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Preparation factors common in outstanding community college presidents

by

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CHAPTER I: INTRODUCTION

What makes some community college presidents so effective, while others are so ineffective? What are the preparatory factors that contribute to the development of outstanding community college leadership ability? Can the quality of community college senior leadership be strengthened through improved preparation of future leaders?

In 1947 the Truman commission completed its report which formed the foundation for the American community college movement. Less than 10 years later, American universities implemented programs designed to prepare community college leaders. Both the W. K. Kellogg Foundation and the Carnegie Foundation supported these early preparatory activities focused on the two-year college.

Scholars more recently have started to study community college leadership. In 1986 George Vaughan reported results of his research on the characteristics of the nation's community college presidents. His effort, often described as pioneering, was one of the first systematic attempts to study American community college senior leadership. Vaughan utilized a peer group rating method to identify a subgroup of outstanding/leading community college presidents (Vaughan uses both the terms "leader/leading" or "outstanding" to identify this subgroup). He utilized this subgroup to explore issues related to "personal attributes, skills and abilities required of the successful president" (1986, p. 185). He did not explore how the members of this subgroup came to be "outstanding/leading" presidents. This study, building upon Vaughan's efforts, was designed to identify and examine factors which contribute to the development of "outstanding/leading" community college presidents.

The Contemporary Community College Environment

Community colleges are operating in increasingly challenging and complex environments. Murry and Hammons (1995) noted that community colleges have evolved into “large, complex organizations with hundreds of employees, sprawling physical plants, and multimillion dollar budgets” (p. 207). In 1990, the Institute for Future Studies, Macomb Community College, identified an initial “Top Ten” list of issues facing America’s community colleges (Foreword). By 1994, the Institute had expanded its listing to fourteen “critical issues” (Foreword). Included in the critical fourteen are traditional issues such as finance, accountability, and changing technology, in addition to less traditional community college issues such as fundamental uncertainty (p. 1), “The Shadow College” (p. 22) and “The Public Trust” (p. 25).

Many of these issues have been extensively explored. They include the following.

Financial crisis—Katsinas (1994a) examined the relationship between the crisis in financing community colleges and student access. Katsinas stated that the community college’s financial crisis is driven primarily by the government’s inability to control Medicaid/Medicare costs, rapidly increasing correctional systems costs, and costs associated with the nation’s non-competitive manufacturing sector. Israel (1994) stated that limited resources, coupled with the knowledge explosion, will force community colleges to develop more effective training systems. Levine (1992) wrote of financial concerns dominating the world of higher education. Nielsen (1994a) linked the budget crisis within his state’s government with the movement of its community college system into recession. He stated: “Financial problems and shrinking state support have become a way of life for us [community colleges], and there is no reason to believe that a revived economy will take care of all our challenges” (Opinion Page).

Changing demographics—Other studies have focused on the fundamental challenge facing community colleges related to changing demographics. De los Santos (1994) described how radically the demographics of the community college student population have changed. He noted that community colleges in the future will be challenged to ensure their staffs and faculties more closely represent the racial/ethnic make-up of their student population. Jing and Mayer (1995) explored implications for community college practice related to the changing demographics of the community college student population, particularly the growing numbers of minority students and single parents. Gibson-Benninger, Ratcliff, and Rhoads (1995) discussed organizational cultural and leadership issues community colleges face because of changing demographics. Pineda and Bowes (1995) stated that more than any other type of post secondary institution, community colleges seek to project a student-centered image by meeting the needs of an increasingly diverse student population.

Accountability—While community colleges are facing serious financial pressures and major changes in the demographics of the communities they serve, issues of accountability, institutional effectiveness, and outcome measures are receiving increased attention. Nielsen (1991) reported on the expanded focus placed on measures of effectiveness by accrediting agencies, while Theobald (1994) described the growing frustrations citizens feel toward all segments of government, including academia. Phelps (1994) stated that community colleges must utilize techniques to accurately measure and report outcomes that are readily discernible and available to the college's public. He noted the greater importance of communications. The Institute for Future Studies (1994) included increased emphasis on demonstration and documentation of quality and relevancy as one of sixteen forecasts its report on the future of community colleges is based.

Technology—Additionally, community colleges are facing the challenge of a technological revolution. Boorstin (1987) saw America perched on the brink of a technological “Fertile Verge.” Evidence exists that we have moved from the brink into a full-fledged technological revolution. The Institute for Future Studies (1994) predicted that the technologically-based learning environment of the very near future will contain the following attributes:

Virtually any subject will be available anytime. Content will be available anywhere the learner wants to learn. Technology will be transparent to the user; i.e., people will be able to use technology without having to know how to use technology. New learning technologies will allow truly individualized instruction. (The computer will adjust to every student in “the class,” no matter where each individual is, geographically or intellectually.) The computer will manage the instructional process, deciding when a student is ready for more advanced course work. . .or when review is appropriate. New learning technologies will incorporate the strengths of all previous technologies; e.g., not only will learners be able to see and hear the subject, they’ll see and hear it in color and in context. (A cheetah in the jungle-in action-is a lot more stimulating than a picture on page 136!) (pp. 18-19)

Israel (1994) noted that advances in technology, workplace modernization, and the demands for a highly skilled work force increase the demands placed on the community college. Phelps (1994) stated that community colleges can no longer afford to ignore the benefits of contemporary technology, while Cross (1993) noted that the League for Innovation in the Community College continues to include information technology as one of the League’s current research and development priorities.

Expanding mission—Traditionally, community colleges were established to provide academic transfer preparation, vocational-technical education, continuing education, remedial education and community service (Cohen, Brawer & Associates, 1989). Community colleges have clearly expanded beyond this set of core missions. Katsinas (1994b) found that

community colleges were operating small business incubation centers, technology transfer training centers, office automation centers, demographic and economic research, customized training for business and industry, employment and training programs within inner cities, and programs to train business professionals to export to international markets. (p. 69)

Additionally, examples of non-traditional community college activities include providing General Equivalency Diploma (GED) services, involvement in National Institute for Standards and Technology (NIST) funded research and development and training of displaced farm workers. The Institute for Future Studies (1994) warned that one result of the expansion of community college mission is that the mission of community colleges is no longer well defined. Within the discussion of changing mission, Raisman (1994) suggested that the very meaning of the term “community” has changed dramatically in recent years. He suggested that community colleges must recognize they are responsible to a much larger “community” than ever before. Continuing the discussion, Zeiss (1994) noted that colleges face serious issues related to increasing expectations and decreasing revenues.

Additional examples of challenges facing the community colleges are abundant. (See *Critical Issues Facing America’s Community Colleges 1994-1995* as one source.) It is in this increasingly complex and difficult environment that contemporary community college leaders must operate. The extremely challenging, unique and changing characteristics of the community college suggest that exploration of factors that contribute to the development of exemplary community college presidents may prove useful to governing boards, search committees, leadership preparation programs and aspiring leaders. Further, the community college may experience practical benefits through improved leadership preparation and selection. This study explored factors common in the backgrounds of exemplary community college presidents.

Outstanding Leaders Make a Difference

Roueche, Baker, and Rose (1989) claimed that “leaders make a difference” (p. 17). Murry and Hammons (1995) maintained that both the current and future success of community colleges depends upon the skill of the institution’s managers. They stress the importance of having administrators with strong leadership and management ability. Kirkland and Ratcliff (1994) argued that changing CEO’s is a “fundamental and profound decision for a community college” (p. 3). They suggested that colleges facing significant problems can often positively impact their situation with a change in leadership. Their research supported the notion that governing boards believe that “presidents make a difference” (p. 10). Further supporting the idea that outstanding leaders make a difference, Nanus (1992) stated: “The need for effective visionary leadership is becoming so great as to pose a critical challenge to all concerned with education, including parents, schools, universities, and in-house training programs” (p. 181), while Elsner (1984) warned of a developing leadership crisis in the American community college movement.

Outside of education, the belief that leadership makes a difference is equally well stated. O’Toole (1995) noted the growing emphasis on effective leadership as a core component of any effort focused on long-term competitiveness. Farkas and DeBacker (1996), Hammer and Champy (1993), Hawley (1993) and other contemporary business writers have expended considerable energy describing the importance of enlightened, competent leadership.

Leadership Preparation

If community colleges are operating in increasingly complex environments and if “leaders make a difference,” then the preparation of the next generation of leaders becomes extremely important (Roueche, Baker, & Rose, 1989, p. 17). Harris (1996), Banach (1994),

Cohen, Brawer, and Associates (1994), Hammer and Champy (1993), Vaughan (1995, 1992, 1989, 1986, 1983) and others support the idea that development of a new generation of senior leadership for America's community colleges is imperative if these institutions are to successfully operate in the increasingly complex environment previously discussed.

A key question in the discussion of leadership preparation is whether leaders are born with innate leadership skills or if leadership competencies can be learned and developed. Bensen and Paige (1996), citing an impressive number of theorists and researchers, maintain that leadership competencies can be learned. They note that if leadership can be learned, it follows that it can be taught. It therefore stands to reason that variations in leadership preparation result in variations in leadership skill levels. It also follows that improvements in leadership preparation will result in improved leaders.

The importance of leadership preparation has long been acknowledged. In the 1950s, both the W. K. Kellogg Foundation and the Carnegie Foundation supported graduate level, preparatory activities focused on the two-year college. In 1959, the University of Michigan invited Raymond Young to join them for the purpose of developing a graduate level leadership program in two-year college administration (Young, 1995). While discussing the importance of well prepared leaders, numerous authors have noted the increased emphasis on terminal degrees as a requirement for entry into senior management positions at community colleges. The development of university-based, doctoral level programs focused on two-year college administration has made possible the credentialing function of the terminal degree which we see within community colleges today. In discussing the "gatekeeper" function that doctoral programs perform, Townsend (1995b) stated:

If you want to become a community college president, you're going to need a doctorate. In our credential-oriented society, possession of the doctorate is the *sine qua non* for most community college senior-level administrative positions, especially the presidency. (p. 4)

While discussing community college presidential vacancies, Vaughan's 1991 research indicated "the successful candidate ultimately selected almost always holds an earned doctorate" (1994, p. 21). Vaughan (1989), quoting an unnamed community college president, notes, "[the] doctorate is, in many cases, the key to the executive washroom. It is considered a minimum" (pp. 125-126). Keim (1992) noted there are now 33 university-based educational programs focused on preparing their students for service in community colleges.

While the increased emphasis on terminal degrees as a prerequisite to community college senior management positions is generally acknowledged, the value of completing terminal degree programs as appropriate preparation for community college senior management positions is not well established. Typical of the current literature is Townsend's (1995a) disclaimer; "Setting aside the question of whether possessing a doctorate of any kind truly qualifies someone to be an administrator, . . .," (p. 1).

In his 1986 book, *The Community College Presidency*, Vaughan reported results of his efforts to survey seventy-five leading community college presidents regarding "personal attributes, skills, and abilities required of the successful president" (p. 185). Vaughan found that the presidents identified as national leaders rated integrity and judgment as the attributes of most importance; with courage, concern and flexibility rated as highly important. In the area of presidents' skills and abilities, the presidents identified as leaders named "produce results" as the skill of highest importance. Skills and abilities identified as extremely important included "select people" and "resolve conflicts" (Vaughan, 1986).

The most striking data reported by Vaughan (1986) was the ranking of "publications" as the least valued presidential skill or ability. "The lowest-ranking skill or ability for both the successful president and for subordinates is the ability to produce scholarly publications" (p. 188). Vaughan repeated this research in 1991, achieving results very similar to those reported

in 1986 (Vaughan, Mellanden, & Blois, 1994). Supporting Vaughan's findings, Hammons and Keller (1990) suggested that future community college presidents will need to be excellent communicators, "but they will not be expected to be writers" (p. 40).

