Table 3 provided a schematic representation of the higher education succession planning literature viewed through the lens of a theory of planned behavior. The table outlined how each construct (attitude towards a behavior, subjective norms, and perceived behavioral control) of the theory of planned behavior can be translated to demonstrate intentions to promote succession planning in higher education. When viewed through a TpB approach, Neefe's study only supported knowledge of the leadership crisis and Heuer's study only supported a favorable attitude towards succession planning. But, Carroll, Carlson, and Richards' studies supported the use of a complete TpB approach, which incorporated all constructs of the theory: (a) favorable attitudes towards succession planning, (b) subjective norms about succession planning, (c) perceived behavioral control of succession planning, and (d) intentions to promote succession planning in higher education.

Table 3

Succession planning viewed through the lens of the theory of planned behavior

Author Year	Title of Study	Purpose of Study	Research Sample	K	A	S N	P B C	I
Heuer 2003	Succession planning for key administrators at ivy plus universities	The focus of the study is on succession planning for top administrators at the richest private universities nationally, Ivy-Plus group.	Human Resource Officers		X			
Carroll 2004	Daytona Beach Community College succession planning case study	The purpose of the DBCC case study was designed to address the leadership development paradigm shift in higher and to implement a strategic review of the college's most valuable resource: its personnel.	Faculty, administrators and staff	X	X	X	X	X
Van Dusen 2006	Community college leadership in the 21 st century	The purpose of the study was to explore community college presidents' perceptions of: (1) current leadership styles required in the performance of presidential duties; (2) how professional development was used to identify and develop future leaders; and (3) to determine if community college leadership succession planning occurred.	Presiding community college presidents	X	X		X	X

Table 3. (continued)

Author Year	Title of Study	Purpose of Study	Research Sample	K	A	S N	P B C	I
Carlson 2007	Succession Planning Identifying and preparing future leaders in the Colorado community college system	As a result of the impending vacancies in community college the study will address issues related to the need of succession planning and what constitutes an effective plan.	Full-time faculty and college administrators	X	X	X	X	X
Neefe 2009	Succession planning in a two year technical college	The purpose of the research was to investigate the relationship between organizational characteristics of strategic and succession planning processes on career management of academic leaders in a two year technical colleges.	Chief Academic Officers, Academic Vice Presidents, Provost, Deans, Associate and Assistant Deans	X				
Richards 2009	Strategies for succession planning in higher education	Grounded theory study sought to explore succession planning efforts in 6 colleges (community colleges, university, technical college, private university), to examine how organizational culture and governance impact succession planning.	Senior Executives	X	X	X	X	X
Luzbetak 2010	Community college succession planning prepare next generation of women	To develop and cultivate women leaders currently in middle management for advancement senior leadership roles through succession planning.	Chief Executive Staff in academics, student services, and finance at Illinois community	X	X	X	X	

Table 3. (continued)

Author Year	Title of Study	Purpose of Study	Research Sample	K	A	S N	P B C	I
			colleges					
Mateso 2010	Understanding succession planning and management efforts at Midwestern universities: A mixed method study	The purpose of the study was to understand the status of succession planning and management efforts by full-time academic and administrative personnel at a university.	Full-time academic and administrative staff	X	X			X

Note. K = Knowledge of the leadership crisis; A = Attitude toward succession planning; SN = Subjective norms about succession planning; PBC = Perceived behavioral control of succession planning; I - Intentions to promote succession planning.

Summary

Multiple studies suggested that a potential community college leadership crisis is approaching and succession planning is an effective strategic management tool to address the crisis (Brigham-Sprague, 2001; Carlson, 2007; Christie, 2005; Freeze, 2005; Heuer, 2003; Maliszewski, 1985; VanDusen, 2006). The literature also revealed that higher educational institutions, primarily community colleges continue to minimize the use of succession planning (Carlson, 2007; Heuer, 2003; VanDusen, 2006). As a result of the leadership crisis, Little (2002) concluded that trustees must take a proactive approach to prepare academic leaders for the future. Using the theory of planned behavior,

the investigator for the current study will attempt to measure and understand how community college trustees perceived the leadership crisis. Precisely, the investigator will use knowledge of the leadership crisis and the elements of the theory of planned behavior to explain the variations in trustees' intentions to promote succession planning in community colleges.

Chapter two was designed to provide a review of the literature including an overview of the pertinent information related to the community college governance structures, leadership crisis, succession planning in higher education, and the behavior theories selected to direct the current research. The theory of reasoned actions and theory of planned behavior was outlined to represent the theoretical framework to guide the current study.

Chapter three will include a detailed description of the research design and methodology to be employed to address the research questions and hypotheses; while outlining the research population, survey instrument, data collection and analysis processes to be utilized in the current study.

CHAPTER III

METHODOLOGY

The purpose of the current study was to examine community college trustees' intentions to promote succession planning. Recognizing the governance structure at community colleges and the role of trustees, this study addressed the following research questions: (a) What roles and responsibilities do trustees view as most important to ensure institutional sustainability? (b) Is there an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in community colleges? (c) How much of the variance in community college trustees' intentions to promote succession planning can be accounted for by the elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavior control)?

This chapter was designed to provide a detailed narrative of the research methodology to include the research design, participants, instrument, method of data collection, and data analysis. The study used a survey instrument with 23 questions derived from a previously used survey: *Succession Planning: Identifying and Preparing Future Leaders in the Colorado Community College System* (Carlson, 2007). The adapted survey provided the investigator an opportunity to collect data and complete a comprehensive analysis of the data to address the research questions (Creswell, 2003).

Research Design

The study used a quantitative approach to collect data. Travers (1992) argued that quantitative research began in the late 19th century and dominated the educational arena throughout the 20th century. The 19th century focused on correlations and the relationships between two or more variables and the 20th century focused on comparing average scores of groups of individuals in an educational setting. According to previous researchers, quantitative research is a preferred research method because quantitative research allows researchers to quantify human phenomena that can be statistically confirmed; affords the investigator the opportunity to collect and analyze large scale data at reasonable cost; and provides an opportunity to collect numerical data that can be analyzed through mathematical statistics, followed by unbiased and objective inquiry (Borg, Gall, & Gall, 1993; Creswell, 2005, 2008; Gall, Gall, & Borg, 2007; Jones, 1997).

Quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. To conduct this inquiry, the investigator specifies narrow questions, locates and develops instruments to gather data to answer the questions, and analyzes numbers from the instruments in statistics. From results of these analyses, the researcher interprets the data using a prior predictions and research studies. The final report presented in a standard format (Creswell, 2005, p. 597)

A quantitative approach was selected because it afforded the investigator the opportunity to solicit data from the 130 trustees associated with the 16 Maryland community colleges in an efficient and cost effective manner. A quantitative approach is consistent with previous research that examined succession planning practices in two-year community and technical colleges (Bontrager, 2008; Carlson, 2007; Hull, 2005).

The current study utilized a correlational design. Such designs are used to describe statistical associations between two or more variables without manipulating those variables (Creswell, 2005, 2008). According to Creswell (2008), correlational studies use “correlational statistical techniques to describe and measure the degree of association (or relationship) between two or more variables or set of scores” (p. 638). It is important to note that the association between the variables does not indicate a causal relationship, only that they are related. While analysis of data generated by correlational studies may suggest a significant relationship between two variables, the finding does not prove that a change in one variable caused a change in another variable (Creswell, 2005, 2008). Correlations were used in the present study to measure the level of association between trustees’ knowledge of the leadership crisis, trustees’ attitudes towards succession planning, trustees’ subjective norms and how others influence the promotion of succession planning, and trustees’ perceived behavior control over the predicted outcomes of succession planning with

trustees' intentions to promote succession planning in Maryland community colleges.

Participants

The participants for this research included the trustees affiliated with the Maryland Association of Community Colleges (MACC), as identified in the MACC 2011 Trustees Directory of Community Colleges. MACC is an organization, founded in 1992, designed to represent the 16 community colleges in the state of Maryland. Although, MACC represents the community colleges, it should be noted that MACC is not a formal or legitimate state government agency in charge of a structured community college system. MACC is an independent, voluntary, non-profit organization governed by a 32-member board of directors, a board comprised of each community college president and one designated trustee from each member institution (MACC, 2007, 2008, 2010). MACC's purpose is to:

determine and execute a strategic direction for Maryland's community colleges; represent community colleges at the state and national level; promote the benefits of community colleges to the citizens of the state of Maryland; provide opportunities for trustee development; facilitate the exchange of ideas and information; and provide services to the community colleges in Maryland. (Maryland Association of Community Colleges, 2010, p. i)

As an organization, MACC provides administrative guidance, but each associated community college operates uniquely based on the mission and policies established by each institution's president and board of trustees (MACC, 2007).

In Maryland there are 16 community colleges and each community college is governed by an independent governing board of trustees. The number of board members per institution ranges between 6 and 14, with an average of 8 trustees per institution. MACC trustee membership consists of a diverse population of community professionals, business officials, public policy leaders, and other community citizens (MACC, 2007, 2008). According to MACC (2008) there are currently 130 Governor appointed community college trustees in Maryland and the investigator of the current study distributed the MCCTSPS instrument each one of them.

The primary survey distribution method included an electronic delivery through Survey Monkey using the email addresses listed in the 2011 Maryland Association of Community Colleges (MACC) trustee database. The MACC database did not list direct email addresses for the trustees associated with Prince Georges Community College (PGCC) and the Community College of Baltimore County (CCBC). Therefore, the investigator initiated a United States Postal Service mailing to the trustees affiliated with PGCC using the personal residential mailing addresses listed in the MACC database. For CCBC, the investigator forwarded the Maryland Community College Trustee Succession

Planning Surveys to one of the CCBC trustees who graciously agreed to assist with the distribution and collection of from the CCBC trustees. Further, two of the participating community colleges were experiencing transition in trustee membership. Howard Community College had recently appointed two new trustees (one in March and another in July of 2011) and Baltimore City Community College appointed five new trustees in September of 2011 (Surface, 2007). New trustee contact information was not made public or available to the investigator during the research process.

Table 4 lists the 16 community colleges in Maryland, the number of trustees per institution, and the number of trustees that participated in the current research. Trustee responses revealed that one trustee opted out of the study; 65 trustees completed the survey with two surveys submitted incomplete or unusable; 12 surveys bounced back due to unusable email addresses, and 52 trustees had no response. Data was received from 63 of the 130 Maryland community college trustees for a 48% response rate.

Table 4

Number of Trustees at Maryland Community Colleges and Survey Responses

Institutions	Number of Trustees	Number of Respondents	Response Rate
Allegany Community College	7	2	29%
Anne Arundel Community College	8	6	75%
Baltimore City Community College	9	6	67%
Carroll Community College	7	3	43%
Cecil Community College	6	4	67%
Chesapeake Community College	9	3	33%
College of Southern Maryland	9	5	56%
Community College of Baltimore County	14	10	71%
Frederick Community College	8	4	50%
Garrett Community College	6	3	50%
Hagerstown Community College	7	2	29%
Harford Community College	9	3	33%
Howard Community College	6	4	67%
Montgomery College	10	6	60%
Prince Georges Community College	8	1	13%
Wor-Wic Community College	7	1	14%
Total	130	63	48%

Note. Maryland Association of Community Colleges (2010).

Frequencies and percentages were used to establish a profile of the 63 participating Maryland community college trustees (see Table 5). The data revealed that 54.0% were males and 46.0% were females. Other demographics identified 69.8% as Caucasians, 25.4% African Americans, 1.6% Hispanics, and 3.2% other. Of the participating trustees 1.6% were between the ages of 21-35 years, 17.5% between the ages of 36-50 years, 55.6% between the ages of 51-65, and 25.4%, 66 years of age and older, whereas the larger percentage of participating trustees themselves are within the baby boomer range. According to Leubsdorf (2006), baby boomers represent those individuals born between 1946-1964, individuals currently 48-66 years of age. Further, the collected data revealed that 8% of the participating trustees had served as trustee for less than one year, 43% served 1-5 years, 41% served 6-10 years, and 8% served 11 years or more as a community college trustee. Lastly, the data reported that 67% of the participating trustees had previous experience working with formalized succession planning.

Table 5

Maryland Community College Trustee Participant's Profile

Variable	<i>f</i>	Percent
Gender		
Male Trustees	34	54.0
Female Trustees	29	46.0
Total	63	100.0
Race		
Caucasian	44	69.8
African American	16	25.4
Hispanic	1	1.6
American Indian	0	0.0
Asian/Pacific Islander	0	0.0
Other	2	3.2
Total	63	100.0
Age		
21-35 years of age	1	1.6
36-50 years of age	11	17.5
51-65 years of age	35	55.6
66 years of age or older	16	25.4
Total	63	100.0
Tenure (Years of Service)		
Less than 1 year	5	7.9
1-5 years	27	42.9
6-10 years	26	41.3
11 years or more	5	7.9
Total	63	100.0
Experience with succession planning		
Yes	42	66.7
No	21	33.3
Total	63	100.0

Instrument

This study utilized the Maryland Community College Trustees Succession Planning Survey (MCCTSPS) to collect pertinent data. The MCCTSPS was designed to respond to the research questions for the current study. The survey was comprised of six sections: (a) an introduction letter, (b) demographic information, (c) roles and responsibilities, (d) knowledge of the leadership crisis, (e) succession planning, and (f) a debriefing statement. Section one included the introduction that incorporated the purpose of the study, definitions of pertinent terms, and expected time for survey completion. Sections two through five included 23 survey questions, designed to obtain information about the participants and respond to the research questions. Specifically, (a) section two included six demographic questions, (b) section three addressed trustees' roles and responsibilities, (c) section four explored trustees' knowledge of the leadership crisis, and (d) section five investigated trustees' intentions to promote succession planning utilizing a theory of planned behavior approach. Lastly, section six included a debriefing statement, information on how to obtain a copy of the results, confidentiality statement, and contact information.

Two documents were used. A previously used community college succession planning survey was used to provide the content for the MCCTSPC. A theory of planned behavior manual was used to construct survey questions that were consistent with the theory of planned behavior, which guides this research. Collectively, the investigator used both documents to construct survey

questions to measure trustees' intentions to promote succession planning in Maryland community colleges.

The instrument for the current research was based on Carlson's (2007) *Colorado Community College Succession Planning (CCCSP)* survey, an instrument previously used as a guide to provide the content for measuring succession planning practices in a community college systems (see Appendix H). The CCCSP instrument extracted identical questions from the Community College Development Job Experience Survey that was originally designed to analyze career opportunities for women in a community college based job development experience (Prigge, 2004). The reliability of Carlson's survey was based on the survey's original use in Prigg's research which reported an extremely strong Cronbach's Alpha of .914.

