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## BOOK REVIEW

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**COMMUNITY COLLEGE LEADERSHIP AND ADMINISTRATION:  
THEORY, PRACTICE AND CHANGE**

By Carlos Nevarez & J. Luke Wood

New York, NY: Peter Lang, 2010

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*Community college leadership and administration* was written as a training tool for community college leaders. The text is composed of 12 content chapters on a wide variety of topics. Case studies accompany each chapter and were written by current and former community college leaders (e.g., presidents, vice presidents). These case studies complement each content chapter and enable the reader to connect the chapter material to practical circumstances faced by community college leaders. While there are many chapters in this text, this review highlights several which seem most relevant to the preparation of leaders.

The first chapter provides an overview of the community college vision and mission. The authors outline the primary mission components including open access, comprehensive educational programs, serving the local community, teaching and learning, and lifelong learning. Nevarez and Wood also offer their own mission component, student success, referring to the community college mission of aiding “students in achieving their academic and career goals” (p. 7).

In Chapter 3, “Leadership and Leadership Theory,” readers are provided with an overview of core concepts relevant to leadership theory. After providing their own definition of leadership, the authors discuss important differences between leadership and administration. The core of this chapter consists of descriptions of general leadership styles (e.g., authoritarian, transaction, transformation); leadership theories (e.g., trait theory, behavioral theory, contingency-situation theory); and approaches (e.g., bureaucratic, democratic, political). Each style, theory, and approach is tied specifically to the community college context. In this chapter, the authors suggest that in order to address the complex issues that leaders face in organizational settings, a unified leadership approach is needed that blends bureaucratic, democratic, and political orientations.

In Chapter 5, “Ethical Leadership and Decision Making,” the importance of ethical considerations in leading a community college is discussed. The authors begin by discussing

how continual change (e.g., economic shifts, changing student demographics) serve to create environments where ethical quandaries occur. They provide real life examples, taken from the media, of community college leaders who have acted unethically and discuss the implications of these behaviors. A substantial portion of the chapter outlines the American Association of Community Colleges' *Recommended code of ethics for chief executive officers*. Nevarez and Wood suggest that this code of ethics extends beyond CEOs to all community college leaders. After reviewing ethical paradigms (e.g., ethic of justice, ethic of critique, ethic of care, ethic of the profession), they discuss various ethical decision-making models that can be used to facilitate decision-making for college leaders.

Chapters 9 and 10, which address community college finance and governance, provide an in-depth examination of how community colleges are resourced and organized. For instance, in Chapter 10, Nevarez and Wood provide a detailed examination of the "complex web of forces" that affects governance in the community college (p. 225). This chapter is organized around a conceptual model that divides governance considerations into three primary areas: external influences (e.g., judicial bodies, accreditation, blue ribbon commissions); internal influences (e.g., board dynamics, centralization, decentralization); and governing documents (e.g., master plans, state policy, board policy).

Chapter 11, "Leadership Development in the Community College," discusses models for developing the next generation of community college leaders. Nevarez and Wood suggest that leadership turnover is not a negative, but rather, should be seen as an "opportunity to improve the diversification of leadership and educational outcomes" (p. 255). To better prepare leaders to enhance educational outcomes, the authors suggest that leadership development must emphasize the development of human relations and budgeting/finance skills. The chapter concludes by noting that emerging community college leaders must also be proponents of assessment and evaluation, especially in the current "era of accountability where programs are being scrutinized to determine whether proposed outcomes have been achieved" (p. 270).

The final chapter, "Emerging Trends," discusses the evolving nature of the community college, pointing to current and emerging changes. This discussion is contextualized within the community college mission components. For example, within the context of comprehensive educational programming, the authors discuss the development of comprehensive community colleges that now offer baccalaureate degrees.

This book by Nevarez and Wood contributes positively to the existing literature on community college leadership. The case studies provided at the end of each chapter allow the reader to engage in reflective practice, using the information learned to address a real-life scenario posed by current community college leaders. This approach allows for true integration of research, theory, and practice. Additionally, the book is accompanied with an open-access web site ([communitycolleageadership.net](http://communitycolleageadership.net)) that provides multiple teaching resources (e.g., models, frameworks, slideshows) to ease the integration of this text into existing curricula. Further, the breadth of material covered in the text is impressive. The volume is a comprehensive training tool for entry and midlevel community college leaders and may also be useful to seasoned leaders.

Although the book is quite useful, there are some areas that could be improved. The black and white representations in the text of some of the graphs and figures are not reader friendly. However the full color versions of these images at the authors' web site are easy to access. Moreover, while instructional leadership and academic affairs are common themes throughout

the text, the book would have been enhanced by dedicating a chapter to these topics. The student affairs chapter is another area where additional information would have been beneficial. For example, that chapter could have been improved by including more coverage tied to student development theories. Perhaps these concerns will be addressed in the next Nevarez and Wood book, *Leadership in the community college*, scheduled for publication in 2012.

The authors accomplished their goal for this publication; developing a foundational text that could easily serve as a tool for leadership training. Overall, I suggest this book as a must-read for community college leaders and stakeholders. Currently, there is no community college text that provides such a widely encompassing review of community college topics and issues and ties those issues to the practice of leadership in the community college.