In other works he has authored or edited, Vaughan does little to contradict the notion that emphasis on research and scholarly publications is not consistent with the skills and attributes required of senior community college leadership. For example, in *Leadership in Transition: The Community College Presidency*, (1989), Vaughan changed focus from studying attributes of leaders to the study of leadership. In chapter one of this work, he identified three primary functions of the president's office: "seeing that the institution is well managed, creating the campus climate, and interpreting the community college's mission" (p. 21).

It is interesting to note that Vaughan (1989) made a very clear separation between "research" and "scholarship," supporting scholarship and very clearly rejecting research as a priority for both community college faculty and staff (p. 26). Keller (1985), in a more direct fashion, remarked that: "It's peculiar, but it's a fact: hardly anyone in higher education pays attention to the research and scholarship about higher education" (p. 7).

Is Vaughan (1986) correct in reporting that "the lowest-ranking skill or ability for both the successful president and for subordinates is the ability to produce scholarly publications" (p. 188)? Is Townsend (1995a) correct in questioning "whether possessing a doctorate of any kind truly qualifies someone to be an administrator, . . ." (p. 1)? What are the factors that contribute to the preparation of exemplary community college leaders? What role does academic preparation play in the development of community college leadership and which activities outside of academics contribute to the development of exemplary senior leadership?

Significance of the Study

This study will contribute to the knowledge base about the development of outstanding/leading presidents of community colleges.

In general, neither administrators nor faculty in community colleges do research. In fact, community colleges point with pride to their lack of research and their focus as teaching institutions. In discussing this issue, The Institute for Future Studies, Macomb Community College (1994), notes that UCLA's Higher Education Research Institute indicated that only three percent of community college faculty were actively involved in research or scholarly writing. In addition, community colleges are infrequent subjects of research. The Institute for Future Studies' (1994) analysis of the *1991 Readers' Guide to Periodical Literature* indicated that 131 column inches were devoted to identifying topics, sub-topics, and citations from four-year colleges and universities while during the same period, community college research was represented by one topic, one sub-topic and three citations totaling one and one-half column inches.

The scarcity of up-to-date research relating to community colleges makes each completed effort more valuable. Knowledge gained from this study will be of value to those charged with making curriculum decisions in academic programs designed to prepare community college leaders. Further, individuals who aspire to community college leadership positions will be able to use the results of this inquiry to assist them in decision-making such as which types of academic programs to enroll in or which types of work experience to acquire. Individuals responsible for hiring senior leadership professionals will be able to utilize knowledge discovered by this inquiry to assist in evaluating the strengths and weaknesses of a candidate's preparation. Funding agencies interested in supporting the preparation of the next generation of community college leaders will be able to use the results

of this inquiry to assist in identifying preparatory activities with the highest probability of contributing to the development of exemplary leaders of community colleges.

Data Gathering Methodology

In 1986, George Vaughan reported results of his ground breaking study of community college presidents. Vaughan's research was based upon ninety-six interviews, results of the Career and Lifestyles Survey (CLS) (Appendix A) and results of the Leadership Survey (LS) (Appendix B). The Career and Lifestyles Survey (CLS) was distributed to eight hundred and thirty-eight presidents with five hundred and ninety-one valid surveys returned (70.5%).

While completing the CLS, presidents were asked to identify the "two top community college presidents in their state, excluding themselves" (1986, p. xv). Vaughan used this peer identification process to identify seventy-five presidents as "leaders." Vaughan identified presidents as "leaders" if they received five votes or if they received the largest number of votes in their state, minimum of two votes (Vaughan uses both the terms "leader" or "outstanding" to identify this subgroup). The Leadership Survey was then distributed to these seventy-five presidents. Sixty-eight (84%) of the seventy-five "outstanding" presidents returned completed Leadership Surveys.

Vaughan (1986) investigated the validity of the peer identification process for identifying the "leading/outstanding" community college presidents by using an alternate procedure for identifying "the outstanding community college presidents in the nation" (p. xvi). Presidents identified via the alternate process closely matched the presidents identified by the peer identification process. Vaughan concluded that the close match between the two processes validated the peer identification process.

Vaughan used results of the Career and Lifestyles Survey (CLS) primarily to develop a set of demographic data describing community college presidents. The Leadership Survey was utilized to study “personal attributes, skills, and abilities required of the successful [community college] president” (1986, p. 185). Vaughan did not investigate factors which may have accounted for some participants developing into “outstanding” presidents.

This thesis, “Preparation factors common in outstanding community college presidents,” adopted Vaughan’s peer rating method for identifying “leading/outstanding” presidents (Vaughan, 1986). The peer identification method allowed this study to divide the sample of community college presidents into two groups, one normative and one “leading/outstanding.” Survey methodology was used to collect data from both groups. The data gathering geographic area was identified as Upper-Midwest and included Illinois, Iowa, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin. Presidents surveyed work at public community colleges, technical colleges, and junior colleges, with two-year associate degrees as their highest offering located within the identified geographic area. Presidents of independent, tribal, non-profit, and religious-affiliated institutions were not included in the survey.

The *1996 Higher Education Directory* was used to identify institutions located within the identified geographic area and to identify types of institutions (public versus independent/for profit, as an example). A computerized data base for tracking survey results was constructed based upon information from the *1996 Higher Education Directory*. Presidents of all institutions matching the selection criteria (public 2-year) and located within the identified geographical area were included in the survey.

The literature review identifies eight academic and non-academic factors which may contribute to the development of exemplary community college leaders. They are: 1)

possession of a terminal degree, 2) an active personal research and publication agenda, 3) preparation as a change agent, 4) previous career position, 5) relationship with a mentor, 6) development of a peer network, 7) previous participation in a leadership preparation activity, and 8) knowledge of technology. These factors were used in the development of the survey instrument. The survey instrument also collected demographic data on the sample.

Traditional survey methodologies were employed including cover letters which described the objective of the research effort, postage paid return envelopes, a tracking code system, and the opportunity for participants to request a copy of the results. Three rounds of data collection were conducted which resulted in a return rate exceeding eighty-five percent (85%). Permission to proceed was received from Iowa State University's Human Subjects Review Committee (Appendix E) on July 18, 1996.

Research Questions

The eight preparation factors identified in the literature review generated nine specific research questions. They are:

1) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater number of terminal degrees than found within the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of terminal degrees equal to, or less than, the distribution observed in the normative subgroup. This question explores whether the increased emphasis placed on terminal degrees as a requirement for entry into senior community college leadership positions is well founded.

2) When practicing community college presidents with terminal degrees are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater number of terminal degrees focused upon higher education/community college leadership than the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of terminal degrees focused upon higher education/community college leadership equal to, or less than, the distribution observed in the normative subgroup. This hypothesis reflects the idea that the systematic study of higher education/community college leadership should positively impact community college leadership ability. Therefore, educational professionals who have studied higher education/community college leadership should constitute a disproportionately large segment of the group identified as outstanding leaders.

3) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding group should reflect a significantly greater number of presidents pursuing a personal research and publication agenda than the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of presidents pursuing a personal research and publication agenda equal to, or less than, the distribution observed in the normative. This question explores the relationship between research/publications and outstanding leadership of community colleges.

4) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents prepared as change agents than the number displayed in the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of presidents

prepared as change agents equal to, or less than, the distribution observed in the normative subgroup. This question explores the relationship between being prepared as a change agent and outstanding leadership of community colleges.

5) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents identified as community college insiders, particularly presidents with previous community college work experience in an academic area, than observed in the normative subgroup. The null hypothesis would therefore suggest that the outstanding subgroup would reflect a distribution of insiders equal to, or less than, the distribution observed in the normative subgroup. This question explores the validity of the recently emerging practice of favoring community college insiders for senior community college leadership positions.

6) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents who identify a relationship with a mentor as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who identify a relationship with a mentor as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of mentor relationships on the preparation of community college leaders.

7) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents who

identify development of a peer network as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who identify development of a peer network as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of developing a peer network on the preparation of community college leaders.

8) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents who have participated in specific leadership development activities outside of graduate degree work as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who have participated in specific leadership development activities outside of graduate degree work as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of specific leadership development activities outside of graduate degree work on the preparation of community college leaders.

9) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents who report a knowledge of technology than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who report a knowledge of technology equal to, or less than, the distribution observed in the

normative subgroup. This question explores the importance of knowledge of technology as a preparatory component of community college leadership.

Definitions

Change agent: A leader that aggressively promotes and enables the change process.

Community college: A publicly controlled, two year post-secondary institution with an Associate degree as it's highest offering. Tribal, religiously affiliated, independent, proprietary and for-profit institutions were not included as community colleges within the definition used by this project.

Community college insider: A personnel classification based on previous community college employment (Vaughan, Mellanden, & Blois, 1994). Respondents in this study were identified as community college insiders if their position immediately prior to their first community college presidency was at a community college.

Community college president: The chief executive officer (CEO) of the institution or system. Common job titles include area chancellor, chancellor, chief executive officer, dean of the college, director, executive dean, interim president, president and provost.

Leadership development activity: formalized programs such as seminars, short courses and institutes focused on leadership development that are in addition to a graduate program curriculum.

Mentor: master teacher, coach, and positive role model. Mentors assist in the development of proteges by providing advice and opening doors. Mentors are more experienced, mature or advanced than the protege.

Outstanding/leading community college president: respondents were asked to vote for the three community college presidents from within their state that they considered the "best examples of outstanding/leading community college presidents".

Within this project, identification as an outstanding/leading president indicates selection via the peer identification process as a member of the outstanding/leading sample.

Peer network: a group made up of individuals of generally equal status who share a common goal, occupational or avocational interest or other unifying characteristic.

Terminal degree: an earned Ed.D. or Ph.D. from an accredited institution.

Upper Midwest: Illinois, Iowa, Minnesota, Missouri, Nebraska, North Dakota, South Dakota and Wisconsin.

Assumptions and Limitations

This study had three implicit assumptions.

1. The data gathering instrument and interpretation techniques were valid.
2. It is possible to identify exemplary leaders from within a sample of community college presidents.
3. There are significant factors, both academic and non-academic, which are components of community college leadership preparation.

Delimitation of the Study

This study was limited to community college presidents serving in 1996.

This study was limited to those public community colleges located within the selected geographical area. This study was conducted in a region at a point in time when social and economic factors may have influenced the results.

CHAPTER II: REVIEW OF SELECTED LITERATURE

Introduction

Community colleges are a uniquely American institution. During the previous thirty-five years, public community colleges have displayed remarkable growth. In 1960 there were 390 public community colleges. By 1975 there were 1,014 public community colleges with enrollment of almost four million students. By 1995, community colleges were serving more than eleven million credit and non-credit students (American Association of Community Colleges & Association of Community College Trustees, 1995a,b).

In Iowa this growth is evidenced by the development of a community college system enrolling 58.5% of first time Iowa college freshmen. Fall 1994 credit student enrollment in Iowa's 15 community colleges exceeded 58,500 students. Enrollment in continuing education (non-credit) was an impressive 564,557 students. Additionally, Iowa has broadened the mission of its community college system, asking it to perform numerous economic development functions such as participation in new business recruitment efforts and work force development (Iowa Association of Community College Trustees & Iowa Association of Community College Presidents, 1995).

In contrast to this remarkable growth is the continued existence of challenging issues, both in Iowa and throughout the nation, that resist extensive, well-intentioned efforts to effect solutions. These issues include low student retention and graduation rates, low minority transfer rates, limited success with remediation, lack of outcomes assessment, limited articulation of career-based programs with senior institutions, continued resource shortfalls, resistance to reforms designed to better serve a more diverse student population, the continued

lack of emphasis on teaching and learning quality, and barriers that limit access for disadvantaged students.