The CCCSP survey provided content to design the survey instrument for the current research because Carlson's survey used a Likert scale format to collect data related to succession planning practices in a community college system. The survey collected demographic data that included: (a) gender, (b) race, (c) educational level, (d) tenure, and (e) years remaining before retirement to establish a profile of the participants. Additionally, the survey incorporated questions related to professional development, upward mobility, and the role of succession planning practices in community colleges. All of these items served as the premise for designing the survey instrument for the current research. However, the investigator reframed Carlson's survey questions to better align

them with the research questions that derived from the current study's theoretical framework.

The investigator also used the *Constructing Questionnaires Based on the Theory of Planned Behavior* (TpB) manual, a manual written to assist researchers with the construction of a theory-based research survey that measures the variables of the theory of planned behavior in a systematic and replicable method (Francis et al., 2004). The current research used the TpB manual to guide the reconfiguration of Carlson's survey questions and to design survey questions aligned with the theory of planned behavior. The rewording and regrouping of Carlson's items allowed for the measurement of Ajzen's theory of planned behavior.

Alignment of the Instrument and the Theoretical Framework

Ajzen identified the TpB variables as (a) attitudes towards the behavior, (b) subjective norms about the behavior, (c) perceived behavior control of the behavior and (d) intentions to promote succession planning. The original TpB model was adapted for the current research to include knowledge as a fourth variable (see Figure 5). Knowledge was added to the model to examine trustees' knowledge of the leadership crisis with trustees' intentions to promote succession planning. It is suggested that "intentions are the precursors to behaviors" (Francis et al., 2004, p. 8).

Theory of Planned Behavior Model: Maryland Community College Trustees'

Succession Planning

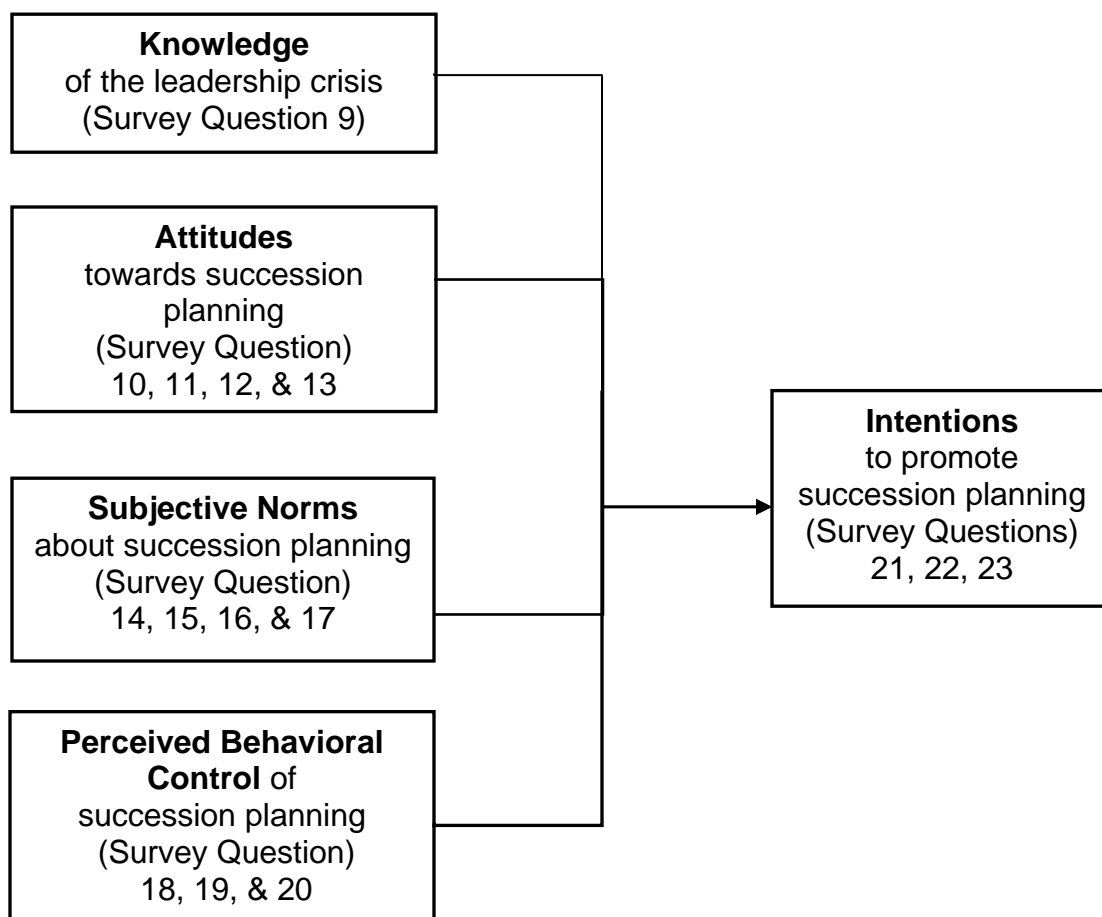


Figure 5. The diagram presents a revised version of the theory of planned behavior to include knowledge of the leadership crisis. The figure depicts a schematic representation of the revised theory of planned behavior for the current study.

The adapted TpB model provided the framework to create the Maryland Community College Trustee Succession Planning Survey (MCCTSPS). Using primarily a seven-point Likert type format, the MCCTSPS instrument included 23 questions, 22 closed-ended and one open-ended. Survey questions are addressed in sections two through five; whereas, section five was divided into four sub-sections (see Appendix I). Section two (demographic information) included six questions; section three built-in two questions related to trustees' roles and responsibilities; section four incorporated one question that addressed trustees' knowledge of the leadership crisis; and section five, integrated 14 questions designed to measure trustees' intentions to promote succession planning using the theory of planned behavior as the theoretical framework. Each section is described in Table 6 which presents an alignment of the MCCTSPS instrument to the research questions for the current study.

Description of the Instrument

Section one served as introduction component of the Maryland Community College Trustees Succession Planning Survey, this section introduced the investigator and the dissertation advisor to the participants. This section provided the purpose of the study, definitions of pertinent terms, and expected time for survey completion. Additionally, this section included an

Table 6

Alignment of Theoretical Framework, Research Questions, and Survey Questions

Survey Section	Research Question	Survey Questions
1 Introduction		
2 Demographics	No associated research question. Demographic data was collected to create a Maryland community college trustee profile to describe participants.	1, 2, 3, 4, 5, and 6
3 Roles and Responsibilities	What roles and responsibilities do trustees view as most important to ensure institution sustainability?	7 and 8
4 Knowledge	Is there an association between trustees' knowledge of the leadership crisis with their intentions to promote succession planning in community colleges?	9
5 Succession Planning	Can community college trustees' intentions to promote succession planning be explained by elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavior control)?	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, and 23
Part A	Attitudes towards succession planning	10, 11, 12, and 13
Part B	Subjective norms about succession planning	14, 15, 16, and 17
Part C	Perceived behavioral control of succession planning	18, 19, and 20
Part D	Intentions to promote succession planning	21, 22, and 23
6 Conclusion		

endorsement letter from President Carolane Williams of Baltimore City Community College, who also serves on the Board of Director for the Maryland Association of Community Colleges (MACC). The investigator used MACC as the primary resource to obtain contact information for Maryland community college trustee sample used in the present research.

Although the current study does not have a research question to support the collection of demographic information; demographics were collected to create a profile of the participants. The collection of demographic data is recommended in studies that examine behaviors, in an effort to define the sample (Francis et al., 2004). Therefore, the survey instrument was designed to encompass basic demographic questions in section two similar to the demographic data collected in Carlson's (2007) research. Created in a multiple choice format, six questions were used to elicit demographic data: (a) gender, (b) race, (c) age, (d) community college, (e) tenure on the board, and (f) experience working with formalized succession planning of the participants.

Racial categories included: Caucasian, African American, Hispanic, American Indian, Asian or Pacific Islander, and other. Age was differentiated into four groups: (a) 21-35 years of age, (b) 36-50 years of age, (c) 51-65 years of age, and (d) 66 years of age and older. The third demographic question requested the trustees to indicate community college affiliation. Participants were given the following options: (a) Allegany Community College, (b) Anne Arundel Community College, (c) Baltimore City Community College, (d) Carroll

Community College, (e) Cecil Community College, (f) Chesapeake Community College, (g) College of Southern Maryland, (h) Community College of Baltimore County, (i) Frederick Community College, (j) Garrett Community College, (k) Hagerstown Community College, (l) Harford Community College, (m) Howard Community College, (n) Montgomery College, (o) Prince Georges Community College, and (p) WorWic Community College. Tenure or years of service was included in the survey to capture the number of years that a trustee has served on a Maryland community college board of trustee. This question offered four distinct categories of choice: (a) less than one year of service, (b) 1-5 years of service, (c) 6-10 years of service, and (d) 11 or more years of service. The last demographic question asked the trustees if they had experience working with formalized succession planning or not. Participants were given two response options: yes or no.

To address research question one: what trustee roles and responsibilities do trustees view as most important to ensure institutional sustainability? Section three of the MCCTSPS instrument was created. Using a preselected list with 17 options, the first question asked the trustee participants to select what they perceived to be the top five or most important roles and responsibilities of community college trustees to ensure institution sustainability. The preselected list of choices included: (a) alumni issues, (b) budget and financial management, (c) campus politics, (d) enrollment and retention, (e) strategic planning, (f) fundraising, (g) community partnerships, (h) policy development, (i) student

issues, (j) leadership development, (k) faculty issues, (l) lobbying with elected officials, (m) politics, (n) capitol projects, (o) legal issues, (p) institution sustainability, and (q) the appointment and evaluation of the president. The list was based on works by Herron (1969), Kerr and Gade (1989), Vaughan and Wiseman (1997), Smith (2000), and the Association of Community College Trustees (2009).

This section also incorporated one open-ended survey question used to permit participants an opportunity to describe what they viewed as the greatest challenges facing community colleges in the next 5-10 years. Creswell (2008) suggested that open-ended responses permitted an opportunity to explore explanations that may help explain responses from closed-ended questions. The use of this open-ended question provided the researcher with a second chance to observe the relative importance trustees place on actions that support succession planning and institution sustainability. Responses were converted to numerical data and analyzed based on frequencies.

Section four of the MCCTSPS responded to research question two: is there an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in community colleges. This section included one survey question. Using a seven-point Likert scale format that included: 0 = strongly disagree, 1 = disagree, 2 = slightly disagree, 3 = neither, 4 = slightly agree, 5 = agree, and 6 = strongly agree, participants were asked to select one response. Scores were interpreted based on participant

responses with 0-1 being the lowest score, 2-4 points suggesting a medium or moderate score, and 5-6 representing the highest possible score suggesting that trustees' knowledge of the leadership crisis strongly influenced their intentions to promote succession planning.

Section five of the MCCTSPS, Succession Planning was developed to address research question three: how much of the variance in community college trustees' intentions to promote succession planning can be accounted for by the elements of the theory of planned behavior (attitudes, subjective norms, perceived behavior control)? Using content information from Carlson's survey and the TpB manual, 14 questions were constructed to address trustees' intentions to promote succession planning in Maryland community colleges. The section was divided into four sub-sections and aligned based on the variables of theory of planned behavior, sub-sections included: (a) Part A - Attitudes, (b) Part B – Subjective Norms, (c) Part C – Perceived Behavioral Control, and (d) Part D – Intentions. Each question utilized an identical seven-point Likert scale format: (a) 0 = strongly disagree, (b) 1 = disagree, (c) 2 = slightly disagree, (d) 3 = neither, (e) 4 = slightly agree, (f) 5 = agree, and (g) 6 = strongly agree. Participants were required to select one response for each question.

Precisely, section five, part A of the survey responded to research question one: roles and responsibilities. This section incorporated four survey questions (10, 11, 12, and 13) that used the seven-point Likert scale format. Participants were asked to select one response for each question and the

associated values were summed to create a score with a range between 0 and 24 points. Scores were interpreted based on participant responses with 0-4 being the lowest score indicating negative attitudes towards succession planning or not likely to support succession planning, 8-16 points suggesting medium or moderate attitudes towards succession planning, and 20-24 representing the highest possible score suggesting favorable attitudes towards succession planning in Maryland community colleges.

Part A. Question 12 of the MCCTSPS instrument is an example of how attitudes towards succession planning were measured in the current study. The question reads: 'I believe succession planning should be a part of the community college's strategic plan'. Carlson's study, question 32 read: 'preparing for succession of leadership at this college is a part of the institution's overall plan'. The TpB manual suggested that attitude survey questions first must identify the behavioral beliefs and convert each belief into a belief statement. Therefore, the investigator of the current study identified the belief as leadership succession should being part of college's strategic plan and added a belief phrase: I believe. A strongly agree response would indicate that Maryland community college trustees had favorable attitudes towards succession planning and therefore believed succession planning should be embedded in the institution's strategic plan.

Part B provided an example of how subjective norms were applied would be described in question 15 of the MCCTSPS. The question reads: 'I believe

faculty and staff rely on community college trustees to ensure that community colleges have current succession planning policies for presidential recruitment'. Using the criteria outlined in the TpB manual as a guide, the investigator identified faculty and staff as representatives of the subjective norms or the individuals that represent social pressure and created a research questions accordingly. A strongly agree response to this question would suggest that Maryland community college trustees are strongly influenced by faculty and staff beliefs about succession planning in Maryland community colleges.

This section also responded to research question three with a direct emphasis on subjective norms about succession planning or "how much a person feels social pressure to do it" (Francis et al., 2004, p. 7). This section also used four questions (questions 14, 15, 16, and 17) to address the variable; using the seven-point Likert scale format as previously described. Again, participants were asked to select one response for each question. The values associated with the responses were summed to create a score with a range between 0 and 24 points. Scores were interpreted as: (a) 0-4 being the lowest score indicating minimal subjective norms or external influences to promote succession planning, (b) 8-16 points suggesting medium or moderate influences, and (c) 20-24 representing the highest level of external influences to promote succession planning in Maryland community colleges.

Part C. This section also responded to research question three, with a direct interest in perceived behavioral control of succession planning. This

section included questions 18, 19, and 20 using a seven-point Likert scale format. For example, question 20 of the MCCTSPS was designed using content from Carlson's (2007) survey question 28. The question reads: 'I am likely to support the appointment of a new president who has participated in a national leadership development program'. Carlson's survey, question 28 reads: 'at this college, individuals are encouraged to attend national leadership development training'. The investigator for the current study used the content from Carlson's survey (participation in national leadership development trainings) and developed items consistent with the criteria from the TpB manual to support a perceived behavioral control survey question. Consequently, the investigator created question 21 and a strongly agree response suggested that trustees were very likely to support the appointment of a new presidential candidate who had participated in a national leadership development program because the trustees believed participation would result in a better qualified candidate.