Data indicate the community college student population continues to evolve in a manner that complicates the challenging issues facing the nation's community colleges (Adelman, 1992). Banach (1994), in remarks titled "Critical Issues Facing American's Community Colleges" delivered at the National Council for Media and Public Relations (NCMPR) 20th Annual Conference, described the profound impact the technological revolution will continue to have upon community colleges. Additionally, futurist, E. Cornish (1986), reports that the world's knowledge base has quadrupled in this century. Clearly, the knowledge explosion, new technologies, global competition, and changing expectations for the relationships between business/industry, and labor and educational institutions, coupled with changes in the attributes of clients served by these institutions will continue to create a very challenging environment for community colleges.

Within this challenging environment the need for exemplary leadership is well documented. Harris (1996), Banach (1994), Cohen (1994), Hammer and Champy (1993), Nanus (1992), Vaughan (1995, 1994, 1992, 1989, 1986, 1983), and others suggest that development of a new generation of senior leadership for America's community colleges is imperative, particularly in light of the increasingly complex and troubled environment community colleges operate within.

This review of selected literature is presented in six sections. The first section reviews selected literature on the challenges facing community colleges. The second section reviews literature focused on traditional community college leadership preparation. The third section reviews literature related to leadership attributes. The fourth section reviews literature relevant to leadership preparation for the twenty-first century, the fifth summarizes the preparatory

factors selected for study. The last section summarizes the literature selected for review in this study.

The Challenges Facing Community Colleges

Community colleges have evolved into “large, complex organizations with hundreds of employees, sprawling physical plants, and multimillion dollar budgets” (Murry & Hammons, 1995, p. 207). The environment that community colleges operate within is characterized by increasing complexity and almost unlimited challenges. For example, in 1990, the Institute for Future Studies, Macomb Community College, identified an initial “Top Ten” list of issues facing America’s community colleges (Foreword). By 1994, the Institute had expanded their listing to fourteen “critical issues” (Foreword). This listing contained eight new “critical issues” and six updates of issues previously discussed in their 1992 document.

Numerous researchers, theorists and educational practitioners have extensively explored these issues. Katsinas (1994a) stated that the community colleges’ financial crisis is driven primarily by the government’s inability to control Medicaid/Medicare costs, rapidly increasing correctional systems costs, and costs associated with the nation’s non-competitive manufacturing sector. He noted that decreasing governmental support has resulted in huge student tuition increases, citing California’s 46% increase in just one year and a national average increase of 111% from school year 1982-82 and 1992-93. He also noted the relationship between the crisis in financing community colleges and the decline of the traditional “open door” policy of these institutions. Exploring other implications of the community colleges’ financial crisis, Israel (1994) stated that limited resources coupled with the knowledge explosion will force community colleges to develop more effective training systems. He proposed five specific “new frontiers” that he suggested need to be components

of a redesigned academy as community colleges move into the second millennium (p. 93). At times, the increased effectiveness and radical change that Israel discussed are legislatively mandated as demonstrated by Florida Senate Bill 2330, enacted in 1995. This action, coupled with other legislative initiatives, increases matriculation charges for students taking course-work in excess of degree requirements. Often referred to as "Time to Degree," these actions also impose penalties on institutions which fail to ensure that students complete programs of study in a timely manner (Florida Board of Regents, 1996). This action is similar to a California initiative which requires students to pay full instructional costs if they hold a baccalaureate degree and choose to enroll in a community college for additional education. Additional efforts to control community college costs in Florida include legislative mandates limiting the number of credits allowable in Associate of Arts (AA) and Associate of Science (AS) degree programs.

Expressing the belief that even a revived economy will not cure the community colleges' financial crisis in his state, Nielsen (1994c) stated: Financial challenges and shrinking support have become a way of life for all of higher education. There is no reason to believe that a reviving economy will change that in the near future (p. 1). Writing from a national perspective, Roueche, Taber, and Roueche (1995) suggested that resources for higher education are shrinking and there is more competition for state and federal support. Additional authors write of financial concerns dominating the world of higher education (Levine, 1992).

Changing demographics present additional challenges. Nationally, the average age of a community college student has risen to 29 while women now make up 58% of community college enrollment. Additionally, of all minorities in college, 47% attend community colleges while more than half of all higher education students with disabilities attend public community colleges (American Association of Community Colleges & Association of Community

Colleges Trustees, 1995b). When describing how radically the demographics of the community college student population have changed, De los Santos (1994) noted that community colleges in the future will be challenged to ensure that their staff and faculty more closely represent the racial/ethnic make-up of their student population. Jing and Mayer (1995) further explored implications for community college practice related to the changing demographics of the community college student population. They expressed concern related to support services for single parents and African-Americans students. They noted the compounding negative educational impact of being both a minority student and a single parent. Pineda and Bowes (1995) stated that more than any other type of post secondary institution, community colleges are seeking to project a student-centered image by meeting the needs of an increasingly diverse student population. While focused on organizational, cultural, and leadership issues which changing demographics challenge community colleges to face, Gibson-Benninger, Ratcliff, and Rhoads (1995) stated:

A fundamental challenge facing community college presidents and senior level staff is to create an environment in which diverse qualities and abilities of students and staff make positive contributions to the organizations. (p. 1)

While community colleges are facing serious financial pressures and major changes in the demographics of the communities they serve, increasingly, issues of accountability, institutional effectiveness, and outcome measures are receiving attention. Nielsen (1991) reported on the expanded focus placed on measures of effectiveness by accrediting agencies. He noted the fundamental shift in philosophy the expanded focus on effectiveness represents as colleges move from “How many?” to “How well?” (p. 1). Measurement of “How well?” requires an entirely different and more complex methodology than relatively simple measurements of “How many?” Nielsen (1991) stated:

The methodology of choice is one which provides the ability to match programs and services with the characteristics and needs of individual students. Given the diversity represented by the students of most community colleges, this has not been an easy task. (p. 1)

Theobald (1994) described the growing frustrations citizens feel toward all segments of government, including academia. He suggested that citizen frustration with the academic world is well founded and based upon the academies' failure to change in an environment where the need for radical change is abundantly evident. Suggesting specific changes, Phelps (1994) stated that community colleges must utilize techniques to accurately measure and report outcomes that are readily discernible and available to the college's public. Supporting Phelps' contention, The Institute for Future Studies (1994) included increased emphasis on demonstration and documentation of quality and relevancy as one of sixteen forecasts on which their report on the future of community colleges was based. They stated: "Clearly it is well past time for community colleges to take the lead in identifying and proposing the relevant assessment criteria" (p. 16).

Additionally, community colleges are facing the challenge of a technological revolution. Boorstin (1987) saw America perched on the brink of a technological "Fertile Verge." Evidence exists that we have moved from the brink into a full-fledged technological revolution. The Institute for Future Studies (1994) stated, "new learning technologies can geometrically increase what teachers and their students accomplish together" (p. 18). Consistent with these predictions is the expanding use of distance education technology. This technology provides improved access for students and tends to make traditional educational geographic boundaries obsolete. An example of the challenges created for community colleges and their leaders by this trend is the conflict between two Kentucky community colleges and Morehead State University. This conflict, in some ways a traditional turf battle,

erupted when Morehead State University offered dual-credit English composition and first year calculus via interactive television to high school students in the involved community colleges' districts. Gary Cox, Executive Director of the Kentucky Council on Higher Education, noted "geography begins to become sort of irrelevant" (Wright, 1996).

Other authors support the notion that changes in technology will present very challenging issues for community colleges. For example, Israel (1994) maintained that advances in technology, workplace modernization, and the demands for a highly skilled work force will increase the demands placed on the community college, while Phelps (1994) stated that community colleges can no longer afford to ignore the benefits of contemporary technology. Cross (1993) noted that the League for Innovation in the Community College continues to include information technology as one of the League's current research and development priorities.

Community colleges have clearly expanded beyond their traditional missions of academic transfer preparation, vocational-technical education, continuing education, remedial education, and community service. Katsinas (1994b) found that "community colleges were operating small business incubation centers, technology transfer training centers, office automation centers, demographic and economic research, customized training for business and industry, employment and training programs within inner cities, and programs to train business professionals to export to international markets" (p. 69). Additional examples of non-traditional community college activities include providing General Equivalency Diploma (GED) services, involvement in National Institute for Standards and Technology (NIST) funded research, and development and training of displaced farm workers. Perhaps the most striking example of expanding the community college mission is illustrated by recent actions at both the state and federal level, utilizing community colleges as the lead agencies in "One Stop

Career Centers.” The Institute for Future Studies (1994) warned that one result of the expansion of community college mission is that the agenda for community colleges is no longer well defined. Zeiss (1994) continued the discussion by noting the serious issues faced by colleges related to decreasing revenues and increasing expectations.

Within the discussion of changing mission, Raisman (1994) suggested that the very meaning of the term “community” has changed dramatically in recent years. He contended that community colleges must recognize they are responsible to a much larger “community” than ever before. Roueche, Taber, and Roueche (1995) supported the idea of a changing definition of the term “community,” having noted that once “community” identified a precisely measured geographic area served by a specific community college. Now, “community” refers to other criteria such as an industry segment (transportation) or a targeted population (displaced farm workers). With the widespread use of distance education technologies, student access is no longer governed by precise geographic boundaries.

Writing about the future of community colleges, Norm Nielsen (1994b) best summarizes this section when he stated:

Budgets shrivel and shrink. State support drops. The public demands more programs and services. The business community wants more vocational programs. The community college is forced to downsize, postpone plant maintenance and set aside plans for new programs.

You, the college president, can fill in the blanks and write the rest of the story. Details may differ, but the story is virtually the same nationwide. (p. 1)

It is in this increasingly complex and difficult environment that contemporary community college leadership must operate. The unique and changing characteristics of the community college suggests that exploration of preparation factors common in exemplary community college presidents may prove useful to governing boards, search committees,

training programs, and aspiring leaders. Further, the community college may experience practical benefits through improved leadership preparation and selection. This study explored factors common in the backgrounds of exemplary community college presidents.

Traditional Leadership Preparation

Preparation for a senior leadership position at a community college involves completing a terminal degree. Townsend (1995a) stated that “doctorate in higher education or community college administration has served many individuals as their passport to senior-level administrative positions in the community college” (p. 1). Completion of a terminal degree coupled with work experience in a community college is the most common route to a senior leadership position.

Vaughan’s work provides data on the professional development activities of the presidents who participated in his research. His 1986 research indicates that seventy-six percent (76.8%) of community college presidents surveyed had earned a terminal degree as their highest degree, seventeen percent (17.2%) had earned master’s degrees and the remainder had earned an educational specialist degree, law degree, or other award. Of the terminal degree holders, fifty-seven percent (57%) earned the Ed.D., with the remainder holding the Ph.D. (1986, p. 19). By 1991, eighty-four percent (84.5%) of community college presidents surveyed held an earned terminal degree, most in the field of education (Vaughan, Mellanden, & Blois, 1994, p. 21).

Of the five hundred and ninety community college presidents who replied to Vaughan’s question about their position prior to assuming their first presidency, over fifty percent (50%) were either deans of instruction or vice presidents in community colleges prior to their presidency. Other paths to the presidency include deans of student services (7.8%),

public school employees (7%), chief business officers (5%), deans of community service (4.6%), four-year university (4.4%), state level positions (1.7%), and about 15% from “other” (assistant to the president, director of admissions, etc.) (1986, p. 28). Vaughan’s 1991 research indicates that community college “insiders” have been successful in filling 9 out of 10 presidential vacancies in recent years (1994, p. 25).

Vaughan also identified other important preparatory components for community college presidents. He specifically discussed mentors and role models (1989, pp. 80, 94-95, 127), membership in a peer network (1989, pp. 81, 95, 127) and participation in leadership preparation programs like the American Council on Education’s (ACE) national identification program (1989, pp. 83, 96, 106).