The values associated with the responses to the three questions were summed to create a score with a range between 0 and 18 points. Scores were interpreted based on participant responses with 0-3 being the lowest score indicating little or no knowledge of trustees perceived behavioral control over the outcomes of succession planning, 6-12 points suggesting a medium or moderate knowledge of trustees' perceived behavioral control, and 15-18 symbolizing the highest possible score suggesting that trustees are very likely to promote

succession planning in Maryland community colleges if they can predict the outcomes.

Part D also responded to research question three, with emphasis on trustees' intentions to promote succession planning in Maryland community colleges. Questions 21, 22, and 23 used the same seven-point Likert scale format as described above. Example question 21: 'I intend to encourage trustees to support the adoption of succession planning policies to select new presidential candidates'. A strongly agree response to this question would imply that trustees are strongly likely to encourage succession planning policies. Accordingly, the values associated with the responses to the three questions were summed to create a score with a range between 0 and 18 points. Scores on this scale were interpreted based on participant responses with 0-3 being the lowest score indicating little or no intentions to promote succession planning, 6-12 points suggesting a medium or moderate intentions to promote succession planning, and 15-18 suggesting that a trustee is very likely to support the promotion of succession planning in Maryland community colleges.

Validity and Reliability of Survey Instrument

The Maryland Community College Trustee Succession Planning Survey (MCCTSPS) was designed using Carlson's (2007) survey (Colorado Community College Succession Planning Survey) for content and the *Constructing Questionnaires Based on the Theory of Planned Behavior (TpB) Manual* for survey question construction and design (Prigge, 2004). Collectively, the

investigator used both documents to create a new survey to address the research question for the current study. Whereas, the Colorado Community College Succession Planning Survey is a replicate survey, of the instrument used in Prigge's research in 2004, *Development Job Experiences for Women on Community College Campuses*. The original use of the survey instrument in 2004 computed a Cronbach alpha of .914, which indicated strong internal consistency sufficient for research purposes. However, because the current study modified the survey questions, the investigator computed the reliability of the new instrument, computations reflected a new Cronbach alpha of .748, which is also consistent and sufficient for research purposes.

Attitudes towards succession planning. The scale for attitudes towards succession planning consisted of questions 10-13. Correlations indicated that item 13 was not correlated with the other items. Item 13 related to whether administration vacancies in the past five years were filled with internal candidates, but all other items addressed attitudes towards succession planning. Item 10 addressed the support of succession policies; item 11 addressed attempts to identify and prepare internal candidates for executive leadership positions; and item 12 questioned succession planning as part of the institution's strategic plan. Therefore, run with the four items, yielded a Cronbach Alpha of .566. When item 13 was dropped (n=3) the Cronbach Alpha increased to .714;

which is acceptable for research purpose. Questions 10-12 correlated with each other.

Subjective norms about succession planning. The scale for subjective norms about succession planning consisted of questions 14-17. Correlations indicated that item 14 was not correlated with the other items. Item 14 was concerned with faculty and staff relying on trustees to ensure that promotional opportunities were available, but all other items addressed trustees' subjective norms about succession planning. Item 15 addressed faculty and staff relying on trustees to ensure institutions had current succession plans. Item 16 addressed external constituents supporting succession planning in community colleges; and item 17 referred to external communities relying on trustees to determine if succession planning was an effective management tool. Table 8 demonstrated that when the Cronbach Alpha was ran with all four items the scale had a Cronbach Alpha of .655 and when item 14 was dropped the Cronbach Alpha increased to .814, which indicated internal consistency sufficient for research purposes.

Perceived behavior control of succession planning. The scale for perceived behavior control of succession planning consisted of questions 18-20. Correlations indicated that all items (18-20) correlated with each other. The Cronbach Alpha was run with all three items resulting in a value of .719.

Intentions to promote succession planning. The scale for intentions to promote succession planning consisted of questions 21-23. When the Cronbach Alpha was run, all items correlated with each and produced a Cronbach Alpha on .748.

Overall, the scale for the independent and dependent variables for the theory of planned behavior demonstrated positive correlations; therefore, the survey did not require revisions. However, the investigator elected to eliminate items 13 and 14 from the data analysis process because it was determined that those items solicited information that did not support the variables for the current research. The Cronbach alphas ranged between .719 and .814 for the four subscales and .748 for the entire instrument (see Table 7). Then, it was concluded that the reliability of the MCCTSPS was sufficient to measure the correlations between trustees' attitudes towards succession planning, subjective norms about succession planning, perceived behavioral control of succession planning, and intentions to promote succession planning.

Table 7

Reliability Scale for Maryland Community College Succession Planning Survey

Scale	Number of Items	Cronbach Alpha Value	n
<u>Attitudes</u> towards succession planning	3	.714	62
<u>Subjective norms</u> about succession planning	3	.814	62
<u>Perceived behavior control</u> of succession planning	3	.719	62
<u>Intentions</u> to promote succession planning	3	.745	62
Total	12	.748	62

Pilot Studies**Pilot Study I**

According to Teijlingen and Hundley (2001), a pilot study or a pilot experiment is usually referred to as a small scale preliminary research project implemented prior to the launching of a large scale research project. Pilot studies are conducted for various reasons including: (a) to check the feasibility, (b) to improve the design of the research, and (c) to improve the quality of the survey. Further, pilot studies are implemented prior to the implementation of large-scale quantitative research in an attempt to avoid wasted time and money. The newly created Maryland Community College Trustee Succession Planning

Survey required the implementation of a pilot study to determine the feasibility and validity of the instrument.

The first pilot study was launched at Morgan State University with doctoral students enrolled in a graduate level research methods course. The sample included 13 doctoral students in a community college leadership program. The researcher facilitated a three hour presentation titled: *The Lonely Road* in exchange for access to the graduate students. The researcher's presentation included the discussion of the Community College Leadership Doctoral Program, the cohort model, doctoral coursework, comprehensive examinations, research topics, selection of dissertation committee members, institutional review board approval, dissertation proposal, and lastly, the launching of the current pilot survey.

Each student was given an introductory letter and a copy of the questionnaire that incorporated a thank you component. The questionnaire included 20 questions. Each participant was asked to read the introduction letter, complete the survey questionnaire, offer revisions, and provide feedback as appropriate. The data analysis revealed that it took the participants approximately eight to ten minutes to complete the survey process. Recommendations included that the survey instrument be revised to include the definitions of a leadership crisis and succession planning. Therefore, the investigator revised the introduction letter to reflect the insertion of recommended definitions.

The data collected from the pilot study ensured the investigator for the current study that the MCCTSPS instrument provided the pertinent demographic information needed to create a Maryland community college trustee profile. The pilot study revealed that the survey outlined trustees' perceptions of their roles and responsibilities related to sustainability and the challenges facing community colleges in the future. The feedback helped the researcher realize the MCCTSPS would provide the necessary data related to trustees' knowledge of the leadership crisis and succession planning.

Pilot Study II

As result of the first pilot study and feedback from committee members, the research questions for the current study were reorganized to better align with the theoretical framework: theory of planned behavior. Revised questions are as follows:

- Research Question 1: What trustee roles and responsibilities do trustees view as most important to ensure institutional sustainability?
- Research Question 2: Is there an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in community colleges?
- Research Question 3: How much of the variance in community college trustees' intentions to promote succession planning can be accounted for by the elements of the theory of

planned behavior (attitudes, subjective norms, and perceived behavior control)?

After further discussions with members of the dissertation committee, the decision was made to accept the demographic and roles and responsibility questions, but questions related to knowledge of the leadership crisis and succession planning were revised to better reflect the theory of planned behavior TpB. Questions were ultimately revised and categorized based on the elements of the TpB. Consequently, survey questions were changed to reflect trustees' knowledge of the leadership crisis, trustees' attitudes towards succession planning; trustees' subjective norms about succession planning; trustees' perceived behavior control of succession planning; and trustees' intentions to promote succession planning. Given these changes, a second pilot study was undertaken.

The second pilot study relied on input from Community College Leadership Doctoral Program (CCLDP) students at Morgan State University, and a diverse group of Maryland community college administrators (deans, directors, managers, and coordinators). The investigator distributed 40 surveys to 25 CCLDP students and 15 community college administrators via email communication. The email communication included an introduction letter, survey questionnaire, and five additional questions outside the survey instrument. Additional questions included:

1. Is the survey grammatically correct?

2. Is the survey easy to read and understand?
3. How long did it take for you to complete the survey?
4. Do you have any recommendations to enhance the data collection process?
5. Do you believe the research questionnaire responds to the research questions for the current study?

The additional questions were added to the pilot study process to ensure that the participants understood their role in completing the pilot study survey process and to garner specific feedback. Each participant was asked to read the introduction letter, complete the survey questionnaire, make recommendations and feedback as appropriate. The pilot survey obtained a 68% return rate with 27 of the 40 distributed surveys returned.

Based on participant feedback it was determined that it required nine to twelve minutes to complete the survey. Again, it was concluded that the MCCTSPS instrument contained pertinent demographic information needed to create a profile of the Maryland community college trustees who completed the study. The survey analysis revealed that the survey outlined trustees' perceptions of their most important roles and responsibilities and the challenges facing community colleges in the future. The participants confirmed that the MCCTSPS provided the necessary data to understand trustees' knowledge of the leadership crisis. Lastly, the pilot study revealed that the MCCTSPS instrument is a viable tool to measure trustees' intentions to promote succession

planning in Maryland community colleges using a theory of planned behavior as the theoretical framework.

Data Collection Procedures

Prior to the implementation of the current research, the investigator successfully completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institute of Health in December, 2006 (see Appendix A). Additionally, the investigator obtained institution approval from Morgan State University's, Institutional Review Board to conduct the study (see Appendix B).

An email communication to the Executive Director of the Maryland Association of Community College (MACC) was initiated requesting information on how to obtain permission and access to the MACC trustee membership database (see Appendix C). It was determined that formal authorization was not required to contact the trustees associated with the Maryland Association of Community Colleges and that the trustee database was available to the public on the MACC website or in the annual MACC directory (see Appendix D).

Using the 130 MACC trustee members as the research population, one of two data collection procedures were used: (a) an electronic communication method or (b) United State Postal Service mailing. The electronic communication process served as the primary data collection method, while the

United States Postal Service served as the secondary contact method or as a result of a non-response from the email communication request.

Both processes incorporated a procedure that included the distribution of an introduction letter with a recruitment component, a debriefing statement, a letter of consent, a mechanism to thank participants for their participation, and an endorsement letter from Dr. Carolane Williams, President from Baltimore City Community College and a current board member with Maryland Associations for Community Colleges (see Appendix E). The recruitment letter was designed to recruit participant to complete the survey process for the current study. The recruitment letter included information related to the recruitment process, participant rights, and confidentiality of all data obtained throughout this process (see Appendix F). The letter of consent provided an explanation of the study, purpose of the study, significance of the study, research questions, and explained to the participants that participation was voluntary and that participants could elect to be withdrawn from the study at any point throughout the research process (see Appendix G). Participants were given the opportunity to electronically advise the investigator that they were not interested in participating in the research either through not opening the URL link included in the email introduction or by implementing a direct email communication to the investigator.

Participants were expected to complete the survey and return it the investigator via email or United States Postal Services in the returned envelope supplied by the investigator. Completion of the survey required approximately 8-

12 minutes. Upon receipt of a completed survey either electronically or United States Postal Service, surveys were coded and marked as received on a master schedule maintained in a spreadsheet. Surveys were referenced using a numerical coding system, not by institution or individual name to protect the identity of the participants and their institutions.

For the electronic email process, surveys not received after seven days, prompted a follow-up email communication to the participant. Thereafter, a seven day email follow-up process was employed, sending an email reminder every seven days for a total of one month (four email communications).

However, the United States Postal Service survey distribution method included a second mailing after ten days if surveys were not returned. Subsequently, a follow up communication was sent through the United States Postal Service every ten days for a total of one month or 30 days. The survey collection process ceased when the investigator reached a 48% return rate, which is acceptable to begin the data analysis process (Creswell, 2005).

Data Analysis

Collected quantitative data were analyzed using descriptive and inferential statistical procedures to address the research questions and hypotheses.

Bluman (2006) referred to descriptive statistics as a method to describe the situation and inferential statistics as a method to make inferences from samples to populations. Historically, McClave and Sincich (1997) proposed that

descriptive statistics focus on developing graphical and numerical summaries that describe a phenomenon. Hinkle, Wiersma, and Jurs (2003) defined descriptive statistics as “procedures used for classifying and summarizing, or describing data” (p. 735). Similarly, Gall, Gall, and Borg (2003) described descriptive statistics as an analytical measure used to organize and summarize data. The current research employed descriptive statistics including frequencies, percentages, means, and standard deviations to summarize the data and profile the participants. The participants were described in terms of their gender, race, age, community college, tenure on the board, and experience with succession planning.

Inferential statistics was defined as “procedures for making generalizations about a population by studying a subset of the population, called a sample” (Hinkle et al., 2003, p. 736). Inferential statistics was used to tests the hypotheses and to make generalizations about the population based on the data collected from the sample. The hypotheses were tested at the .05 level of significance. The current study also employed a stepwise regression that calculated the Pearson r to measure the strength of the linear association between the variables and calculated the standard error of estimates. This study includes four interval independent variables and one interval dependent variable, using a correlational design afforded the researcher an opportunity to examine the relationship between trustees’ knowledge of the leadership crisis, attitudes towards succession planning, subjective norms about succession planning, and

perceived behavioral control of succession planning and their intentions to promote succession planning. Table 8 illustrated a data analysis scheme for the current study.

Following the quantitative data analysis, the investigator implemented a qualitative data analysis to address the open-ended question reflected on the survey for the current study. According to Creswell (2008) open-ended responses permit the researcher the opportunity to explore explanations for the closed-ended responses. The investigator attempted to use the qualitative responses to better understand trustees' perceptions of community college future challenges. Following the generic steps of qualitative data analysis, the investigator: (a) organized the data for the analysis process, (b) read through the collected data, (c) coded the data, (d) identified categories and emerging common themes, and (f) translated the responses to numerical data and used frequencies and percentages to display and interpret the data (Creswell, 2005). Collectively, the investor applied quantitative and qualitative analysis to address the research questions for the current study.

Table 8

Data Analysis Scheme

Research Question	Hypothesis	Independent Variable	Dependent Variable	Statistical Procedure
1	N/A	Roles and Responsibilities	Community college trustees' intentions to promote succession planning	Descriptive Statistics (frequencies, and percents)
2	H01	Knowledge of the leadership crisis	Community college trustees' intentions to promote succession planning	Correlations Pearson r Stepwise Regression
3	H02	Attitudes towards succession planning	Community college trustees' intentions to promote succession planning	Correlations Pearson r Stepwise Regression
3	H03	Subjective Norms about succession planning	Community college trustees' intentions to promote succession planning	Correlations Pearson r Stepwise Regression
3	H04	Perceived Behavioral Control of succession planning	Community college trustees' intentions to promote succession planning	Correlations Pearson r Stepwise Regression

Summary

Primarily, this research employed a quantitative research design to address the research questions and hypotheses. The current research used a survey to collect data. The survey was developed to collect data from the 130

appointed trustees associated with the 16 public community colleges in Maryland as identified by Maryland Association of Community Colleges. Two pilot studies were implemented to assess the newly created instrument. Surveys were distributed via email and United States Postal Service. Once completed surveys were received, multiple data analyses procedures were employed to analyze data to identify commonalities and differences as appropriate to address research questions and hypotheses. Chapter four outlines the findings and chapter five incorporates conclusions and recommendations.

CHAPTER IV

FINDINGS

The purpose of this study was to examine trustees' intentions to promote succession planning in Maryland community colleges using the theory of planned behavior as the theoretical framework to guide the research. Data were collected using the Maryland Community College Trustees Succession Planning Survey (MCCTSPS) and results are presented in this chapter. The specific research questions addressed in this research included:

- Research Question 1: What trustee roles and responsibilities do trustees view as most important to ensure institutional sustainability?
- Research Question 2: Is there an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in community colleges?
- Research Question 3: How much of the variance in community college trustees' intentions to promote succession planning can be accounted for by the elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavior control)?

This chapter is organized into five sections based on the research questions for the current study. The chapter outlines the characteristics of the participating trustees to establish a profile of the Maryland community college trustees. The chapter describes the data analyses for the research questions

and hypotheses; specifically providing an overview of the data collected for each variable in the Maryland Community College Succession Planning Survey (MCCSPS). This chapter concludes with a summary of the findings.

Maryland Community College Trustee Profile

The current study was not guided by a demographic research question, however; questions one through six on the MCCTSPS requested demographic data to establish a profile of the participating trustees. Demographic data was collected from the 63 participating trustees representing the 16 community colleges in the state of Maryland. The final population reflected 53.8% male trustees and 46.2% female trustees. The data revealed that 69.2% of the participating trustees were Caucasian and 25% represented African Americans. Other demographics suggested: (a) 55.8% of the participating trustees were between 51-65 years of age; (b) 42.9% had 1-5 years of experience serving as a community college trustee; and (c) 63.5% of the participating trustees recorded that they had experience working with formalized succession planning.

Research Question One

Roles and Responsibilities

Survey questions seven and eight responded to research question one: What trustees' roles and responsibilities do trustees view as most important to ensure institution sustainability? Question seven asked trustees to identify the

five most important roles and responsibilities and question eight asked the three greatest challenges that community colleges will face in the next 5-10 years.

Question seven provided a preselected list of roles and responsibilities, a list that emerged from the works of Herron (1969), Kerr and Gade (1989), Vaughan and Wiseman (1997), Smith (2000), and the Association of Community College Trustees (2009). The preselected list included alumni issues, budget and financial management, campus politics, enrollment and retention, strategic planning, fundraising, community partnerships, policy development, student issues, leadership development, faculty issues, lobbying with elected officials, politics, capitol projects, legal issues, institution sustainability, and the appointment and evaluation of the institution president.

Using frequencies, Table 9 revealed that 90.5% of the participating trustees suggested that the primary role and responsibility of a Maryland community college trustee was the appointment and evaluation of the institution president. The data suggested that (a) institution sustainability (65.1%), (b) policy development (61.9%), (c) strategic planning (58.7%), and (d) budgets and financial management (50.8%) make up the most important roles and responsibilities of Maryland community college trustees. The results revealed that (a) enrollment and retention (13%), (b) fundraising (8%), (c) campus politics (6%), (d) faculty issues (6%), (e) legal issues (6%), (f) student issues (5%), and (g) politics (3%) represented the least important roles and responsibilities of Maryland community college trustees. Alumni issues reflected a zero response

rate suggesting that trustees did not recognize alumni issues as one of their roles and responsibilities.

Using an open-ended format, question eight asked trustees to identify the three greatest challenges community colleges will face in the next five to ten years. Trustees identified six major challenges accounting for 65% of their responses: (a) enrollment and retention, (b) funding, (c) retirements, (d) student diversity, (e) growth and expansion, and (f) partnerships. Issues such as faculty and staff concerns, leadership, presidential recruitment, state and local support, and the completion agenda accounted for 23% of their responses. Finally, workforce needs, programs and instruction, institution sustainability, trusteeship, increased tuition, and external support accounted for 14% of their responses. Precisely, the findings revealed that trustees reported that student enrollments, institution funding, and retirements represented the three greatest challenges that Maryland community colleges will face in the next five to ten years.

In response to research question one: What trustees' roles and responsibilities do trustees view as most important to ensure institution sustainability? Responses revealed that the evaluation of the institution president was identified as trustees' primary role and responsibility. The data further revealed that enrollments and funding will be the greatest challenge that institutions will have to address to ensure institution sustainability.

Table 9

MCCTSPS Question Seven (Roles and Responsibilities)

	Rank	Trustees' Roles and Responsibilities	Frequency	Percentage
A	1	Appointment and Evaluation of the President	57	90.5%
B	2	Institution Sustainability	41	65.1%
	3	Policy Development	39	61.9%
	4	Strategic Planning	37	58.7%
	5	Budgets and Financial Management	32	50.8%
C	6	Lobbying with Elected Officials	26	41.3%
	7	Community Partnerships	24	38.1%
	8	Leadership Development	17	27.0%
	9	Capitol Projects	13	20.6%
D	10	Enrollment and Retention	8	12.7%
	11	Fundraising	5	7.9%
	12	Campus Politics	4	6.3%
	13	Faculty Issues	4	6.3%
	14	Legal Issues	4	6.3%
	15	Student Issues	3	4.8%
	16	Politics	2	3.2%
E	17	Alumni Issues	0	0%

Note. A = Primary role and responsibility of Maryland community college

trustees; B = Important roles and responsibilities; C = Other items recognized as roles and responsibilities; D = Least important roles and responsibilities; and E = Not recognized as a role and responsibility.

Research Question Two

Knowledge of the Leadership Crisis

Research question two asked if there was an association between trustees' knowledge of the leadership crisis and trustees' intentions to promote succession planning in Maryland community colleges. This question was supported by the following hypothesis:

H₀₁: There is no association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning.

H_{a1}: There is an association between trustees' knowledge of the leadership crisis and their intentions to promote succession planning.

Hypothesis one was not rejected and no association was found between trustees' knowledge of the leadership crisis and their intentions to promote succession planning in Maryland community colleges, $r = .002$, $p = .987$, $n = 62$.

Research Question Three

Succession Planning

Research question three asked: Can community college trustees' intentions to promote succession planning be explained by the elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavior control)? The research question incorporated three hypotheses.

H₀₂: There is no association between trustees' attitudes and their intentions to promote succession planning.

- H_{a2}: There is an association between trustees' attitudes and their intentions to promote succession planning.
- H_{o3}: There is no association between trustees' subjective norms and their intentions to promote succession planning.
- H_{a3}: There is an association between trustees' subjective norms and their intentions to promote succession planning.
- H_{o4}: There is no association between trustees' perceived behavioral control and their intentions to promote succession planning.
- H_{a4}: There is an association between trustees' perceived behavioral control and their intentions to promote succession planning.

Attitudes towards succession planning

Significance was found between trustees' attitudes towards succession planning and trustees' intentions to promote succession planning in Maryland community colleges, $r = .548$, $p = .000$, $n = 62$. Hypothesis two was rejected and it was concluded that there is an association between trustees' attitudes towards succession planning and their intentions to promote succession planning in Maryland community colleges (see Table 10).

Table 10

Bivariate Correlations for Attitudes towards Succession Planning

		Subjective Norms about succession planning	Perceived Behavioral Control of succession planning	Intentions to promote succession planning
Attitudes	Pearson	.174	.477**	.548**
	Sig.	.176	.000	.000
	n	62	62	62

Note. (**) Correlations are significant at the 0.01 level (2-tailed).

Subjective norms about succession planning

Significance was found between trustees' subjective norms about succession planning and trustees' intentions to promote succession planning in Maryland community colleges, $r = .564$, $p = .000$, $n = 62$ (see Table 11). Hypothesis three was rejected and it was concluded that there is an association between trustees' subjective norms about succession planning and their intentions to promote succession planning in Maryland community colleges. The findings revealed a positive correlation between trustees' subjective norms about succession planning and trustees' attitudes towards succession planning. But, there was no significant correlation between trustees' subjective norms and trustees' perceived behavioral control of succession planning.

Table 11

Bivariate Correlations for Subjective Norms about Succession Planning

		Attitudes towards succession planning	Perceived Behavioral Control of succession planning	Intentions to promote succession planning
Subjective Norms	Pearson	.174	-.136	.564**
	Sig.	.176	.291	.000
	n	62	62	62

Note. (**) Correlations are significant at the 0.01 level (2-tailed).

Perceived behavioral control of succession planning

A significant correlation was found between trustees' perceived behavioral control of succession planning and trustees' intentions to promote succession planning in Maryland community colleges, $r = .312$, $p = .014$, $n = 62$. Hypothesis four was rejected and it was concluded that there is an association between trustees' perceived behavioral control and trustees' intentions to promote succession planning in Maryland community colleges (see Table 12). Findings demonstrated that there was a significant correlation between trustees' perceived behavioral control of succession planning and trustees' attitudes towards succession planning. However, there was no significance between trustees' perceived behavioral control and trustees' subjective norms about succession planning.

Table 12

Bivariate Correlations for Perceived Behavioral Control of Succession Planning

		Perceived Behavioral Control of succession planning	Attitudes towards succession planning	Subjective Norms about succession planning	Intentions to promote succession planning
Perceived Behavioral Control	Pearson	1	.477**	-.136	.312*
	Sig.		.000	.291	.014
	n	62	62	62	62

Note. (*) Correlations are significant at the less than 0.05 level (2-tailed); (**) Correlations are significant at the 0.01 level (2-tailed).

Intentions to promote succession planning

Collectively, Table 13 displayed a significant correlation between the elements of the theory of planned behavior: (a) trustees' attitudes towards succession planning; (b) subjective norms about succession planning; and (c) perceived behavioral control over the outcomes of succession planning with trustees' intentions to promote succession planning in Maryland community colleges.

Table 13

Correlations of Trustees' Attitudes, Subjective Norms, Perceived Behavioral Control, and Intentions to Promote Succession Planning

		Attitudes towards succession planning	Subjective Norms about succession planning	Perceived Behavioral Control of succession planning	Intentions to promote succession planning
Attitudes	Pearson	1			
	Sig. (2-tailed)				
	N	62			
Subjective Norms	Pearson	.174	1		
	Sig. (2-tailed)	.176			
	N	62	62		
Perceived Behavioral Control	Pearson	.477**	-.136	1	
	Sig. (2-tailed)	.000	.291		
	N	62	62	62	
Intentions	Pearson	.548**	.564**	.312*	1
	Sig. (2-tailed)	.000	.000	.014	
	N	62	62	62	62

Note. (*) Correlations are significant at the less than 0.05 level (2-tailed); (**) Correlations are significant at the 0.01 level (2-tailed).

The current study used a stepwise regression model to explain and make predictions about the variables. Stepwise regression calculation demonstrated that three of the four variables for the current study entered the model to make predictions about the dependent variable: trustees' intentions to promote succession planning. The variable (knowledge of the leadership crisis) did not attain significance and did not enter the model. The three variables that entered the model included: (a) subjective norms about succession planning, (b) attitudes towards succession planning, and (c) perceived behavioral control of succession planning (see Table 14).

1. Model 1 addressed subjective norms about succession planning as the first variable to enter the model, $F(1, 61) = 27.959, p = .001$.
2. Model 2 retained subjective norms about succession planning and allowed attitudes towards succession planning to enter the model, $F(2, 61) = 32.746, p = .001$.
3. Model 3 retained subjective norms about succession planning and allowed attitudes towards succession planning and perceived behavioral control of succession planning to enter the model, $F(3, 61) = 24.630, p = .001$.

Table 14

Predictors of the Theory of Planned Behavior for Succession Planning
(Stepwise Regression)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	165.536	1	165.536	27.959	.000 ^a
	Residual	355.238	60	5.921		
	Total	520.774	61			
2	Regression	273.966	2	136.983	32.746	.000 ^b
	Residual	246.808	59	4.183		
	Total	520.774	61			
3	Regression	291.760	3	97.253	24.630	.000 ^c
	Residual	229.014	58	3.949		
	Total	520.774	61			

Note. (a) Model 1 = Subjective Norms; (b) Model 2 = Subjective Norms and Attitudes; (c) Model 3 = Subjective Norms, Attitudes, and Perceived Behavioral Control.

Table 15 presents the full stepwise regression model for the three predictors (subjective norms about succession planning, attitudes towards succession planning, and perceived behavioral control of succession planning). The first model reflected a Pearson r of .564 for subjective norms about

succession planning (independently). The second model included subjective norms about succession planning and attitudes towards succession planning, reflecting an increased Pearson r of .725 and the third model added the final element, perceived behavioral control of succession planning and collectively the Pearson r increased to .748 for all elements. The increased Pearson r reflects a stronger linear association between the independent and dependent variables for the current research. Further, the model with the three predictors (subjective norms about succession planning, attitudes towards succession planning and perceived behavioral control of succession planning) was able to account for 54% of the variations between the elements of TpB and trustees intentions to promote succession planning. Finally, the table outlined a standard error of the estimates at 2.433 for subjective norms about succession planning (independently). However, as the other two variables entered in the model, the error rate decreased reflecting a standard error rate of estimates at 1.987 for all three variables collectively.

Summary

This chapter reported on the findings for the three research questions reflected in the current study. A quantitative methodology was employed to analyze the data. Collected data suggested that Maryland community college trustees were primarily Caucasian males between 51-65 years of age. The data revealed that Maryland community college trustees believed their primary role and responsibility was the appointment and evaluation of the institution president.