Peter Drucker (1996) echoes Vaughan’s views on the importance of participating in mentor/protégé relationships to the development of leadership skills. Drucker vividly describes the positive impact his three mentors had on his development almost fifty years ago. Ann Carden (1990), while discussing adult career development and the important role of mentor/protégé relationships, notes that the term ‘mentor’ has its roots in Greek mythology. Shandley (1989), citing the University of Minnesota’s EXCELL program, suggests that a formalized mentor/protégé program can be a powerful tool in the development of leadership skills. Other authors suggest that mentor/protégé relationships can be utilized to assist members of groups traditionally under represented in senior management circles gain leadership skills and increase their opportunities for participation at senior levels (e.g., women, minorities, the disabled, or the economically disadvantaged).

Noting that American community colleges have evolved into organizations that are similar in many respects to American business corporations, Murry and Hammons (1995) suggested that college administrators would increase their effectiveness by making greater use

of established business management techniques. They noted that in both business and college administration, managers perform similar functions of “planning, organizing, controlling, directing or leading, staffing, communicating and decision making” (p. 210). These authors implied that traditional education leadership preparation is deficient by not stressing basic business management techniques. They suggested that preparation of college administrators would be improved by utilizing curriculum from proven business management education.

Leadership Attributes

In his 1986 book, *The Community College Presidency*, Vaughan reported (p. 189) on results of the Career and Lifestyles Survey (Appendix A) and the companion Leadership Survey (Appendix B). Vaughan used results of the Career and Lifestyles Survey to identify seventy-five presidents across the nation as community college leaders within their respective states. He then asked these seventy-five leaders to complete the Leadership Survey. The return rate was eighty-four percent (84%). Vaughan then conducted thirteen personal interviews. The survey and interviews looked specifically at “personal attributes, skills, and abilities required of the successful [community college] president” (p. 185).

Vaughan found that the presidents identified as leaders within their states, rated integrity and judgment as the personal attributes of most importance, with courage, concern, and flexibility rated as highly important. In the area of presidents’ skills and abilities, this group rated “produce results” as the skill of highest importance. Skills and abilities identified as “of extreme importance,” included “select people,” and “resolve conflicts” (Vaughan, 1986).

Vaughan found that “publications” was ranked as the least valued presidential skill or ability. “The lowest-ranking skill or ability for both the successful president and for

subordinates is the ability to produce scholarly publications” (Vaughan, 1986, p. 188).

Vaughan replicated this research in 1991, achieving results very similar to those reported in 1986. Additionally, Vaughan (personal communication, February 1995) reported that he had also utilized the leadership survey instrument with community college academic deans and this group also self-reported that the ability to produce scholarly publications was their lowest ranked skill or ability.

In other works that he either authors or edits, Vaughan does little to contradict the notion that the core focus on research and scholarly publications of most graduate level, community college leadership preparation programs is not consistent with the skills and attributes required of senior community college leadership. Vaughan, throughout this discussion, makes a very clear separation between “research” and “scholarship,” supporting scholarship and very clearly rejecting research as a priority for both community college faculty and staff (1989, p. 26). In his support of scholarship, Vaughan notes that,

Presidents should understand that the discipline and thought required to be a scholar sharpens one’s critical skills, skills that are required of the effective teacher and administrator. Only through critical review and analysis can presidents (and thus the colleges they lead) formulate positions on the issues of the day and in turn interpret those issues in a way that has meaning to members of the college community and ultimately to society. (1989, p. 26)

Not surprisingly, the discussion of presidential attributes and appropriate preparation raises questions regarding ideal attributes for leadership of large, complex educational institutions as we move into the twenty-first century.

If the current focus of community college leadership preparation programs (research and production of scholarly publications) is ill advised, the question of appropriate preparation surfaces quickly. What are the tasks at which community college leadership personnel must

be skilled as these institutions enter the twenty-first century? Numerous authors from educational as well as business organizational backgrounds have devoted considerable energy to discussing contemporary leadership attributes.

The Institute for Future Studies (1994) suggests that “change” is the common theme found in critical issues facing community colleges. They noted that “While the big picture is still out of focus, it’s crystal clear that perpetuating the status quo will have ominous consequences in this period of fundamental uncertainty” (p. 1). Michael Hammer and James Champy argue in *Reengineering the Corporation* (1993), that leaders cannot be “a caretaker of the status quo” (p. 104). They reinforce this point by citing Robert Kennedy (p. 173); “Progress is a nice word. But change is its motivator, and change has its enemies.” These same authors point out the built-in innovation dampers (p. 29) inherent in most large organizations. Clearly, Hammer and Champy, as well as the authors at The Institute, believe that leadership for the twenty-first century involves enabling, supporting, and promoting change.

Hammer and Champy (1993), also believe that a substantial component of that change will involve advanced, automated technology. They state:

Much of the old, routine work is eliminated or automated. If the old model was simple tasks for simple people, the new model is complex jobs for smart people, which raises the bar for entry into the work force. (p. 70)

They caution: “The fundamental error that most companies commit when they look at technology is to view it through the lens of their existing processes” (p. 85).

Throughout their discussion, Hammer and Champy (1993) develop the case for revolutionary change. In fact, they define reengineering as “starting over” (p. 49). They present the idea that starting over requires a leader with the necessary clout (p. 104). They

maintain that reengineering is top down (p. 168) and requires a leader that can both publicly make the case for action and define a vision of what the organization should strive to become. They note the high probability that the required level of change will produce conflict. “Team meetings will more likely resemble sessions of the Russian parliament, which is as it should be. An absence of contention and conflict during reengineering usually signals that nothing productive is happening, but contention and conflict among team members should be directed toward a common end” (p. 111).

While Hammer and Champy (1993) develop the case for a revolutionary paradigm shift within American business driven by enlightened, highly competent leaders capable of competing in a global environment, Jack Hawley (1993) explores how to utilize the power of human spirit in contemporary organizations. In *Reawakening the Spirit in Work: The Power of Dharmic Management*, Hawley argues that management success can be found in a new paradigm that rejects the traditional focus on task and structure and instead focuses on the power of the human spirit. Utilizing quotes and anecdotes from diverse sources such as H. G. Wells and an India spiritual leader named Sathya Sai Baba, Hawley builds a case for a much different workplace; a workplace of empowered people, motivated by shared values, achieving at extremely high levels. While Hawley explores questions of universal importance, specific questions remain related to twenty-first century community college leadership.

Other scholars offer insight into the attributes of the successful college president. By reviewing desirable characteristics listed by presidential selection committees, Hahn (1995), somewhat tongue-in-cheek, identified the following as standards of success:

strength in administration, scholarship, and curriculum; a track record in fiscal management and fund-raising; prowess in recruitment, motivation, and supervision; knowledge of technology and collective bargaining; mastery of communications and public relations (with communities, businesses, legislatures);

sensitivity and commitment (to a swelling list of ideas, issues, and special interests); skill in consensus-building and strategic planning. . .not to mention creativity, imagination, and, yes, vision. (p. 13)

Focusing specifically on community colleges, Wenrich (1980), states that “ethical integrity must be the overriding principle of leadership” (p. 40). Wenrich continues by stating: “The president whose maxim is one of ethical integrity sets an example or a role model for all who interact with the college” (p. 40). Dale Parnell (1980), in the same journal states:

The community college president has no more important task than that of continuously clarifying and emphasizing the mission of the community college. When the goals and priorities of any organization are fuzzy, everything else in the organization takes on a fuzzy or out-of-focus dimension. (p. 44)

More recently, Vaughan (1986) identifies four primary roles for a community college president (pp. 55-60). They are:

- 1) Establishing and interpreting the mission of the college (goals and objectives) and then ensuring that the goals and objectives are met;
- 2) Serving as educational leader
 - advocating access
 - obtaining external support
- 3) Setting the campus mood (or environment)
 - maintaining institutional vitality
 - developing and motivating others
- 4) Providing external leadership
 - serving as the lead public relations spokesperson
 - generating support

- articulating the mission of the college

In particular, Vaughan notes:

the perceived overwhelming failure of the community college has been the inability or unwillingness of its leaders to interpret and articulate its mission effectively, thereby failing to present consistently a positive image to its various publics. (p. 108)

Vaughan's 1986 focus on the president's responsibility to clarify the mission of the community college is a continuation of ideas he first expressed in his 1983 book, *Issues for Community College Leaders in a New Era*. In this same volume he states; "It is a truism that no organization is any better than its leaders" (p. 18). Later, Vaughan reexamines the primary roles for community college presidents in his 1989 book, *Leadership in Transition: The Community College Presidency*. In chapter one, Vaughan again restates these roles as "Managing the Institution," "Creating the Campus Climate," and "Interpreting and Communicating the Mission" (obviously very consistent with his previous work). Later in this same volume, Vaughan states: "The successful president of the future must spend more time creating a vision for the institution and identifying trends and issues in the broader society that will affect that vision" (p. 33).

Utilizing the Delphi method, Hammons and Keller (1990), identified 41 competencies and personal characteristics desirable for future community college presidents to acquire. The Delphi method offered a process for developing group judgment when face-to-face interaction was impossible. The selection panel consisted of 27 presidents selected so they formed a group representative of various types and sizes of community colleges. The scale used assigned values of: 4.00 = "extremely important to possess," 3.00 = "very important but not absolutely essential," 2.00 = "would be nice to possess," and 1.00 = "not important" (p. 36).

Their top five leadership competencies were delegation (consensus at mean of 4.0), personnel selection (consensus at mean of 4.0), decision-making (consensus at mean of 4.0), interpersonal skills (consensus at mean of 3.96) and knowledge of, and commitment to mission (consensus at mean of 3.96). Their top “group related” competencies were motivation (consensus at mean of 3.93) and use of power (consensus at mean of 3.74). Their most highly ranked “personal characteristics” competencies included judgment (consensus at mean of 4.00), commitment (consensus at mean of 4.00), integrity (consensus at mean of 4.00) and communication (consensus at mean of 3.93) (Hammons & Keller, 1990, pp. 38-39). From their study, Hammons and Keller concluded that agreement can be reached regarding the required competencies of future community college presidents.

In the 1994 book, *Managing Community Colleges: A Handbook for Effective Practice*, Cohen, Brawer, and Associates discuss presidential activities and state: “staff recruitment and selection are the most important activities administrators can pursue” (p. 19). Cohen earlier, in authoring the Foreword to Vaughan’s 1983 work, *Issues for community college leaders in a new era*, speaks of the importance of strong leadership. He notes that leadership will have to continually deal with issues such as “fiscal problems, client complaints, staff unrest, agency competition, program generation and termination-” (p. xi).

Banach, (1994) in remarks titled *Critical Issues Facing American’s Community Colleges* delivered at the NCMPR 20th Annual Conference, presents a case for future community college leadership that is very consistent with ideas presented by Hammer and Champy (1993). Specifically, Banach argues for leadership enlightened to the need for rapid and sometimes radical change. Further, he discusses the need for community colleges to embrace the technological revolution currently underway, both in curriculum decisions and in applied technologies such as distance learning.

Data presented by Touchton, Shavlik, and Davis in *Women in Presidencies* (1993) is consistent with the previously described minimal level of practitioners interest in research. Based on the ACE supported study, *Women College Presidents: Profiles 1985—A National Study of Women Chief Executive Officers in U.S. Colleges and Universities*, these data indicate that, within the category titled “Experience and Training Which Women CEOs WOULD LIKE to Have Had Prior to Their Presidency” (Table 23, p. 91), the responding presidents of two-year public colleges reported political lobbying (43%), fund-raising (34%), and collective bargaining (30%). No other category received thirty percent (30%) or more of the responses.

Also reported in Touchton, Shavlik, and Davis’s work is educational data on two-year public college female presidents. Seventy-nine percent (79%) of the respondents had earned an Ed.D. or Ph.D. as their highest degree (Table 14, p. 82). This is consistent with Vaughan’s non-gender specific findings (1994, p. 21) which reported that eighty-four percent (84.5%) of community college presidents had earned terminal degrees, and indicates the essential nature of terminal degrees to achieving a presidency.

Leadership Preparation for the Twenty-First Century

Hammer and Champy (1993) provide us with a vision of a twenty-first century leader as a paradigm shifter: someone in-tune with employees and customers alike and also possessing sufficient vision to embrace possibilities presented in an exponentially changing world of technology (particularly digitized electronic technology). Hawley (1993) provides a view that includes leaders being both open to, and empowering of, subordinate’s movements to a higher spiritual plane related directly to their work activities-very much a “new age” approach to organizational leadership.

Cohen, Brawer, and Associates (1994) pragmatically identify staff recruitment and selection as “the most important activities administrators can pursue” (p. 19). Banach (1994) applies Hammer and Champy’s (1993) views of contemporary leadership to a community college setting. Banach also vigorously presents the case for leadership to be in-tune with the technological revolution. Touchton, Shavlik, and Davis (1993) provide information on skills female presidents of public, two-year institutions would have liked to have had more experience and training with before assuming their presidency. And, finally, Vaughan (1989, 1986, 1983) presents both a comprehensive discussion and a listing of specific attributes and skills possessed by the exemplary community college leader as well as the thought that “no organization is any better than its leaders” (1983, p. 18).

If Vaughan (1983) is correct that “no organization is any better than its leaders,” the need for exemplary leadership preparation programs becomes obvious. The question becomes not one of whether excellent leadership training is required, but one of content. What skills and attributes should be emphasized? What outcomes are ideal? What experiences outside of academic preparation should be stressed?

Insight on these questions is provided by reviewing what existing community college leaders report as the attributes they value most highly in themselves and in their subordinates. Based on his personal experience as a two time community college president and the results of both the Career and Lifestyles Survey (Appendix A) and the companion Leadership Survey (Appendix B), Vaughan describes the desired attributes of a community college president. In a section entitled “What to Expect (Other Than The Unexpected) Upon Becoming President,” Vaughan suggests that a president must expect to work hard, function as the manager of the institution instead of as an empowered academic dean, devote “an inordinate amount of time and energy to the political process,” work successfully with the governing board, display

exceptional interpersonal skills, raise funds, generate support from external constituents, exercise both good judgment and exemplary integrity, and communicate effectively (1989, pp. 137-139).

From Cohen's call for pragmatic leaders, to Hammer and Champy's view of leaders as change agents, to Hawley's call to utilize the human spirit in the workplace, to Vaughan's research into the components of leadership and the attributes of leaders, several trends emerge. First, there is no shared vision of the perfect set of skills and attributes for senior leadership of large, complex organizations to possess. Second, while universal agreement does not exist on what skills and attributes a contemporary manager should possess, movement from the scientific management theories of Adam Smith (1776/1992) toward a much more human-centered model is strongly supported in the literature. Third, skills needed to lead a contemporary community college include scholarship, but do not include research and publication.

Factors Investigated

Factors which may contribute to leadership development are identifiable. There is a consensus that senior leadership positions in community colleges will increasingly require the doctorate as an entry criteria. Application of the doctorate in this manner raises questions about the appropriate focus of terminal degrees, particularly the Ph.D. Additionally, use of terminal degrees as a minimum entry criteria positions graduate programs as "gatekeepers" (Townsend, 1995a) to senior level management positions. Entry requirements for graduate programs, and efforts to ensure the inclusion of women and minorities, will shape the next generation of community college leaders. Is possession of a terminal degree an indicator of

probable “outstanding” community college leadership? Possession of a terminal degree was the first leadership preparatory factor investigated.

Vaughan’s research (1986) suggests that an emphasis on research and publication may be inappropriate for the development of senior community college leadership, yet emphasis on research and publication is a cornerstone of almost all terminal degree programs. Is an active personal research and publication agenda a component of “outstanding” community college leadership? Active involvement in research and publication was the second leadership development factor investigated.

The ability to manage “change,” the increased pace of “change” and how to empower change in subordinates are consistent themes in contemporary management literature.

Hammer and Champy (1993) stated that leaders cannot be “a caretaker of the status quo” (p. 104). A brief review of any contemporary publication focused on community college issues is very likely to expose the reader to numerous articles on the changing demographics of community college students, changing governmental regulations impacting community colleges, changing educational technology, and so-on; all impacting management of community colleges. Does an “outstanding” community college leader require specific preparation as a change agent? The third factor investigated was preparation as a change agent.

The fourth factor investigated was previous position. Vaughan, Mellanden, and Blois (1994) noted that almost all senior community college management positions now go to community college “insiders” (p. 25). Are there benefits in previous academic positions? Is previous teaching experience important to the development of “outstanding” community college leadership? Does a student services background or a business office experience contribute to success in community college leadership?

Vaughan (1989) identified both a relationship with a mentor and the development of a peer network as important factors in the development of community college leaders. Numerous other authors such as Carden (1990), Drucker (1996), and Shandley (1989) support the notion that participation in a mentor/protégé relationship can be a powerful influence in the development of leadership skills. These two factors, a relationship with a mentor and development of a peer network, were the fifth and sixth leadership preparation factors investigated.

The seventh factor investigated was participation in a specific leadership development activity outside of graduate degree work. An example of this type of activity is the American Council on Education's (ACE) national identification program. Do these programs contribute to the development of "outstanding" community college leaders?

The last factor investigated was knowledge of technology. Many authors (Israel, 1994; Phelps, 1994; Cross, 1993; Boorstin, 1987) note the profound effect modern technology is having, and will continue to have, on the contemporary community college. Is knowledge of contemporary technology a component of successful community college leadership?

Summary

Community colleges are operating in an increasingly complex and difficult environment. They are being called upon to provide more services with fewer resources than ever before. Major issues faced by community colleges include decreased resources, changing student demographics which require more and different support services, increased emphasis on accountability, the technological revolution, and expanded mission.

Numerous authors (Roueche, Baker & Rose; Murry & Hammons; Vaughan) suggest that outstanding leadership is key to surviving and prospering in this increasingly complex and

difficult environment. Other authors (Hahn, Hammons & Keller, Vaughan) identify leadership competencies and personal characteristics desirable for future community college presidents to possess.

Murry and Hammons, Townsend, Vaughan and others have noted that the focus of many community college leadership preparation activities is not consistent with the requirements of leading in a community college setting. Millions of dollars and countless hours are expended on preparing community college leaders. It is appropriate to explore preparation factors common in outstanding community college presidents.

Certain trends which have implications for leadership preparation are identifiable. This review identified eight specific academic and non-academic factors which may contribute to the development of exemplary community college leaders. They are: 1) possession of a terminal degree, 2) an active personal research and publication agenda, 3) preparation as a change agent, 4) previous career position, 5) relationship with a mentor, 6) development of a peer network, 7) previous participation in a leadership preparation activity, and 8) knowledge of technology.

Vaughan, Townsend, and others report on the increased utilization of terminal degrees as entry criteria for senior leadership positions in community colleges. Questions related to the appropriateness of using terminal degrees in this fashion continue to be raised. These questions are most often focused on the appropriateness of preparation as a scholarly writer/researcher for professionals engaged in the management of community colleges.

The topic of change is mentioned in almost all sources related to contemporary organizational leadership. Banach, Hammer and Champy, Hawley, Katsinas and other authors suggest that issues directly related to the need for change, acceptance of an accelerated pace of change, and realization that change is now a constant in contemporary organizations must

become core components of community college leadership preparation programs. Hawley (1993) stated that a graph representing “Amount of Change” would now be “curving straight upward after having been essentially flat for eons” (p. viii). Is preparation as a “change agent” an important factor in leading in a community college setting?

Vaughan, Mellanden, and Blois (1994) noted that senior management positions in community colleges are increasingly staffed by community college insiders. These insiders most often have previous experience in management of an academic area within one or more community colleges. This is in contrast to staffing patterns of the recent past which utilized professionals from a variety of backgrounds as senior managers in community colleges. Has this change improved the leadership of community colleges?

Both within the business literature and the educational literature, relationships with peers and mentors were frequently described as important components of leadership preparation. Numerous leadership preparation programs, both pre-service and in-service, are designed with interaction with peers and mentors as a key component. What role do these relationships have on the development of community college leaders?

Preparation of the next generation of community college leaders continues to be an interest of numerous organizations including thirty-three university-based graduate programs, various professional associations such as the American Association of Community Colleges (AACC) and the American Council on Education (ACE) and numerous in-service efforts such as those found at Iowa State University and the University of Michigan. Evidence exists (Hammons & Keller, Townsend, Vaughan) that the focus of many preparatory activities is misplaced, particularly within graduate degree programs. Organizations such as the American Council on Education (ACE) continue to provide and refine leadership development activities designed specifically for senior community college leaders. Do programs such as ACE’s

national identification program contribute to the development of “outstanding” community college leaders?

Banach (1994), Boorstin (1987), Cornish (1986), Hammer and Champy (1993), The Institute for Future Studies (1994, 1990) and Wright (1996) along with numerous others spoke of the technological revolution currently underway. It is now absolutely clear that this revolution will bring about massive change to the nation’s educational enterprises. Do community college senior leaders need to possess a basic knowledge of the capabilities of today’s technologies such as wide area networks, interactive video, computer simulation, and desktop publishing to be effective leaders?

Vaughan (1995, 1994, 1992, 1989, 1986, 1983), Cohen, Brawer, & Associates (1984, 1989) and other community college leaders write consistently about the increased complexity of the leadership role within community colleges. In addition, there was a general agreement among the community college authors reviewed that these organizations face continuing, and probably worsening, financial restrictions. Coupled with their belief that the nation’s community colleges are being asked to provide more services (remediation, economic development, and adult job retraining, as examples), the financial realities pose extremely difficult questions for new leaders.

It is clear that leadership preparation programs will need to focus on issues similar to those listed previously if their graduates are to be truly prepared for service in the increasingly challenging environment of the contemporary community college. Extremely difficult curriculum development questions need to be addressed by senior institutions as current programs are modified to meet the challenge.

CHAPTER III: METHODOLOGY

Introduction

This study was designed to identify and examine preparation factors common in outstanding community college presidents. The purpose of this section of the study is to provide a comprehensive discussion of the methodological procedures employed to gather and analyze the data. This chapter is divided into the following sections: a) Introduction, b) Background, c) Population and Samples, d) Data Collection, e) Procedures, f) Data Analysis, and g) Subjects Investigated.

Background

The work of George Vaughan serves as a cornerstone for the design of this study, the methodology used to collect and analyze data, and for the literature review. Vaughan (1995, 1994, 1992, 1989, 1986, 1983) has written widely on community college leadership. He has extensive community college leadership experience, including having served as President of Piedmont Virginia Community College and as the founding president of Mountain Empire Community College. Additionally, he has served as dean of instruction at two community colleges. Vaughan currently serves as Associate Director of the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), North Carolina State University.

In 1986 Vaughan reported results of his ground-breaking study of community college presidents. Dr. Vaughan's research was based upon 96 interviews, results of the Career and Lifestyles Survey (CLS)(Appendix A) and results of the Leadership Survey (LS)(Appendix B). The Career and Lifestyles Survey was distributed to eight hundred and thirty-eight

presidents with five hundred and ninety-one valid surveys returned (70.5%). While completing the CLS, presidents were asked to identify the “two top community college presidents in their state, excluding themselves” (1986, p. xv). Vaughan used this peer identification process to identify seventy-five presidents as “leaders.” Vaughan identified presidents as “leaders” if they received five votes or if they received the largest number of votes in their state, minimum of two votes. (Vaughan uses both the terms “leader” or “outstanding” to identify this subgroup). The Leadership Survey was then distributed to these seventy-five presidents. Sixty-eight (84%) of the seventy-five “outstanding” presidents returned completed Leadership Surveys.