The data disclosed that Maryland community college trustees were knowledgeable of the pending leadership crisis; but there was no correlation between trustees' knowledge of the leadership crisis and trustees' intentions to promote succession planning. The present study concluded that Maryland community college trustees' attitudes towards succession planning, subjective norms about succession planning, and perceived behavioral control of succession planning had significant correlations with trustees' intentions to promote succession planning. Demographics, implications, recommendations and conclusions from collected data will be presented in Chapter V.

Table 15

TpB Variable Predictors Model Summary (Stepwise Regression)

Model	Pearson r	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.306	2.43323
2	.725 ^b	.526	.510	2.04529
3	.748 ^c	.560	.537	1.98709

Note. (a) Model 1 = Subjective Norms; (b) Model 2 = Subjective Norms, Attitudes; (c) Model 3 = Subjective Norms, Attitudes, Perceived Behavioral Control.

CHAPTER V

DISCUSSIONS, CONSLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Overview of the Study

Research predicts an impending leadership crisis in higher education, especially in community colleges in the immediate future (Altman, 2006; Amey & VanDerLinden, 2002; Brigham-Sprague, 2001; Carlson, 2007; Evelyn, 2001; Freeze, 2005; Shults, 2001; Weisman & Vaughan, 2002). As colleges face large-scale baby boomer retirements, researchers and educational leaders are concerned about how institutions are preparing for leadership transition that will ensure institutional sustainability. Some researchers, like Beinhocker, Farrell, and Greenberg (2008) have noted that baby boomers may not retire at the projected rates and are continuing to work beyond the normal retirement age because they are not interested in pursuing a traditional retirement of leisure (O'Brien, n.d.).

At some point the baby boomers will be forced to retire and the question then becomes, "are community colleges prepared to address the mass exodus? Finding and developing the human resources will be critical to continuing to build and deliver community college education that is vitally important to the future of our nation" (Bragg, 2004, p. 1). Little (2002) recognized the potential crisis and suggested that community college trustees take responsibility for their own workforce needs..As noted by Rothwell (2005), "top managers are aware that the

continued survival of the organization depends on having the right people in the right places at the right time to do the right things” (p. 18).

The purpose of this study was to examine trustees’ intentions to promote succession planning in Maryland community colleges. Guided by three research questions, this study: (a) identified Maryland community college trustees’ primary roles and responsibilities, (b) measured trustees’ knowledge of the leadership crisis, and (c) explored trustees’ attitudes, subjective norms, and perceived behavioral control of succession planning to explain trustees’ intentions to promote succession planning in Maryland Community Colleges.

Discussion

Demographic data were collected in this study in order to establish a profile of the responding trustees. The data revealed that 54% of the participating Maryland community college trustees were Caucasian males between 51-65 years of age. These demographics are consistent with the literature. Hill (1989) revealed that women and minority trustee representation has increased, but the greater trustee population as continued to be Caucasian males 55 years of age and older. In 2008, Bontrager replicated Hill’s study and again the demographic data suggested that the greater trustee population represented white Caucasian males between the ages of 50-69 years.

Of note with this finding was that “while the demographic face of students in higher education has changed significantly” the face of trustee leadership

remains the same; Caucasian males between the ages of 50- 69 years constituted the predominate participant's ethnicity (Bontrager, 2008, p. 136). The community college student population reflects a diverse representation of students that includes women, African Americans, Hispanics, Asians, seniors, veterans, younger students, immigrants, and many other characteristics. "With racial and gender equity having been a focus of private and public sector arenas over the past forty years it is essential that key leadership of higher education reflects emphasis in diversity" (p. 136). Overall, the face of community college leadership should mirror the face of the student population that it serves. Bontrager (2008) concluded that "governing boards of two-year colleges must be more aggressive in achieving the diversity that better understands the constituents that it serves" (p. 136). Perhaps the retirement of baby boomers will open new opportunities for the profile of board of trustees to change.

Research Question One

The first research question solicited data related to trustees' roles and responsibilities required to ensure institution sustainability. Trustees were asked to identify their roles and responsibilities using the list that emerged from the literature, findings identified the appointment and evaluation of the institution president as the primary role and responsibility of a community college trustee; followed by institution sustainability, policy development, strategic planning, and financial management. These findings are consistent with previous literature,

“everyone agrees in the abstract that the number one responsibility of a governing board is to identify and recruit an excellent president when the time is at hand” (Bowen, 2008, p. 1). The Maryland community college trustees also identified the following as key roles: (a) serving the community, (b) strategic planning, and (c) policy development which also are consistent with the literature (Carver & Carver, 1997, Carver & Mayhem, 1994; Coleman, 1981; Hill, 1989; Peterson, 2002; Smith, 2000; Vaughan & Weisman, 1997).

The findings suggested that the participating Maryland community college trustees believed that lobbying for elected officials was the sixth most important role and responsibility of a trustee. Although this finding is not consistent throughout the literature, it may be germane to the state of Maryland because 15 of the 16 Maryland public community colleges are suburban and rural (county) institutions that receive one third of their financial support from the local county government, one third from state government, and the balance from external support. The exception to this is Baltimore City Community College, the only urban community college in the state of Maryland and the only community college to receive full funding from the state government and limited local funding (MACC, 2007, 2008). Whereas, institutions receiving funding from local sources may be more compelled to lobby elected officials and institutions that primarily rely on state formula funding may not.

Maryland community colleges do not have an organized community college system but it has the Maryland Association of Community Colleges

(MACC), the voice and advocate for Maryland's 16 community colleges. What is MACC? (a) Founded in 1992, MACC represents all 16 of Maryland's two-year public higher education institutions; (b) MACC is a voluntary, non-profit organization governed by a 32 member Board of Directors composed of the president and one designated trustee from each member college; (c) MACC annual budget is established by the Board of Directors and funded from annual dues assessments of the member colleges; and (d) MACC is a working partnership between the Annapolis-based professional staff and the individual leadership of each community colleges (MACC, 2007, 2008).

Research Question Two

Research question two asked: Is there an association between trustees' knowledge of the leadership crisis and there intentions to promote succession planning? The leadership crisis referred to: (a) the mass exodus of chief executive officers from the workforce; (b) the lack of preparedness to immediately fill the leadership voids; and (c) the possible loss of critical historical knowledge (Little, 2002; Shults, 2001; Weisman & Vaughan, 2002). The leadership crisis research question for the current study was aligned with hypothesis one (H₀₁) and the findings revealed that the almost 100% ($p = .987$) of the participating trustees agreed that a community college leadership crisis was on the horizon; however, this knowledge did not influence their intentions to promote succession planning. Significance was not found and we failed to reject

the null hypothesis. Bontrager (2008) concluded that “it is the responsibility of senior leadership and presidents to help boards of trustees understand the benefits of succession planning” to address the anticipated leadership crisis (p. 114). Perhaps MACC and the college presidents need to initiate a dialogue with the board members about the leadership crisis and its consequences.

Research Question Three

The third research question was designed to determine if the elements of the theory of planned behavior: (a) attitudes towards succession planning, (b) subjective norms about succession planning, and (c) perceived behavior control of succession planning could be used to explain trustees’ intentions to promote succession planning. Three hypotheses were aligned with this research question and findings are discussed below.

Attitudes towards succession planning. Hypothesis (Ho2) asked was there an association between trustees’ attitudes and their intentions to promote succession planning. Significance was found and the null hypothesis was rejected. There was an association between trustees’ attitudes towards succession planning and trustees’ intentions to promote succession planning in Maryland community colleges. Trustees revealed they had favorable attitudes towards succession planning and they supported the approval of succession planning policies and practices that would ensure institution sustainability. Trustees supported the identification of internal candidates for leadership

vacancies in community colleges. The study concluded that trustees were in favor of succession planning being incorporated in the institution's strategic plan.

One trustee added this comment:

I have been Chairman of the board for four years and succession planning is a part of our responsibilities, but not part of our strategic planning. The planning is for other areas of our responsibilities, which deal with policy and process. Succession planning is something that only comes up every ten years or so, so we focus on other items in our strategic planning.

Contrasted to other findings, trustees' attitudes varied when asked: In the last five years has your institution generally hired from within for administrative vacancies? The major responses demonstrated that 24% agreed, 29% selected neither (not agreeing nor disagreeing), and 23% disagreed. This variation in responses may reflect that trustees are not involved with the recruitment processes for vacancies outside the appointment of the institution's president. As a result it may be suggested that institutions develop policies that address internal recruitment at all levels to ensure that opportunities are made available to employees across the institution. As noted in the succession planning case study at Daytona Beach Community College, employee morale, performance, and attitudes increased with the creation and implementation of a Leadership Development Institute connected to a formalized succession planning process available to all employees (Carroll, 2004).

Subjective norms about succession planning. Hypothesis (H₀₃) asked if there was an association between trustees' subjective norms and their intentions to promote succession planning. Significance was found and the null hypothesis was rejected. There was an association between trustees' subjective norms about succession planning and their intentions to promote succession planning in Maryland community colleges. Findings revealed that trustees felt pressured from internal and external constituents about succession planning in community colleges. Trustees believed faculty and staff relied on the trustees to ensure that promotional opportunities were made available and that trustees were responsible for ensuring that community colleges had current succession planning policies for presidential recruitment. Other findings revealed that 82% of the responding trustees believed that the external community relied on the trustees to determine if succession planning represented an effective leadership transition tool to ensure institution sustainability. Welch and Welch (2007) argued that "real shareholders don't want their boards to fixate" on financial and other responsibilities; shareholders prefer that the board of trustees concentrate on institution growth and leadership succession (p. 1).

Perceived behavioral control of succession planning. Hypothesis (H₀₄) asked if there was an association between trustees' perceived behavioral control of succession planning and their intentions to promote succession planning. Significance was found and the null hypothesis was rejected. There is

an association between trustees' perceived behavioral control of succession planning and trustees' intentions to promote succession planning in Maryland community colleges.

Other findings revealed that trustees had positive perceptions of the perceived behavior control and outcomes of succession planning. The findings disclosed that trustees supported the appointment of new community college presidents that had been mentored by former community college presidents. Previous literature supported that formal and informal mentoring proved to be positive and essential in the professional development of individuals aspiring to be senior leaders (Piland & Wolf, 2003; Shults, 2001). In a recent study, Luzbetak's (2010) findings outlined that the participants believed mentoring was important to leadership development and that there was a "powerful connection between mentoring and career mobility" (p. 115).

Findings suggested that trustees were very likely to support the appointment of a new president that had participated in a national leadership development program. But, trustees remained neutral when asked if they would support the appointment of an institution president that had been recruited externally. As stated best by one of the participating trustees in the current study, "the survey questionnaire was uncomfortable to complete because a lot of the questions were situational and trustee responses would vary based on the situation".

Intentions to promote succession planning. Using the Theory of Planned Behavior (TpB) as the theoretical framework to guide the current study, the investigator measured the elements of the theory of planned behavior (attitudes, subjective norms, and perceived behavioral control) with trustees' intentions to promote succession planning. The findings revealed that: (a) approximately 80% of the participating trustees agreed that they intended to support the adoption of succession planning, (b) 84% agreed that they intended to encourage trustee participation in professional development programs that included succession planning, and (c) 73% agreed that they intended to encourage the identification of internal candidates for future executive leadership positions. Collectively, the elements of TpB (attitudes, subjective norms, and perceived behavior control) seemed to be predictors of trustees' intentions to promote succession planning in Maryland community colleges.

The findings suggested: (a) that trustees had favorable attitudes towards succession planning; (b) felt pressured by the faculty, staff, and the external community (subjective norms) about succession planning; (c) perceived behavior control over the outcomes of succession planning; and (d) intentions to promote succession planning in the future. These findings are directly aligned with the investigators' predictions, that trustees would support succession planning in community colleges. According to Walker (n.d.):

A solid and well-thought out succession planning process will help the board avoid a rushed and disorganized job search when it becomes clear

that new chief executive leadership will be required. It enables the board to take a careful, analytical look at the challenges that will be faced by the next chief executive, and think through the critical experience, professional skills and personal qualities that will be essential for the next CEO to possess to be able to lead the organization forward into the future. (p. 2)

Examples of trustees involved with community college professional development include: (a) the board of trustees at Frederick Community College in Maryland initiated an executive leadership program and were active participants in the program; (b) the board members of the Louisiana Community and Technical College System charged the president to develop a program to address the future leadership needs; and (c) the board of trustees at Howard Community College in Maryland requested that the former president identify her successor, when she announced her retirement in 2007 (Jeandron, 2006; Surface, 2007).

“An astonishing number of institutions have no succession planning processes in place” and the question remains: Why are trustees not pressuring community college presidents to implement formalized succession planning policies? (Bowen, 2008, p. 1) According to the Witt and Kieffer (2008), current presidents argued that trustees do not embrace succession planning because trustees are not willing to change current practices and publically identify and groom candidates for specific positions. They continued that trustees would argue that institutions do not have the resources to hire and pay a successor

before an incumbent leaves an institution. Welch and Welch (2007) concluded that:

Succession planning requires boards to talk candidly about what qualities are missing in the current CEO and the timing of his or her departure, and it compels the current CEO to chime in without seeming defensive. It's sort of like a married couple trying to calmly discuss who the perfect replacement spouse would be. Pretty squirm-worthy stuff. (p. 1)

Conclusions

Findings revealed that Maryland community college trustees were aware of the pending leadership crisis and have intentions to promote succession planning at their institutions. However, the majority of the trustees affiliated with the 16 community colleges in Maryland have not forced the implementation of succession plans to date with the exception of Howard Community College and Montgomery College, who do have formalized succession planning practices. The other 14 community colleges have informal leadership development and succession planning processes. According to Richards (2009), institutions must “move beyond the leadership development paradigm and into one that includes a deliberate and systematic succession plan complete with the full spectrum of succession planning activities” (p. 109). There seems to be no documented consistencies across the state of Maryland to address leadership development or succession planning practices for Maryland community colleges collectively.

This may be primarily a result of the lack of a formalized community college state system and individual institutions being governed internally. The Maryland Association of Community Colleges concluded that Maryland community colleges are governed by the institution president and individual board of trustees (MACC, 2007). Each Maryland community college establishes its own policies and procedures to govern its institution.