Vaughan investigated the validity of the peer identification process for identifying the “leading/outstanding” community college presidents by using an alternate procedure for identifying “the outstanding community college presidents in the nation” (1986, p. xvi). Presidents identified via the alternate process closely matched the presidents identified by the peer identification process. Vaughan concluded that the close match between the two processes validated the peer identification process.

Vaughan used results of the CLS primarily to develop a set of demographic data describing community college presidents. The Leadership Survey was utilized to study “personal attributes, skills, and abilities required of the successful [community college] president” (1986, p. 185). Vaughan did not investigate factors which may have accounted for some participants developing into “outstanding” presidents.

Population and Samples

The population for this study consisted of all presidents/CEOs of public, two-year community colleges located in the upper Midwest. The states included were Illinois, Iowa,

Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin. For this study, “community college” includes community colleges, technical colleges and junior colleges meeting the selection criteria (publicly controlled with two-year degrees as their highest offering). Presidents/CEOs of independent, tribal, non-profit, and religious affiliated institutions were not included in this study. The *1996 Higher Education Directory* (Rodenhouse, 1996) was used to identify presidents/CEOs of institutions located within the specified geographic area and meeting the selection criteria. One hundred forty-seven institutions located in the targeted geographic area and matching the criteria of public, two-year institutions were identified. In cases where an institution had an acting or interim presidents/CEO, that individual was included in the sample. No community college leaders other than presidents/CEOs were included in the sample. Since the entire population of community college presidents serving institutions meeting the selection criteria and located within the identified geographic area was used for this study, no sampling procedures were necessary.

This population was divided into two different samples through the use of the peer identification process previously developed and validated by George Vaughan (1986). Each president/CEO was asked to identify the three most outstanding presidents in his/her state. Presidents were identified as outstanding if they received five votes or if they received the largest number of votes in their state, minimum of two votes. The goal was to identify at least two outstanding presidents from each state surveyed.

Sample one was comprised of “outstanding/leading” community college presidents selected via Vaughan’s peer identification method, while the other sample contained all of the remaining community college presidents. Throughout this study, sample one is referred to as “outstanding/leading,” while sample two is referred to as “normative.” The total number of

presidents participating in this study was 125 (85%). Of those, 17 were identified as outstanding/leading while 108 remained in the normative group.

Of the 22 (15%) non-responding institutions, approximately half had situations in progress at the time of the survey which made responding inappropriate. These situations included several college consolidations with the resulting elimination of several president/CEO positions (primarily in Minnesota). Additionally, in several institutions there were recent departures of the president/CEO with no replacement identified at the time of the survey.

Data Collection

A written survey instrument was administered to all presidents/CEOs in the targeted group. A survey instrument, directly related to the previously identified research questions, was developed for the study (Appendix C). It is based on, yet highly modified from, Vaughan's Career and Lifestyles Survey (CLS) and his Leadership Survey (LS). The written survey instrument, mailed to the identified presidents/CEOs, presented forty-three questions related to the demographics of the participants or questions related to their preparation for a senior leadership position in a community college. Specific leadership preparation factors to be investigated were identified during the literature review. The majority of questions required a yes/no response or a simple check of a multiple choice answers. Opportunity was provided for respondents to provide short answer enhancements to a number of the questions. There was also one question to which participants responded on a standard Likert-type ten-point scale.

During development of the survey instrument, input was received from several Higher Education professionals with extensive survey research experience. After consensus was reached among the research professionals that the survey was ready, it was administered to a

current community college president serving outside the targeted geographic area. Suggestions from this pilot test were incorporated in the final version. Additionally, after all modifications were completed, a language professional conducted a final review for grammatical, spelling, layout, and typing errors.

Procedures

A computerized database was constructed which included all community colleges meeting the selection criteria for inclusion in this study. Additionally, a cover letter (Appendix D) on Iowa State University letterhead was written introducing the objectives of the study and requesting the participation of the identified community college president. Merging the database with the cover letter ensured that each request for participation was specifically addressed to the person receiving it. Letters, envelopes, and survey instruments were printed on high quality paper. The cover letter included the signatures of both the researcher and the major professor. A postage paid return envelope addressed to Iowa State University's Research Institute for Studies in Education was included.

Each survey, cover letter, and envelope was coded for tracking purposes. The numerical code was placed at the top right hand corner of each page given to each subject. The subject's name was not placed on the survey instrument to maintain confidentiality. The coding described was used to assign data to the appropriate sample (outstanding or normative) and to allow follow-up with those subjects who did not return a survey during the first round of data collection. Permission to proceed with this research was received from Iowa State University's Human Subjects Review Committee (Appendix E) on July 18, 1996. Surveys were mailed to one hundred and forty-seven community college presidents on August 2, 1996. Consent was implied by the community college president completing the self-report survey.

Participants may receive a copy of the final results by contacting the researcher via phone numbers and addresses included in the cover letter or by indicating a desire for results on the returned instrument.

The participants in the study were likely to perceive themselves as both appropriate research subjects and consumers of research information. Because of the assumed interest in the topic on the part of the research subjects, a high return was expected. The high return rate coupled with the assumed interest in the topic by the research subjects contributes to a high level of confidence in the validity of the survey results.

Eighty completed surveys were received (56%). During the week of August 26, 1996, phone calls were made to all colleges whose president did not return a completed survey. The purpose of these phone calls was to confirm that the president identified in the *1996 Higher Education Directory* was still serving at that institution, encourage the return of the survey, and to inquire if another survey was needed. Nineteen institutions requested another copy of the survey at this time. Deviations from information supplied by the *1996 Higher Education Directory* were entered into the database. These deviations included new phone numbers, interim or new presidents, mergers of institutions, etc. Another copy of the survey was sent. These follow-up surveys were coded in a way that insured that each president could only have one set of responses included in the data even if they returned both the original survey and the follow-up survey.

If a completed survey was not received by September 20, 1996, a reminder letter was sent with a new survey and return envelope. After three rounds, 125 completed surveys had been returned (85%).

Data Analysis

The responses obtained from the presidents to the survey instrument provided quantitative data. Data from the questionnaire were entered into a computer at Iowa State University and the SPSS statistical package was utilized for analyzation. Frequency data were calculated for each survey item for all respondents to the survey. These results were then compared and contrasted to results of researchers reported in the literature about preparation for senior community college leadership positions.

The peer identification process was completed which divided the population into two samples, leading/outstanding presidents and normative presidents. These two groups were then compared with regard to demographic data and their previous leadership preparation activities. Frequency data were calculated for each of the two samples, the leading/outstanding group and the normative group. Descriptive data describing similarities and differences in the preparation for leadership of leading/outstanding and normative presidents/CEOs are reported.

The level of significance chosen for this study was an alpha level of .10. No severe effects were expected to occur in the event of a Type 1 error (rejecting a true hypothesis). However, the impact of making a type 2 error (not rejecting a false hypothesis) was considered more serious. Type 2 errors in this case would result in rejecting leadership preparation activities that are in fact superior. Rejection of the null hypotheses supports the identified factor as a contributor toward inclusion in the leading/outstanding group (a factor that contributes to the development of outstanding leadership skills). Rejection of a null hypothesis indicates that the leading/outstanding group differs significantly from the normative group in the factor investigated. The dependent variable is group membership, leading/outstanding or normative. The independent variables are various leadership preparation activities as identified in the research questions.

A statistical test for comparing two binomial proportions (Ott, 1993, pp. 384-385) was used to test for significant differences between samples in eight of the nine research questions. For data reported on the ratio scale (means) t-tests were performed (Hinkle, Wiersma, & Jurs, 1994). Analysis allowed the researcher to either retain or reject the null hypotheses (alpha level of .10). These results are reported.

Conclusions are reported by the author about preparation for senior community college leadership positions. Based upon these conclusions, recommendations are offered that may assist those who aspire to senior leadership positions identify appropriate career paths and select germane academic preparation. Recommendations offered may also assist those charged with hiring senior leaders, particularly as they evaluate the candidates' previous experiences. Additional recommendations are offered that may assist those charged with designing and implementing community college leadership preparation programs.

Subjects Investigated

The subjects investigated in this study were preparation factors common in community college presidents/CEOs. For the purpose of this study, the study's population was divided into two samples, outstanding and normative. The outstanding group included presidents identified as "outstanding" through the peer identification method introduced by Vaughan. The eight preparation factors identified in the literature review generate nine specific research questions. They are:

- 1) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect significantly greater numbers of terminal degrees than found within the normative subgroup. The null would therefore suggest that the outstanding

subgroup would reflect a distribution of terminal degrees equal to, or less than, the distribution observed in the normative subgroup. This question explores whether the increased emphasis placed on terminal degrees as a requirement for entry into senior community college leadership positions is well founded.

2) When practicing community college presidents with terminal degrees are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect significantly greater numbers of terminal degrees focused on higher education/community college leadership than the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of terminal degrees focused on higher education/community college leadership equal to, or less than, the distribution observed in the normative subgroup. This hypothesis reflects the idea that the systematic study of higher education/community college leadership should positively impact community college leadership ability. Therefore, educational professionals who have studied higher education/community college leadership should constitute a disproportionately large segment of the group identified as outstanding leaders. This factor, while not discussed in the literature is included as a factor to be examined on the basis of common sense, simplicity, and aesthetics. Wersinger (1996) notes that research designs based upon arguments of simplicity and aesthetics provide “a route that has been extremely successful in theoretical physics, starting with the Theory of Relativity by Einstein” (p. 12).

3) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding group should reflect significantly greater numbers of presidents pursuing a personal research and publication agenda than the normative subgroup. The null would

therefore suggest that the outstanding subgroup would reflect a distribution of presidents pursuing a personal research and publication agenda equal to, or less than, the distribution observed in the normative subgroup. This question explores the relationship between research/publications and outstanding leadership of community colleges.

4) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents prepared as change agents than displayed in the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of presidents prepared as change agents equal to, or less than, the distribution observed in the normative subgroup. This question explores the relationship between being prepared as a change agent and outstanding leadership of community colleges.

5) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should reflect a significantly greater distribution of presidents identified as community college insiders, particularly presidents with previous community college work experience in an academic area, than observed in the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of insiders equal to, or less than, the distribution observed in the normative subgroup. This question explores the validity of the recently emerging practice of favoring community college insiders for senior community college leadership positions.

6) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should contain a significantly greater distribution of presidents who

identify a relationship with a mentor as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who identify a relationship with a mentor as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of mentor relationships on the preparation of community college leaders.

7) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should contain a significantly greater distribution of presidents who identify development of a peer network as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the outstanding subgroup would reflect a distribution of presidents who identify development of a peer network as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of developing a peer network on the preparation of community college leaders.

8) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should contain a significantly greater distribution of presidents who have participated in specific leadership development activities outside of graduate degree work as a component of their preparation than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who have participated in specific leadership development activities outside of graduate degree work as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of specific leadership

development activities outside of graduate degree work on the preparation of community college leaders.

9) When practicing community college presidents are divided into subgroups of outstanding leaders from within the sample and all others from the sample (normative), the outstanding subgroup should contain a significantly greater distribution of presidents who report a knowledge of technology than observed in the normative subgroup. The null would therefore suggest that the exemplary subgroup would reflect a distribution of presidents who report a knowledge of technology equal to, or less than, the distribution observed in the normative subgroup. This question explores the importance of knowledge of technology as a preparatory component of community college leadership.

CHAPTER IV: RESEARCH FINDINGS

This chapter presents the research findings of this study. The chapter begins with a description of the process used to analyze the data, followed by a presentation of descriptive data describing the study's population and the two samples; outstanding/leading midwestern community college presidents and normative midwestern community college presidents. After describing the respondents, the institutions that the respondents lead are described. Descriptive data directly related to the nine research questions are then presented. The last section presents the results of testing the null hypotheses.

Data Analysis

Characteristics of the responding community college presidents and their institutions are presented through conventional descriptive statistics such as means, frequencies, percentages, and standard deviations. Null hypotheses testing utilizes inferential analysis techniques common in two group comparison research designs, primarily a statistical test for comparing two binomial proportions (Ott, 1993, pp. 384-385). SPSS 6.1 for the Power Macintosh was utilized for data analysis.

Characteristics of the Respondents

The peer selection process identified 17 of the 125 respondents as outstanding/leading community college presidents, with the remaining 108 placed in the normative community college president's group. Seven of the survey's 43 items directly addressed the demographics of the responding presidents. Of the 108 respondents placed in the normative group, the majority were Caucasian (92, 85.2%), male (86, 79.6%), and married (94, 87.0%).

On average they were 54 years old, had assumed their first presidency at 44.7 years of age, and had served as a community college president for 9.1 years. The outstanding/leading presidents group was all Caucasian (17, 100%), more male (16, 94.1%), and without exception married (17, 100%). On average, the outstanding/leading group was about the same age as the normative group, while the presidents in the outstanding/leading group had assumed their first presidency at a slightly younger age than the respondents in the normative group. The outstanding/leading presidents had served as community college presidents slightly longer than their normative counterparts (10.9 yrs. versus 9.1 yrs.) (see Table 1).

Characteristics of the Institutions

Responding presidents provided data regarding 125 institutions. Comprehensive community colleges comprised the largest segment of institutional types (96, 76.8%) with vocational/technical colleges second (22, 17.6%) followed by five colleges (4.0%) that reported no technical/vocational offerings, and two (1.6%) self classifying as "other." Presidents identified as outstanding/leading represented 15 comprehensive community colleges and 2 colleges with no vocational/technical offerings. While 17.6% of the institutions described within the data are identified as vocational/technical, none of their presidents were peer selected as outstanding/leading. Institutions led by normative presidents had an average enrollment of 6652 students (headcount). Institutions led by presidents identified as outstanding/leading were somewhat larger, with an average enrollment of 7,159 students (headcount). The state-by-state distribution of institutions led by presidents selected for inclusion in the outstanding/leading group was similar (within plus or minus one institution per state) to the state by state distribution of the study's entire set of institutions (see Table 2).

Table 1. Characteristics of the respondents

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q5, Years in present position			
Mean	9.18 yrs.	6.55 yrs.	6.90 yrs.
Std. Dev.	4.32 yrs.	6.50 yrs.	6.30 yrs.
Range	1 to 16 yrs.	1 to 32 yrs.	1 to 32 yrs.
Q6, Years as Community College President			
Mean	10.88 yrs.	9.10 yrs.	9.31 yrs.
Std. Dev.	5.66 yrs.	7.39 yrs.	7.19 yrs.
Range	1 to 21 yrs.	1 to 32 yrs.	1 to 32 yrs.
Q7, Marital Status			
Single		2 1.9%	2 1.6%
Married	17 100%	94 87%	111 88.8%
Divorced		7 6.5%	7 5.6%
Spouse Deceased		2 1.9%	2 1.6%
Q9, Gender			
Male	16 94.1%	86 79.6%	102 81.6%
Female	1 5.9%	20 18.5%	21 16.8%
Q10, Race/Ethnicity			
Black/African Am.		9 8.3%	9 7.2%
Hispanic/Latino		4 3.7%	4 3.2%
White/Caucasian	17 100%	92 85.2%	109 87.2%
Other		1 .9%	1 .8%
Q11, Age			
Mean	53.65 yrs.	54.02 yrs.	53.97 yrs.
Std. Dev.	4.23 yrs.	6.00 yrs.	5.78 yrs.
Range	42 to 61 yrs.	38 to 68 yrs.	38 to 68 yrs.
Q12, Age at first Community College Presidency			
Mean	42.53 yrs.	44.68 yrs.	44.39 yrs.
Std. Dev.	6.70 yrs.	6.45 yrs.	6.50 yrs.
Range	29 to 53 yrs.	32 to 59 yrs.	29 to 59 yrs.

Table 2. Characteristics of the institutions

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q1, State in which institution located			
Illinois	4 23.5%	37 34.3%	41 32.8%
Iowa	4 23.5%	15 13.9%	19 15.2%
Minnesota	2 11.8%	17 15.7%	19 15.2%
Missouri	4 23.5%	14 13.0%	18 14.4%
Nebraska	1 5.9%	5 4.6%	6 4.8%
North Dakota	1 5.9%	3 2.8%	4 3.2%
South Dakota	0 0%	4 3.7%	4 3.2%
Wisconsin	1 5.9%	13 12.0%	14 11.2%
Q2, FTE, Fall 1995			
Mean	3,981.8 students	3,043.2 students	3,175.0 students
Std. Dev.	3,099.0 students	4,009.0 students	3,896.0 students
Range	840 to 11,000 students	386 to 35,000 students	386 to 35,000 students
Q3, Headcount, Fall 1995			
Mean	7,158.8 students	6,565.1 students	6,652.3 students
Std. Dev.	6,195.4 students	9,086.9 students	8,701.4 students
Range	1,110 to 24,244 students	503 to 70,000 students	503 to 70,000 students
Q4, Type of institution			
Comprehensive	15 88.2%	81 75.0%	96 76.8%
No vocational/technical	2 11.8%	3 2.8%	5 4.0%
Technical or vocational		22 20.4%	22 17.6%
Other		2 1.9%	2 1.6%

Research Questions

This study's first research question focused on possession of an earned terminal degree. Both the review of literature and the increased use of the terminal degree as a minimum requirement for service as a community college president suggest that earning a terminal degree was an important component of preparation to lead a community college. Two questions on the survey instrument explored this issue, first asking the respondents to identify their current highest degree and then asking them to indicate their highest degree when they first served as a community college president. When comparing terminal degree attainment of outstanding/leading presidents versus normative presidents, outstanding/leading presidents displayed a higher rate of terminal degree attainment both at the start of their first presidency and at the time of the survey (see Tables 3 and 4). Additionally, the data indicate that outstanding/leading presidents with a terminal degree are more likely to have earned a Ph.D. than are terminal degree holding presidents from the normative sample (see Table 3) (11 of 16 (68.7%) versus 48 of 86 (55.8%).

The second research question focused on the specific study of community college leadership as an academic major. This question reflects the idea that the systematic study of higher education/community college leadership may positively impact community college leadership ability. While not discussed in the literature, exploring the link between majors that focused on higher education/community college leadership and exemplary community college leadership appeared very appropriate. Respondents provided data on their major field of study in their highest degree. Presidents identified as outstanding/leading reported a 20.5% higher rate of having a major in their highest degree that focused on the study of higher education/community college leadership than the presidents in the normative group (52.9% versus 32.4%). The study of Higher Education, with either a focus on community college

Table 3. Earned terminal degree

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q18, Highest degree currently held			
Bachelor's		1 .9%	1 .8%
Master's		17 15.7%	17 13.6%
Ed. Specialist			
Ed.D.	5 29.4%	38 35.2%	43 34.4%
Ph.D.	11 64.7%	48 44.4%	59 47.2%
Other	1 5.9%	2 1.9%	3 2.4%
Missing		2 1.9%	2 1.6%
Q19, Highest degree held at first presidency			
Bachelor's		3 2.8%	3 2.4%
Master's	1 5.9%	21 19.4%	22 17.6%
Ed. Specialist	1 5.9%		1 .8%
Ed.D.	6 35.3%	34 31.5%	40 32.0%
Ph.D.	9 52.9%	46 42.6%	55 44.0%
Other		2 1.9%	2 1.6%
Missing		2 1.9%	2 1.6%

Table 4. Earned terminal degree, combined categories

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q18, Highest degree currently held			
Ed.D./Ph.D.	16 94.1%	86 79.6%	102 81.6%
All other degrees	1 5.9%	20 18.5%	21 16.8%
Missing		2 1.9%	2 1.6%
Q19, Highest degree held at first presidency			
Ed.D./Ph.D.	15 88.2%	80 74.1%	95 76.0%
All other degrees	2 11.8%	26 24.1%	28 22.4%
Missing		2 1.9%	2 1.6%

Table 5. Major field of study-highest degree

	Outstanding/Leading n = 17		Normative n = 108		Entire Population n = 125	
Q20, Major field of study						
Higher Ed/emphasis on community college leadership	9	52.9%	35	32.4%	44	35.2%
Higher Ed/emphasis other than cc leadership	3	17.6%	22	20.4%	25	20.0%
Other education	3	17.6%	24	22.2%	27	21.6%
Other	2	11.8%	25	23.1%	27	21.6%
Missing			2	1.9%	2	1.6%

leadership or other areas, was the academic major for 70.5% of the outstanding/ leading presidents while 52.8% of the normative presidents had majored in Higher Education (see Table 5).

Within the normative group, education majors other than Higher Education included Educational Leadership (8 respondents), Administration and Supervision (2 respondents), and Vocational Education (2 respondents). No other education major was identified by more than one respondent as their highest degree major. Majors for the three (17.6%) outstanding/ leading presidents who had education majors outside of Higher Education included Educational Leadership (1), Administration and Supervision (1), and Vocational Education (1). Within the normative group, 23.1% had majors outside of education. These majors included Business (4), Management (3), English (3), History (3), Counseling/Psychology (2), MBA (2), and Economics (2). No other major was identified by more than one respondent.

The outstanding/ leading sample had two members (11.8%) with highest degree majors outside of education; Counseling/Psychology (1), and Mass Communication (1) (see Table 5).

The third research question focused on the pursuit of a personal research and publication agenda. Both the literature reviewed and the emphasis placed on research and publication within terminal degree programs designed to prepare future community college senior leaders suggested that pursuit of a personal research and publication agenda should be explored as a component of exemplary leadership preparation. Three of the survey items addressed this factor. The vast majority of the presidents from both samples reported they were not pursuing a personal research/publication agenda. However, presidents in the leading/outstanding sample reported more scholarly output in all categories examined than did presidents in the normative sample. The difference between the two samples is most apparent when the data are analyzed on the basis of publishing-yes/no (all publishing categories combined) (item Q32B). Within the last five years, 58.8% of the outstanding/ leading presidents had published while in the same period, 25.0% of the normative presidents had published (see Table 6).

The fourth research question focused on preparation as a change agent. Both scholarly and popular literature suggest that preparation as a change agent is an important component of preparation for leadership in the twenty-first century and beyond. Three survey items examined this factor. Of these three items, the first two explored whether the respondents were identified as change agents. There was very little difference between the two samples in regard to their perception of their identity as change agents. The vast majority of respondents from both samples consider themselves change agents and reported that those who work with them also consider the respondents change agents. The third item related to this research question examined specific preparation paths for a change agent role. Differences were

Table 6. Personal research and publication agenda

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q30, Currently pursuing a personal research/publication agenda			
Yes	4 23.5%	18, 16.7%	22 17.6%
No	13 76.5%	89 82.4%	102 81.6%
Missing		1 .9%	1 .8%
Q31, Presented research results at a professional meeting within the last 5 years			
Yes	9 52.9%	36 34.6%	45 36.0%
No	7 41.2%	68 63.0%	75 60.0%
Missing	1 5.9%	4 3.7%	5 4.0%
Q31B, Average number of presentations			
1 or 2	4 22.5%	13 12.1%	17 13.6%
3 - 5	1 5.9%	10 9.2%	11 8.8%
>5	2 11.8%	7 6.5%	9 7.2%
Missing	10 58.8%	78 72.2%	88 70.4%
Q32, Number of respondents who published within the last 5 years category of publication			
Journal article	9 52.9%	24 22.2%	33: 26.4%
Book chapter	2 11.8%	9 8.3%	11 8.8%
Book/monograph	3 17.6%	5 4.6%	8 6.4%
Book review in journal	3 17.6%	2 1.9%	3 2.4%
Q32B, Number of respondents who published within the last 5 years, all categories of publishing combined			
Published	10 58.8%	27 25.0%	37 29.6%
Did not publish	7 41.2%	81 75.0%	88 70.4%

reported between the two samples in two areas of this item. A higher percentage of presidents identified as leading/outstanding reported preparation for a role as a change agent as part of their graduate program than did normative presidents (47.1% versus 35.2%). Additionally, a higher percentage of normative presidents reported no preparation as a change agent (of any kind) than did leading/outstanding presidents (24.1% versus 11.8%) (see Table 7).