Survey results suggested that 79% of the responding trustees had favorable attitudes towards succession planning being incorporated in Maryland community college strategic plans. The *Leading Forward Report*, Jeandron (2006) reported that leadership development programs may arise to becoming part of institution's strategic planning processes. For example "Cumberland County College in New Jersey noted that its strategic plan included three goals: literacy, learning, and leadership" (p. 7). Richards (2009) suggested, for "succession planning to exist in academic institutions, it requires executive commitment, an approach not unlike strategic planning, and careful construction of communicating along with close ties with institutional cultures, missions, and values" (p. 109). Christie (2005) concluded that:

If chief executive officers don't give increased attention to the business of human resources, their strategic plans will be useless. If human resources personnel don't understand and connect the organization's strategic plan to their worker acquisition and professional development plans, their efforts will not be productive. (p. 78)

Succession planning incorporated in an institution's strategic plan demonstrates favorable attitudes and can serve as an unspoken voice that recognizes and appreciates human capital. At the turn of the century, Daytona Beach Community College "began to look strategically at one its most valuable resources: its personnel" and concluded that the institution needed to immediately adopt a systemic approach to leadership development (Carroll, 2004, p. 1). Cembrowski and DaCosta's (1998) concluded that "management staff felt that they needed a formalized development plan to assist them in progressing to other positions within the organization" (p. 12). The "development of a succession plan needs to be a high priority for the college and implemented across the college in all employee groups" (Christie, 2005, p. 77). Or if not prepared to implement formalized succession planning processes, institutions are being asked to consider programs that parallel the *Leading Forward* initiative; an initiative designed to explore growing your own leaders (Jeandron, 2006).

Other schools that implemented GYO leadership development programs included: (a) Owens Community College in New Jersey implemented a leadership development program that facilitated positive change in the culture of the institution, promoted collaborations across the institution, and enhanced shared leadership; (b) Mississippi Gulf Coast Community College designed a leadership development program to promote the concept of one college; and (c) "Florida Community College System created the Chancellor's Leadership Seminar, a professional development opportunity for midlevel managers seeking

advancement to senior level positions” programs designed to continue the community college legacy, through the development of internal candidates (Jeandron, 2006, p. 8). Further as stated best by Pamela Fisher: “Today’s leadership gap creates more opportunities than it does challenges for the numerous diverse women and men who aspire to leadership roles in our movement, the opportunities have never been better” (p. 9).

Implications

The current study recognized implications for Maryland Community Colleges that may apply to county councils, the Governor, trustees, presidents, and constituents across the institutions. The findings of this study may hold implications in three areas: (a) the methods by which community college presidential candidates are recruited; (b) how county council boards and the Governor appoint new trustees for Maryland community colleges; and (c) policies on how community college presidents and administrators communicate with the board of trustees in the future.

For example the current research suggested that trustees had favorable attitudes towards succession planning, which may have implications for how trustees recruit for institution presidential candidates in the future. Presidential candidates may be required to have backgrounds and in-depth experiences using succession planning, which may include participation in leadership development institutes, mentorship programs, and matriculation through the

ranks of one institution. This research may imply that trustees in the future may be more willing to look at internal candidates and identify possible successors, which may be intimidating for current community college presidents.

The support for succession planning policies may cause trustees to become more involved in the day-to-day operations of institutions to become familiar with current staff and possible internal candidates for upward mobility. Trustees may become concerned with presidential candidates' ages and that could impact the decision process for potential candidates and violate age discrimination regulations. Although succession planning has numerous positive qualities; succession planning also jeopardizes the opportunity to recruit strong external candidates.

Baltimore City Community College (BCCC) is the only community college in Maryland in which the trustees are appointed by the Governor and this study may impact how the Governor appoints trustees in the future. This study may influence the criteria used by the Governor to identify potential Baltimore City Community College trustees, as well as the necessary experiences expected of those candidates prior to their appointment. Trustees at BCCC may be required to have extensive higher education backgrounds and documented human resources experiences that include succession planning. Trustee candidates may be expected to demonstrate that they have the necessary competencies to recognize strong potential internal candidates for leadership; candidates that can be groomed, mentored, and immediately transitioned into executive leadership

roles. This study may influence the Governor to implement practices, policies, and regulations that support succession planning, while maintaining justice for all constituents internally and externally. Identical to BCCC, this study may impact how county officials appoint and elect community college trustees at the other 15 county community colleges in Maryland.

Another example would be, the selection process used to identify and appoint the current president at Howard Community College; a president that was identified, groomed, and mentored by her successor at the request of the board of trustees (Surface, 2007). This study may encourage other community colleges in Maryland to use identical succession planning practices when appointing new trustees and presidential candidates to serve at their institutions. Recruiting committees may require that potential community college trustees have succession planning training and documented experiences working with organizations that have implemented succession planning practices.

This study may impact and influence the type of policies approved by community college trustees in the future, as well as, how community college presidents and administrators address the board of trustees. Because trustees have revealed their support of succession planning, this study may encourage leadership to develop policies that include succession planning practices across the institution. Trustees may be more interested in how administration recruits internally and how administration approaches professional development. With the anticipated baby boomer exodus, trustees may feel the need to become more

proactive about the institutions recruitment processes. Trustees may began to pressure institution presidents about developing formalized succession planning policies that incorporate grow-your-own programs, mentorships, coaching, and other documented practices that support the development of internal candidates.

Recommendations

The present study presents a number of findings that lead to several succession planning policy and practice recommendations, along with recommendations for future research. "Succession planning and management policy and procedures should usually be written only after decision-makers agree on program mission and goals" (Rothwell, 2005, p. 136). Precisely, succession planning policies outline what an organization intends to do and succession planning procedures outline and clarify how the policies will be applied throughout the organization. (Rothwell, 2001, 2005).

Succession Planning Policies

The current study suggested that trustees had: (a) favorable attitudes and feelings about succession planning, (b) felt pressure (subjective norms) from the college community about succession planning, and (c) positive perceived behavioral control over the outcomes of succession planning, and subsequently good intentions to promote succession planning in Maryland community colleges. Precisely, survey question 12 revealed that 92% of the responding trustees had

favorable attitudes towards the approval of succession planning policies for community college presidential recruitment. In a similar question, question 23 asked if trustees intended to encourage the adoption of succession planning policies for presidential recruitment: 79% responded in agreement.

Of the responding trustees, 72% stated that they believed the faculty and staff relied on the trustees to ensure that community colleges had current succession planning policies for presidential recruitment. Of the same trustee population, 72% believed that the external community (including community leaders) relied on the community college trustees to ensure that institutions had current succession plans that ensured institution sustainability. However, according to Bowen (2008) trustees themselves recognized that most institutions do not have succession planning policies and the trustees confess that they are displeased with their work in this area.

To that note, it is recommended that trustees adopt succession planning policies for the recruitment and appointment of presidential candidates, policies that incorporate various elements of succession planning. According to Rothwell (2005) succession planning policies start with the development of a program mission, followed by practices (objectives and goals) designed to successfully accomplish the mission.

Succession Planning Practices

In addition to succession planning policies, the current study outlined

recommendations for future succession planning practices in Maryland community colleges, practices that support institution policies. Using the survey responses from the current study and the literature as a lens to frame succession planning future practices the investigator identified potential practices that can be applied in Maryland community colleges. The data suggested that trustees favored deliberate identification and preparation of potential faculty and administrators for executive leadership advancement opportunities. The recommendation would be that trustees identify and encourage internal candidates to seek upward mobility. Further, it is recommended that trustees familiarize themselves with internal recruitment and hiring practices outside of the appointment of the institution president.

Other findings revealed that trustees supported: (a) the appointment of presidential candidates who have trained and have been mentored by former presidents, (b) the recruitment of presidential candidates that have participated leadership development programs that incorporated succession planning, and (c) the recruitment of presidential candidates that have participated in national leadership development programs. Therefore, it is recommended that president position descriptions be revised to reflect required leadership development training and mentoring necessary for appointment considerations. Additionally, it is proposed that institution make leadership development trainings available to employees who aspire upward mobility opportunities. It is also recommended that institutions develop and implement institution leadership institutes, which

would be cost effective for institution and provide leadership development opportunities for multiple masses of employees. Similar to that which was implemented at Daytona Beach Community College, DBCC implemented a Leadership Development Institute that offered leadership development training to multiple employees at multiple levels in their current careers (Carroll, 2004).

Lastly, survey responses revealed that trustees supported succession planning being a part of the institution's strategic plan. Where, Bryson (2004) suggest that "succession planning facilitates communication and participation, accommodate divergent interests and values, foster wise and reasonably analytical decisions making, and promote successful implementation and accountability" throughout the organization (p. 6). According to Atwood (2007) the most successful succession plans are "coordinated with the organizations strategic plan" (p. 5). Similarly, Rothwell (2005) revealed that "best-practice organizations make succession planning an integral corporate process by exhibiting a link between succession planning and overall business strategy" (p. 31).

Consequently, it is recommended that institutions implement formalized succession planning, that is embedded in the institution's strategic plan. Further, the recommendation is that institutions incorporate the elements of succession planning in its strategic plans as well, elements that include: (a) mentoring, (b) cross training, (c) coaching, (d) internal and external leadership development programs at all levels, (e) individual employee development plans, (f) post-

graduate school opportunities, (g) job rotation, (h) knowledge audits, (i) temporary leadership positioning, and (j) ongoing job description and organization chart reviews (Atwood, 2007; Carroll, 2004; Rothwell, 2005).

Finally, it is proposed that trustees participate in leadership development programs that incorporate succession planning in order to familiarize themselves with the elements of succession planning management, to better serve community colleges as institutions embrace succession planning policies and practices.

Future Research

The baby boomer exodus has reiterated the need for community colleges to embrace succession planning as a leadership development management tool. This study focused on trustees' intentions to promote succession planning in Maryland community colleges. Following are recommendations for future research:

1. Replicate the study, with a qualitative research design to examine trustees' intentions to promote succession planning in Maryland community colleges;
2. Replicate the study, with community college faculty, staff, and administrators as the research participants.
3. Replicate the study in another state where there is a formalized community college system governed by an external organized agency;

4. Implement a study that explains why Maryland community college trustees who support succession planning policies meet barriers that prevent it;
5. Implement a study that determines if trustees' intentions to promote succession planning are influenced by institution location (urban, suburban, or rural);
6. Develop a case study of two of the institutions used in this which have adopted succession planning policies to determine the impact on those institutions;
7. Implement a comparative study to determine if appointed vs. elected trustees have different views about succession planning in community colleges;
8. Implement a study to examine trustees' understandings of the leadership crisis and possible impacts of the leadership crisis.

Summary

Research pertaining to community college succession planning is minimal and this study made the first attempt to address community college trustees' intentions to promote succession planning. However, other scholars have enhanced the literature; for example Carroll (2004) conducted a succession planning case study at Daytona Beach Community College; Christie (2005) explored succession planning at Douglas College; Carlson (2007) investigated

community college succession planning in the Colorado community college system; Richards (2009) researched strategies for succession planning in higher education; and Luzbetak (2010) studied community college succession planning with a focus on preparing the next generation of women leaders. The aforementioned studies surveyed various internal groups throughout the institutions to include: presidents, vice-presidents, chancellors, deans, chairs, department heads, administrators, faculty, human resources personnel, and other staff. The present study represented the first study to survey trustees about community college succession planning.

The current study found that trustees believed their primary role and responsibility was the appointment and evaluation of the institution president. This study revealed that trustees were aware of the pending leadership crisis; but, that knowledge had no impact on their intentions to promote succession planning in Maryland community colleges. To date in Maryland community colleges have not fully embraced formalized succession planning. In examining succession planning through the lens of the theory of planned behavior the results suggested that participating trustees had favorable attitudes towards succession planning; felt pressured (subjective norms) about succession planning; perceived behavioral control over the outcomes of succession planning; and intentions to promote succession planning in Maryland community colleges. The data suggested that trustees supported the development of succession planning policies for presidential recruitment and various succession planning practices for

institution sustainability. Practices that included: (a) succession planning being incorporated in the institution's strategic plan, (b) trustees participating in succession planning professional development trainings, and (c) recruitment practices throughout the institution that included succession planning. The present study outlined future research recommendations related to succession planning in Maryland community colleges because according to Bowen (2008) "an astonishing number of institutions have no succession planning processes in place and trustees themselves confess that they are more dissatisfied with this aspect of their work than with any other" (p. 1).

Upon reflection of this research, I am convinced that Maryland community colleges need to implement succession planning to address the anticipated leadership crisis. There is no question that the baby boomers are retiring. These baby boomers represent all facets of the community college, to include the institution president, vice presidents, deans, department heads, faculty and staff; therefore, leaving no executive or feeder staff in the ranks available to immediately step in and continue the community college legacy. Community colleges should be expected to implement processes like succession planning and thus prepare faculty and staff to elevate to the next level. This study confirmed the idea that community colleges should respond immediately and the responsibility rests in the hands of the trustees.

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APPENDICES

Appendix A**Completion Certificate**

This is to certify that

Daphne Snowden

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 12/14/2006.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
<http://www.nih.gov/>

A Service of the National Cancer Institute

Appendix B

Institutional Review Board Approval Letter



Institutional Review Board (IRB)

May 29, 2009

Dr. Sylvester McKay
School of Education and Urban Studies
Morgan State University

RE: IRB #08/09-0059

Dear Dr. McKay:

Following a review of the materials you submitted to the IRB with respect to the study being conducted by your student, Daphne Snowden, entitled "Do Trustees Support the Elements of Succession Planning in a Community College?", I am pleased to inform you that **IRB Approval** is hereby granted for the project.

Please note that this **approval** is for a one-year period from the date of this letter. You should also note that it is your responsibility to inform the IRB as soon as possible should there be a substantial change in the study methodology.

Do not hesitate to contact me at X3190, or Dr. Isuk at X3447 should you have any questions.

Sincerely,

Annette Palmer, Ph.D.
IRB Chairperson

Cc:



Appendix C

MACC Database Permissions

From: Snowden, Daphne [mailto:DSnowden@bccc.edu]
Sent: Tuesday, January 27, 2009 11:08 AM
To: Clay Whitlow
Cc: Snowden, Daphne; 'semckay@comcast.com'
Subject: FW: Information Request - Dissertation Research

Greetings Mr. Whitlow,

I want to take this opportunity to personally introduce myself. My name is Daphne Snowden. I am a doctoral student at Morgan State University in the Community College Leadership Doctoral Program. Additionally, I am the Director of Operations at Baltimore City Community College, Continuing Education Division, where I have serviced community college students in various capacities for the past ten years.

I am currently a member of MACC Operations affinity group. I have successfully presented at the annual MACC (Ocean City) conference for the past three years. As a result of my presentations I have received overwhelming responses from Maryland community college administrators demonstrating a strong interest in community college succession planning. Ultimately, this served as the basis for choosing the Maryland community college trustees as my research population. In understanding community college succession planning it is critical that we recognize the role of the trustees; whereas Smith (2000) argues that the primary role of a community college trustee is to govern the institution and develop institution policy.

I am very interested in researching community college leadership development with a primary focus in community college succession planning. As you will note in the email below I am requesting MACC's support, as I implement a mixed method research design using the (16) Maryland community college trustees as my research population.

Also please note that as I have previously done, I plan to continue to present and facilitate workshops at MACC conferences, with my research being the next topic of discussion.

Please advise what procedures are required in order to properly proceed with this request, if applicable.

Thank you in advance for your support.

Daphne Snowden

Director of Operations
Baltimore City Community College
Business and Continuing Education Division
710 East Lombard Street
Baltimore, Maryland 21202
Email: dsnowden@bccc.edu
Office: 410.986.3221
Fax: 410.986.3228

Changing Lives . . . Building Communities

Wisdom can only be learned gradually, and every soul is not ready to receive or to understand the complexity of the purpose of life by Hazrat Inayat Khan.

From: Snowden, Daphne
Sent: Monday, January 26, 2009 3:59 PM
To: 'jodykallis@mdacc.org'; 'bphillips@mdacc.org'; 'emilylagana@mdacc.org'
Cc: 'claywhitlow@mdacc.org'; Snowden, Daphne; 'semckay@comcast.com'
Subject: Information Request - Dissertation Research

Greetings:

My name is Daphne Snowden. I am a doctoral student at Morgan State University in the Community College Leadership Doctoral Program. I am sending this email communication to you, to understand how I can obtain authorization to use the MACC board of trustee membership database as the subjects for my research.

The purpose of my research is to implement a mixed method study to understand trustees' perception of utilizing succession planning in Maryland community colleges to prepare Maryland community college leaders for the 21st century. Three major concerns guide this study: the baby boomer exodus, community colleges being able to ensure a smooth knowledge and leadership transition to accommodate the future mission of the community college, and lastly corporate America has revitalized succession planning to address the leadership crisis. While corporate organizations are re-introducing the concept of succession planning, higher education continues to use professional development opportunities as the primary source for preparing future leaders.

The central research question for my research is what are trustees' perceptions of utilizing succession planning to prepare Maryland community college leaders for the 21st century?

For the purpose of my research, I would like to implement a survey questionnaire to the Maryland community college, board of trustees. I selected the MACC board of trustees database as the research population since community college trustees' primary responsibilities include the recruitment, evaluation, and termination of the CEO. Additionally, community college trustees are responsible for establishing community college policy, in which succession planning and leadership preparation is a part of community college policy.

Also, this research is designed to provide a management tool that will enhance board members' knowledge and awareness of the anticipated community college leadership gap. The research will assist community college trustees in developing a leadership management tool to prepare for the anticipated leadership gap, ensuring that all historical knowledge remain within the community college institution. Furthermore, this research will encourage and support future related research and professional development opportunities for community college new and existing trustees. Lastly, the research results will help community college trustees' gauge where their college is in comparison to other community colleges in terms of succession planning.

In closing, I would like to thank you in advance for any support or information that you can provide, as well as taking the opportunity to communicate with me directly. Please advise what measures are required in efforts for me to obtain authorization to survey the trustees assigned to the (16) Maryland Community Colleges for the sole purpose of my dissertation research.

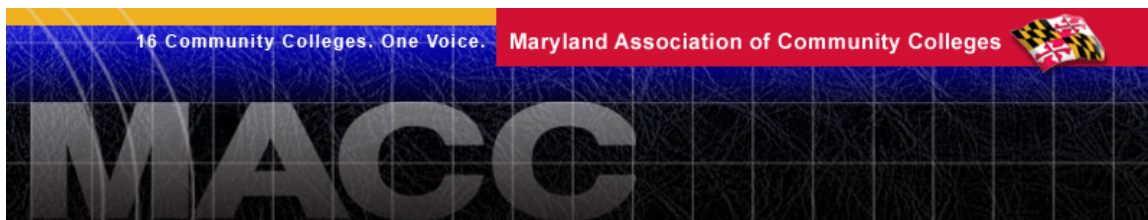
Again, thank you.

Daphne Snowden, Doctoral Student
Morgan State University
Community College Leadership Doctoral Program
3615 Mary Avenue
Baltimore, Maryland 21206
Telephone: 410.419.1309
Email: dsnowden2@verizon.net

Dr. Sylvester McKay, Dissertation Chair
Morgan State University
semckay@comcast.com
Telephone: 443.885.4007

Appendix D

Authorization to Use MACC Database



From: Clay Whitlow [mailto:Claywhitlow@mdacc.org]
Sent: Thursday, January 29, 2009 8:59 AM
To: Snowden, Daphne
Cc: semckay@comcast.com; Williams, Carolane
Subject: RE: Information Request - Dissertation Research

Dear Ms. Snowden,

Thank you for your inquiry concerning surveying community college trustees regarding succession planning. There is no formal procedure for receiving permission to survey the trustees. The MACC directory is online at www.mdacc.org and contains the names and addresses of all the trustees of the various colleges. There is no permission required from this office in order to send them a survey. As a friendly suggestion: It will probably help your rate of return on the survey if Dr. Williams were to discuss your research with the other presidents or send them a letter/email letting them know who you are, what you are attempting to do, and why they (the presidents) should encourage their respective trustees to answer the survey.

Best wishes for completing your doctorate,
Clay Whitlow

Appendix E

Endorsement Letter



Baltimore City Community College

*Changing Lives...Building Communities*

OFFICE OF THE PRESIDENT
 Carolane Williams, Ph.D.
 President
 Main Building, Rm. 137
 LIBERTY CAMPUS
 2901 Liberty Heights Avenue
 Baltimore, MD 21215-7893

LIBERTY CAMPUS
 2901 Liberty Heights Avenue
 Baltimore, MD 21215-7893

HARBOR CAMPUS
 Bard Building
 600 E. Lombard Street
 Baltimore, MD 21202-4073

BUSINESS AND CONTINUING
 EDUCATION CENTER
 710 E. Lombard Street
 Baltimore, MD 21202-4047

REISTERSTOWN
 PLAZA CENTER
 6764A Reisterstown Road
 Baltimore, MD 21215-2306

April 9, 2009

Fellow Colleagues,

I am writing to introduce you to **Ms. Daphne Snowden**, a Baltimore City Community College (BCCC) employee and doctoral candidate in Morgan State University's Community College Leadership program.

Because of the anticipated leadership crisis facing community colleges, Ms. Snowden is interested in surveying community college trustees about their perceptions and understanding of succession planning as it relates to preparing future leaders. I believe this research can be instrumental to us as presidents and to trustees in shaping policy discussions on succession planning and leadership development now and in the future.

In order to get a valid sample, I would appreciate your help in encouraging your trustees to complete the survey.

Sincerely,

Carolane Williams, Ph.D.
 President

General Information 410-462-8300 • MD Toll-Free 1-888-203-1261 • TTY 1-800-735-2258

State of Maryland • Martin O'Malley, Governor
www.bccc.edu

Appendix F

Recruitment Letter



Morgan State University
Community College Leadership Doctoral Program
1700 East Cold Spring Lane
Baltimore, Maryland 21301

Dear Trustee:

I am a doctoral candidate in the Community College Leadership Doctoral program at Morgan State University in Baltimore, Maryland. To fulfill the degree requirements for the Doctorate of Education, I am completing a dissertation that will involve a quantitative research methodology, utilizing a questionnaire survey instrument that incorporates closed-ended and open-ended questions. The purpose of this research is to analyze if Maryland trustees promote succession planning in preparing Maryland community college leaders for the future.

Your participation in this study is voluntary. Additionally, you have the right to request to be removed from the participant list and your request will be honored immediately. However, all reasonable steps will be taken to maintain confidentiality of each participant. Coding on the envelopes and email communications will be used to track receipt of returned surveys. To explain, before a coded survey is analyzed, coded surveys will be marked on a master list to document receipt of the completed survey. The survey will then be referred to by coded numerical numbering, not by individual name. The survey will not be traceable to you. The trustee's personal information will be maintained securely and independently of the survey. You can be assured that all reasonable steps will be implemented to preserve your anonymity during this process. The trustee list will be stored securely for three years upon completion of the research and destroyed immediately thereafter.

Dr. Sylvester McKay, Professor, Department of Advanced Studies, Leadership & Policy is supervising this research. He can be contacted at (443) 885-4007 and or by email at semckay@comcast.com. This project has been reviewed and approved by Morgan State University, Office of Sponsored Programs and Research, Montebello Complex 302-D, Baltimore, Maryland 21301. Questions

concerning your rights as a participant may be addressed to the Committee Chairperson, Dr. Sylvester McKay and or IRB Administrator at (443) 885-3447.

If you have any questions, please contact me directly at (410) 419-1309 and or email: dsnowden2@verizon.net

Results from this study will be provided upon request.

Your assistance in this research project is greatly appreciated.

Again, thanks for your participation in my dissertation research.

Yours respectfully,

Daphne R. Snowden
Doctoral Candidate

Appendix G**Participants Letter of Consent**

Title of Project: Trustees' Intentions to Promote Succession Planning in Maryland Community Colleges

Investigator(s): Daphne Renee Snowden, Doctoral Candidate, CCDLP

You are invited to participate in a study designed to understand if Maryland trustees promote succession planning in preparing Maryland community college leaders for the future. Three major concerns guide this study: the baby boomer exodus, community colleges being positioned to ensure a smooth transfer of knowledge, and the introduction of succession planning in community colleges.

The central research question for this study is: Can a theory of planned behavior approach (attitude, subjective norms, and perceived behavior control) be used to assess community college trustees' professional intentions to promote succession planning?

You were selected as a possible participant in this study because you are a trustee affiliated with one of the community colleges located in Maryland associated with the Maryland Association of Community Colleges (MACC). If you decide to participate, the investigator will use the MACC trustees' directory to select participants for the research study. The investigator will alphabetize the trustee membership database by trustee last name, first name, followed by middle initial and code each survey to protect the identity of the participants. As a participant you will be expected to complete a survey questionnaire and return to the investigator via email or United States Postal Services. Completion of the questionnaire survey will require approximately 5-10 minutes. The research project is expected to be implemented December 1, 2010 and finalized June 30, 2011.

As a participant in this research, there is no anticipated associated risk: physically, psychologically, and or legally for participation. Additionally, any information obtained in connection with this study, that can be identified will remain confidential and will be disclosed only with your written authorization.

Your decision whether or not to participate will not prejudice your future relation with Morgan State University. If you decide to participate, you are free to discontinue participation at any time without prejudice.

If you have any questions, please do not hesitate to contact us. If you have any additional questions later about the study, please contact Daphne Snowden (Doctoral Student) at (410) 419-1309, who will be happy to answer them. If you have further administrative questions, you may contact the Morgan State University IRB Administrator, *Dr. Edet Isuk*, at 443-885-3447.

You will be offered a copy of this form to keep for your records. You are making a decision whether or not to participate. Your signature or returned email communication indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without penalty or loss of any benefits to which you may be entitled after signing this form should you choose to discontinue participation in this study.

Participant (PRINT) Date _____

Participant signature Date _____

Witness (Optional) Date _____

Should you have any questions about this research or participants' rights, please contact:

Daphne Snowden 410.419.1309 dsnowden2@verizon.net
Investigator(s) Telephone/e-mail

Dr. Sylvester McKay 443.885.4007 semckay@comcast.com
Faculty Advisor Telephone/e-mail

Morgan State University
Office of Sponsored Programs and Research
Montebello Complex 302-D
Attn: IRB Administrator
Telephone: 443-885-3447
Fax: 443-885-8280

Appendix H

Colorado Community College Succession Planning Survey

(Carlson, 2007)

2

SUCCESSION PLANNING: IDENTIFYING AND PREPARING FUTURE LEADERS
IN THE COLORADO COMMUNITY COLLEGE SYSTEM

By

Kristina Skees Binard Carlson

B.S., Colorado State University, 1989

M.S., Colorado State University, 1994

A thesis submitted to the
University of Colorado at Denver and Health Sciences Center
in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Educational Leadership and Innovation
2007

APPENDIX A
Colorado Community College Succession Planning Survey

Succession planning is defined here as a strategy which identifies high potential individuals and purposely provides them with challenging job experiences and leadership training opportunities in order to expose them to skills and knowledge that will prepare them for senior leadership positions.

Your responses to this survey are confidential. This survey will take approximately 5-10 minutes to complete. Submitting this survey indicates that you have voluntarily given your consent to participate.

1. Please indicate which title best describes your present position.
 1. Vice President
 2. Dean
 3. Department Chair
 4. Director
 5. Coordinator
 6. Faculty
 7. Other: _____

2. What college-level instructional experience have you had?
 1. Full-time faculty
 2. Part-time faculty
 3. Both
 4. None

3. At which system college are you employed full-time?
 - Arapahoe Community College
 - Community College of Aurora
 - Community College of Denver
 - Colorado Northwestern Community College
 - Front Range Community College
 - Lamar Community College
 - Morgan Community College
 - Northeastern Junior College
 - Otero Junior College

Pueblo Community College
Pikes Peak Community College
Red Rocks Community College
Trinidad State Junior College
Colorado Community College System

4. How many years have you been employed at this college?
 1. 0-5
 2. 6-10
 3. 11-15
 4. 16 or more
5. How long have you been in your present position at this college?
 1. 0-5
 2. 6-10
 3. 11-15
 4. 16 or more
6. How many years have you been employed full-time in community college work in Colorado?
 1. 0-5
 2. 6-10
 3. 11-15
 4. 16 or more
7. How many total years have you been employed full-time in community college work?
 1. 0-5
 2. 6-10
 3. 11-15
 4. 16 or more
8. Please indicate which functional area best describes your work area?
 1. Instruction
 2. Student Services
 3. Continuing Education
 4. Business/ Facilities
 5. Other (please specify): _____
9. Please indicate your highest degree earned.
 1. Doctorate

2. Masters
 3. Bachelors
 4. Associates
 5. High School Diploma
10. What is your age at the time of this survey? _____
11. When do you plan to retire?
1. In the next 1-3 years
 2. In the next 4-6 years
 3. In the next 7-10 years
 4. In more than 10 years
 5. I plan to move out of the system
 6. I am unsure when I will retire or leave
12. Gender:
1. Male
 2. Female
13. Which best describes your race/ethnicity?
1. Asian American/ Pacific Islander
 2. African American
 3. Hispanic
 4. American Indian/Native American
 5. White/Caucasian
 6. Other
14. Do you desire to become a senior administrator?
1. N/A (I am already a senior administrator)
 2. Yes
 3. No
 4. Undecided
15. Do you desire to become a president in the community college system?
1. Yes
 2. No
 3. Undecided
16. This college tends to look out of state when seeking senior administrators
1. Strongly agree

- 2. Agree
- 3. Disagree
- 4. Strongly disagree

17. This college has a reputation for making promotional opportunities available to its own employees.

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree

18. This college is doing a good job of recruiting and hiring people who have the potential to someday provide effective leadership in administrative positions.

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree

19. Administrators and/or supervisors at this college regularly identify high potential employees for future leadership positions.

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree

20. At this college, individuals are told if they are regarded as high potential future leaders.

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree

21. Please check all of the professional development opportunities in which you have

participated in the last five years:

- 1. Additional graduate work
- 2. State or national networking organizations
- 3. Off-campus leadership conferences
- 4. On-campus leadership training
- 5. Community based training

22. Opportunities exist on this campus for employees to accept new challenges within their current jobs.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
23. At this college, responsibilities are purposely added to an individual's current job, giving them broader work experiences.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
24. Lateral transfers are made within or between divisions at this college in order to give individuals different work or developmental experiences.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
25. At this college, individuals are encouraged to take responsibility for developing new programs or services.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
26. Opportunities are offered to individuals at this college that provide exposure to higher levels of management.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
27. At this college, individuals are encouraged to participate in leadership-development training on campus.
 1. Strongly agree
 2. Agree
 3. Disagree

4. Strongly disagree
28. At this college, individuals are encouraged to attend national leadership-development training.
 5. Strongly agree
 6. Agree
 7. Disagree
 8. Strongly disagree
29. At this college, mentoring is given to high potential individuals in order to help them manage their careers.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
30. Feedback is given to employees at this college on developmental job progress and career management opportunities as a part of their performance management plan.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
31. This college makes a deliberate attempt to prepare high potential individuals for advancement.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
32. Preparing for succession of leadership at this college is a part of the institution's overall plan.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
33. When vacancies have occurred in administration over the last five years, this college has generally hired from within.
 1. Strongly agree

2. Agree
3. Disagree
4. Strongly disagree

34. If you retire or leave your position tomorrow, do one or more individuals at this college have the personal skills and job-related knowledge to replace you.
1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree

35. I would like to be identified as a future leader in the Colorado Community College System.
1. Yes
 2. No

If you stated yes to #35, please submit your name and email address for further information:

Name: _____

Email: _____

Thank you for your cooperation in completing this survey.

SUBMIT

Appendix I

Maryland Community College Trustee Succession Planning Survey

1. Introduction

An Examination of Maryland Community College Trustees' Perceptions of Succession Planning

INVESTIGATOR: Daphne Renee Snowden, Doctoral Candidate

Dr. Sylvester McKay, Dissertation Chair

Purpose of this Research/Project:

This research is designed to investigate whether community college trustees support the elements of succession planning in community colleges to prepare community college leaders for the future. Four major concerns guide this study: (a) the baby boomer exodus, (b) community colleges being able to ensure a smooth leadership transition, (c) revitalization of succession planning in the corporate sector, and (d) minimal use of succession planning in higher education.

Research study implemented to fulfill dissertation requirements for Morgan State University, Community College Leadership Doctoral Program.

Definition of Terms:

Leadership crisis refers to the massive CEO exodus from the workforce in the immediate near future, the lack of prepared leaders to immediately fill the void, and the possible loss of critical historical knowledge (Little, 2002; Shults, 2001; Weisman & Vaughan, 2002).

Succession Planning (SP) is a "formalized systematic process whereby profession and personal development is blended with a strategic plan to ensure that the organization is prepared to fill any position that becomes vacant, with the right person who possesses the right skills and attributes, at the right time" (Carroll, 2004, p. 3).

Participants are expected to complete the survey questions and completion of this questionnaire will require approximately 8-10 minutes.

Thank you for your support.

Maryland Community College Trustee Succession Planning Survey



Baltimore City Community College



OFFICE OF THE PRESIDENT
Caroline Williams, Ph.D.
President
Main Building, Rm. 137
LIBERTY CAMPUS
2901 Liberty Heights Avenue
Baltimore, MD 21215-7893

LIBERTY CAMPUS
2901 Liberty Heights Avenue
Baltimore, MD 21215-7893

HARBOR CAMPUS
Bard Building
600 E. Lombard Street
Baltimore, MD 21202-4073

BUSINESS AND CONTINUING
EDUCATION CENTER
710 E. Lombard Street
Baltimore, MD 21202-4047

REISTERSTOWN
PLAZA CENTER
6704 E. Reisterstown Road
Baltimore, MD 21215-2495

April 9, 2009


Fellow Colleagues,

I am writing to introduce you to **Ms. Daphne Snowden**, a Baltimore City Community College (BCCC) employee and doctoral candidate in Morgan State University's Community College Leadership program.

Because of the anticipated leadership crisis facing community colleges, Ms. Snowden is interested in surveying community college trustees about their perceptions and understanding of succession planning as it relates to preparing future leaders. I believe this research can be instrumental to us as presidents and to trustees in shaping policy discussions on succession planning and leadership development now and in the future.

In order to get a valid sample, I would appreciate your help in encouraging your trustees to complete the survey.

Sincerely,


Caroline Williams, Ph.D.
President

General Information: 410-462-8300 • MD Toll-Free: 1-888-203-1251 • TTY: 1-800-735-2258

State of Maryland • Marcus O'Malley, Governor
www.bccc.edu

Maryland Community College Trustee Succession Planning Survey

2. Demographic Information

Directions: Please respond to the statements by selecting the response that best describe your views and understanding. Participants are expected to complete the survey questions below and return to the investigator via email or United States Postal Services in the returned self addressed envelope supplied by the investigator.

*1. Gender

- ☐ Male
☐ Female

*2. Race

- ☐ Caucasian
☐ African American
☐ Hispanic
☐ American Indian
☐ Asian/Pacific Islander
☐ Other

*3. Age

- ☐ 21-35 years of age
☐ 36-50 years of age
☐ 51-65 years of age
☐ 66 years of age and older

*4. What is your community college?

- | | |
|---|--|
| <input type="radio"/> Allegany Community College | <input type="radio"/> Frederick Community College |
| <input type="radio"/> Anne Arundel Community College | <input type="radio"/> Garrett Community College |
| <input type="radio"/> Baltimore City Community College | <input type="radio"/> Hagerstown Community College |
| <input type="radio"/> Carroll Community College | <input type="radio"/> Harford Community College |
| <input type="radio"/> Cecil Community College | <input type="radio"/> Howard Community College |
| <input type="radio"/> Chesapeake Community College | <input type="radio"/> Montgomery College |
| <input type="radio"/> College of Southern Maryland | <input type="radio"/> Prince Georges Community College |
| <input type="radio"/> Community College of Baltimore County | <input type="radio"/> WorWic Community College |

Maryland Community College Trustee Succession Planning Survey***5. How long have you been a member of the Board of Trustees?**

- ☐ Less than 1 Year
- ☐ 1- 5 Years
- ☐ 6 - 10 Years
- ☐ 11 Years or more

***6. Are you or have you worked with an organization that has a formal succession planning policy or practice?**

- ☐ Yes
- ☐ No

Maryland Community College Trustee Succession Planning Survey

3. Roles and Responsibilities

***7. Select the five (5) areas you feel are the MOST important roles and responsibilities of a community college trustee.**

- | | |
|--|--|
| <input type="checkbox"/> Alumni Issues | <input type="checkbox"/> Institution Sustainability |
| <input type="checkbox"/> Appointment and Evaluation of the President | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Budget and Financial Management | <input type="checkbox"/> Legal Issues |
| <input type="checkbox"/> Campus Politics | <input type="checkbox"/> Lobbying with Elected Officials |
| <input type="checkbox"/> Capitol Projects | <input type="checkbox"/> Policy Development |
| <input type="checkbox"/> Community Partnerships | <input type="checkbox"/> Politics |
| <input type="checkbox"/> Enrollment and Retention | <input type="checkbox"/> Strategic Planning |
| <input type="checkbox"/> Faculty Issues | <input type="checkbox"/> Student Issues |
| <input type="checkbox"/> Fundraising | |

8. Name the three (3) greatest challenges that your institution will face in the next 5-10 years.

A	<input type="text"/>
B	<input type="text"/>
C	<input type="text"/>

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4. Knowledge of Leadership Crisis

Instructions: Questions make use of a seven point Likert scale format; select the choice that best describes your opinion. In making your ratings, please be sure to answer all items. Do not omit any questions and only select one item per question.

Leadership crisis refers to the massive President/CEO exodus from the workforce in the immediate near future, the lack of prepared leaders to immediately fill the void, and the possible loss of critical historical knowledge and experience (Little, 2002; Shults, 2001; Weisman & Vaughan, 2002).

***9. Do you believe as a trustee:**

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
9. That there is a pending community college leadership crisis on the horizon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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5. Succession Planning

Please respond to the following questions related to succession planning.

Succession Planning (SP) is a "formalized systematic process whereby profession and personal development is blended with a strategic plan to ensure that the organization is prepared to fill any position that becomes vacant, with the right person who possesses the right skills and attributes, at the right time" (Carroll, 2004, p. 3).

Each question makes use of a seven point Likert scale format. In marking your selections, please be sure to answer all items. Do not omit any questions. Only select one item per question.

*10. Part A

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
10. I support the approval of community college policies related to succession planning for presidential selections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I support community college trustees deliberately making attempts to identify and prepare high potential faculty and administrators for executive leadership advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I believe that succession planning should be a part of the community college's strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I believe when vacancies have occurred in administration over the last five years, this college has generally hired from within.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maryland Community College Trustee Succession Planning Survey

*11. Part B

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
14. I believe the faculty and staff rely on the community college trustees to ensure that promotional opportunities are made available internally across the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I believe faculty and staff rely on community college trustees to ensure that community colleges have current succession planning policies for presidential recruitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I believe external constituents (including community leaders) support succession planning programs to recruit and appoint new community college Presidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I believe the external community expects community college trustees to determine whether succession planning supports effective leadership transition and ensures institution sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*12. Part C

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
18. I am apt to support the appointment of senior administrators who have been recruited externally or out of state applicants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am likely to support the appointment of a new President who has been trained and mentored by a former community college President in order to help manage their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I am likely to support the appointment of a new President who has participated in a national leadership development program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*13. Part D

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
21. I intend to encourage trustees to support the adoption of succession planning policies to select new community college presidential candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I intend to encourage trustee participation in training development opportunities that incorporate succession planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I intend to encourage the identification of internal administrators for future executive leadership positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maryland Community College Trustee Succession Planning Survey

6. Thank You

Thank you for your participation in this survey to obtain data that address trustees' perceptions of succession planning in community colleges. Your participation was important in helping scholars understand whether the use of a succession planning in community colleges is beneficial in preparing community colleges for the future. The findings from this study will assist community college trustees and other leaders in preparing for the perceived leadership crisis.

Final results will be included in my dissertation and will be made available upon written request from any participant. Additionally, the data analysis may be used for future presentation of this research. However, your participation will remain confidential.

A special thanks to Dr. Carolane Williams, President of Baltimore City Community College for supporting this research.

If you have additional questions or concerns regarding this research or survey instrument, please feel free to contact:

Daphne Snowden, Doctoral Candidate (dsnowden2@verizon.net)
Dr. Sylvester McKay, Dissertation Advisor (semckay@comcast.com)

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Thank You

Appendix J

***FOR IMMEDIATE
RELEASE***

**GOVERNOR O'MALLEY ANNOUNCES FIVE
APPOINTMENTS TO THE BOARD OF TRUSTEES OF
BALTIMORE CITY COMMUNITY COLLEGE**

ANNAPOLIS, MD (September 23, 2011) – Governor Martin O'Malley today announced five appointments to the Baltimore City Community College (BCCC) Board of Trustees. The appointees are Dr. Rosemary Gillett-Karam, Jay Hutchins, Esq., Pamela Paulk, Craig Anthony Thompson, Esq. and Maria Harris Tildon, Esq. BCCC is governed by the Board of Trustees. Appointed by the Governor with Senate advice and consent, the Board consists of nine members. Eight serve six-year terms; a student member serves a one-year term.

“Our greatest asset in this innovation economy is the talents, skills, ingenuity, creativity, and education of our people,” said Governor O'Malley. “Nearly half of new economy jobs will require a level of skills training that fall somewhere in between a high school diploma and a four-year degree. I am confident that these new appointees will work to ensure that Baltimore City Community College students attain the skills, knowledge and training they need to secure good paying jobs to succeed and prosper.”

“I would like to thank Governor O'Malley for making these important appointments to the Baltimore City Community College Board of Trustees,” said Baltimore Mayor Stephanie Rawlings-Blake. “The Governor chose individuals who are eminently-qualified, well respected, and dedicated to strengthening our Community College. For the people of Baltimore, BCCC plays a vital role by providing educational opportunities that will help them adapt to our changing economy. I know that these new Trustees will guide BCCC in a direction that best serves its students and our community.”

Background on the appointees:

- **Rosemary Gillett-Karam, Ph.D.**, is professor and program director of the School of Education and Urban Studies for the Department of Advanced Studies at Morgan State University. She previously served as President of Louisburg College in North Carolina. She earned her Ph.D. in Educational Administration and Higher Education Administration from the University of Texas at Austin.

- **Jay Hutchins, Esq.**, is vice president of policy development and government relations for the Greater Baltimore Committee (GBC). Prior to joining the GBC, he served as director of legislative and regulatory affairs for the Maryland Department of Labor, Licensing and Regulation. He was a Presidential appointee to the United States Peace Corps during the Clinton Administration. Hutchins received his B.A. in Political Science and Public Administration from Winston-Salem State University and his J.D. from Howard University School of Law.
- **Pamela Paulk** is vice president of human resources for The Johns Hopkins Hospital. Prior to her current position at Johns Hopkins, she served as a consultant and managed teams of reengineering consultants at major medical centers throughout the United States. She is also an associate faculty member at Johns Hopkins University, where she teaches master's level courses in Human Resources. Ms. Paulk earned a B.S. in Biology and Psychology and a Master of Social Work from Florida State University, and an MBA Johns Hopkins University.
- **Craig Anthony Thompson, Esq.**, is an attorney at Venable, LLP. He also serves as adjunct professor and lecturer for the University of Maryland, College Park. Mr. Thompson writes a monthly column for the Daily Record and is the author of a series of children's books on African American history. He earned his J.D. from the University of Maryland School of Law.
- **Maria Harris Tildon, Esq.**, is senior vice president of Public Policy and Community Affairs at CareFirst BlueCross BlueShield (BCBS) where she has also served as vice president of corporate communications and senior vice-president of external affairs. Prior to joining BCBS, Ms. Tildon served as deputy director of the Office of Public Affairs and other executive positions at the U.S. Department of Commerce. She earned a B.A. in International Relations from Boston University and her J.D. from American University, Washington School of Law.

Raquel Guillory
Director of Communications

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