The fifth research question focused on the respondents status as community college insiders. Both the review of literature and the recently emerging practice of favoring

Table 7. Preparation as a change agent

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q27, Those who work with you consider you a change agent			
Yes	16 94.1%	99 91.7%	115 92.0%
Unsure	0 0%	8 7.4%	8 6.4%
No	1 5.9%	0 0%	1 .8%
Missing		1 .9%	1 .8%
Q28, You consider yourself a change agent			
Yes	16 94.1%	103 95.4%	119 95.2%
Unsure	0 0%	1 .9%	1 .8%
No	1 5.9%	3 2.8%	4 3.2%
Missing		1 .9%	1 .8%
Q29, Received preparation as a change agent			
Yes (grad program)	8 47.1%	38 35.2%	46 36.8%
Yes (in-service)	4 23.5%	33 30.6%	37 29.6%
Yes (self-study)	12 70.6%	67 62.0%	79 63.2%
Yes (other source)	4 23.5%	20 18.5%	24 19.2%
No	2 11.8%	26 24.1%	28 22.4%
(respondents could select more than one)			

community college insiders for senior community college leadership positions suggest that positioning one's self as a community college insider is an important component of preparation to lead a community college. Six questions on the survey instrument explored this issue, primarily by reviewing the respondent's previous occupational experience. The first two items of this section explored the respondent's previous community college teaching experience. The data indicate that presidents in the outstanding/leading sample have a lower rate of having taught in a community college, either full- or part-time, than do presidents in the normative sample (full time, 29.4% versus 41.7%; part time, 58.8% versus 63%).

Paths to the presidency have been previously explored with emphasis often placed on the academic path of teaching, department chair, division dean, academic vice-president and finally, president. Community college presidents participating in this study were asked about their immediate previous position prior to assuming their first presidency. The results of this inquiry are presented in Q15 of Table 8. Q15B of Table 8 reflects a re-coding of these data into two categories, academic and non-academic. For example, the position of dean of instruction was coded as an academic previous position, while the positions of dean of student services or dean of business services were coded as non-academic. Each of the responses of "other community college position" was reviewed and placed in a category; vice-president of personnel as a non-academic position as an example. When coded in this manner, the data indicate a large difference in the type of immediate previous position held by presidents in the two samples. Presidents identified as outstanding/leading were much less likely to have held academically-orientated immediate previous positions than were presidents in the normative sample (23.5% versus 64.8%). Further, the data indicate that presidents in the outstanding/leading sample are less likely to have been community college presidents prior to their current presidency than presidents in the normative sample (29.4% versus 39.8%).

Table 8. Status as a community college insider

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q12, Full time teaching experience in a community college			
Yes	5 29.4%	45 41.7%	50 40.0%
No	12 70.6%	62 57.4%	74 59.2%
Missing		1 .9%	1 .8%
Q13, Part time teaching experience in a community college			
Yes	10 58.8%	68 63%	78 62.4%
No	7 41.2%	40 37%	47 37.6%
Q15, Community college position held immediately prior to your first community college presidency			
Dean of instruction	28 25.9%	28 22.4%	
Dean of student services	2 11.8%	7 6.5%	9 7.2%
Dean of bus/admin. services	3 2.8%	3 2.4%	
VP with academics	2 11.8%	28 25.9%	30 24.6%
VP without academics	5 29.4%	6 5.6%	11 8.8%
Other cc position	5 29.4%	22 20.4%	27 21.6%
Did not hold cc position	3 17.6%	11 10.2%	14 11.2%
Missing		3 2.8%	3 2.4%
Q15B, Community college position held immediately prior to your first community college presidency-combined categories			
Academic	4 23.5%	70 64.8%	74 59.2%
Non-academic	11 64.7%	32 29.6%	43 34.4%
Unknown	2 11.8%	6 5.6%	8 6.4%
Q14, Moved into current CEO position from another community college CEO position			
Yes	5 29.4%	43 39.8%	48 38.4%
No	12 70.6%	65 60.2%	77: 61.6%
Q17, Number of community college presidencies held by respondents (including current position)			
1	13 76.5%	64 59.3%	77 61.6%
2	2 11.8%	31 28.7%	33 26.4%
3	2 11.8%	9 8.3%	11 8.8%
4		1 .9%	1 .8%
Missing		3 2.8%	3 2.4%

The majority of the presidents in both samples reflect a community college past that would identify them as community college insiders. Less than one in five presidents identified as outstanding/leading came to their first presidency from a position outside of a community college, while even fewer of the presidents identified as normative came to their first community college presidency from positions outside of community colleges (17.6% versus 10.2%) (see Table 8).

The sixth research question explored the importance of mentor-protégé relationships on the preparation of community college leaders. Mentor-protégé relationships are increasingly being cited as an important component of leadership preparation. Survey respondents were asked if they had participated as a protégé in a mentor-protégé relationship as part of their preparation for a community college presidency. If they answered in the affirmative, they were then asked three additional questions about the nature of their mentor-protégé relationship. Presidents identified as outstanding/leading participated as a protégé in mentor-protégé relationships at a higher rate than did presidents identified as normative (47.1% versus 38.0%). Further, presidents identified as outstanding/leading reported participating in more mentor-protégé relationships on average than did presidents identified as normative. The most common place for development of mentor-protégé relationships for presidents from both samples was a community college work environment (see Table 9).

The seventh research question focused on utilization of a peer network as a component of preparation for senior community college leadership. Participating presidents were asked three questions related to their involvement with peer networks as they prepared for and assumed their presidency. Questions were designed to determine if the respondent had participated in a peer network as a component of preparation for a community college presidency and if they had, what context formed the basis of the peer group. Presidents

Table 9. Mentor-protégé relationships

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q21, Participated in a mentor-protégé relationship as a protégé			
Yes	8 47.1%	41 38.0%	49 39.2%
No	9 52.9%	65 60.2%	74 59.2%
Missing		2 1.9%	2 1.6%
Q21C, Average number of mentor-protégé relationship as a protégé			
0	9 52.9%	65 60.2%	74 59.2%
1	1 5.8%	16 14.8%	17 13.6%
2	5 29.4%	15 13.9%	20 16.0%
3	2 11.8%	8 7.4%	10 8.0%
4		1 .9%	1 .8%
5		1 .9%	1 .8%
Missing		2 1.9%	2 1.6%

identified as outstanding/leading reported a higher rate of involvement with both academic (graduate program) based and workplace based peer networks than did presidents identified as normative. However, normative presidents indicated a higher rate of involvement with social and business based peer networks than did outstanding/leading presidents. The majority of the presidents from both samples indicated that a peer network based on previous community college work experience provided assistance in preparing for and assuming their presidency (see Table 10).

The eighth research question focused on participation in specific leadership development activities outside of graduate degree work as a component of preparation for senior community college leadership. Both the review of literature and the proliferation of leadership development activities suggest that participation in leadership preparation activities outside of traditional graduate programs be investigated. Two of the survey's items explored

Table 10. Peer networks that assisted in preparation for a community college presidency

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q22, Peer network within your graduate program			
Yes	7 41.2%	21 19.4%	28 22.4%
No	10 58.8%	86 79.6%	96 76.8%
Missing		1 .9%	1 .8%
Q23, Peer network within a prior community college work setting			
Yes	11 64.7%	61 56.5%	72 57.6%
No	6 35.3%	45 41.7%	51 40.8%
Missing		2 1.9%	2 1.6%
Q24, Peer network within a social/business setting			
Yes	5 29.4%	44 40.7%	49 39.2%
No	12 70.6%	62 57.4%	74 59.2%
Missing		2 1.9%	2 1.6%

this factor, first asking the respondents if they had participated in any formalized leadership development activities outside of their graduate program before their first presidency, and then asking if they had elected to participate after they were a community college president. Prior to their first presidency, presidents identified as outstanding/leading participated in leadership preparation programs at a lower rate than did those presidents identified as normative (23.5% versus 44.4%). However, after assuming their first presidency, outstanding/leading presidents participated in leadership development activities at a markedly higher rate than did presidents identified as normative (64.7% versus 38.9%) (see Table 11).

The final research question examined knowledge of technology as a component of leadership preparation. The projected impact of the technological revolution on educational

Table 11. Participation in leadership preparation programs

	Outstanding/Leading n = 17	Normative n = 108	Entire Population n = 125
Q25, Previous to first presidency, participated in leadership prep. program			
Yes	4 23.5%	48 44.4%	52 41.6%
No	13 76.5%	58 53.7%	71 56.8%
Missing		2 1.9%	2 1.6%
Q26, After assuming 1st presidency, participated in leadership prep. program			
Yes	11 64.7%	42 38.9%	53 42.4%
No	6 35.3%	64 59.3%	70 56.0%
Missing		2 1.9%	2 1.6%

enterprises such as community colleges is well-documented within the literature reviewed. The widespread belief that modern technology will substantially impact community colleges in the near future suggests that the relationship between knowledge of technology and outstanding community college leadership be explored. Seven survey items examined this factor, asking a number of questions about the respondent's use of technology and then asking the respondent to self-rate his/her knowledge of technology.

The vast majority of respondents reported some personal utilization of contemporary technology, with 95% of respondents having a personal computer (PC) in their offices, over 80% of both samples having PCs at home, and the majority of respondents reporting active use of PCs for tasks such as email, composing letters/memos, and accessing the internet. Differences between the outstanding/leading sample and the normative sample were small with outstanding/leading presidents self-rating themselves slightly higher on knowledge of

technology than normative respondents (6.24 versus 5.94, scale of 0-10 with 10 being high) Outstanding leading presidents reported more personal use of technology on three of the four items that examined use of technology (Q35-38). However again, all items reflected small differences between groups (see Table 12).

Testing the Null Hypotheses

Nine null hypotheses were tested in this study. Hypotheses 1 through 8 were tested by a statistical test for comparing two binomial proportions (Ott, 1993, pp. 384-385). Hypothesis 9 was tested via a t-test for equality of means (Hinkle, Wiersma, & Jurs, 1994, pp. 247-251).

Hypothesis 1) The outstanding/leading sample reflects a distribution of presidents who have earned terminal degrees equal to, or less than, the distribution observed in the normative sample.

The data present two different relevant points in time related to this question. The survey collected information on degree attainment at the time of the respondent's obtaining their first presidency and also collected data reflecting the respondents current degree status (Q18 & Q19). A significant difference ($Z = 1.45$, $p = .0735$) was found between the outstanding/leading presidents and the normative presidents in terminal degree (Ph.D./Ed.D.) attainment at the time of the survey (94.1% versus 79.6%). The null hypothesis was rejected and we have shown that presidents in the outstanding/leading sample have earned terminal degrees at a higher rate than presidents in the normative sample. However, at the point in time when the respondent obtained their first presidency, 88.2% of the outstanding/leading presidents reported possession of an earned terminal degree versus 74.1% of normative presidents. These data reflect no significant difference ($Z = 1.265$, $p = .1029$) between the two samples. In this case, the null hypothesis would not be rejected.

Table 12. Knowledge of technology

	Outstanding/Leading n = 17		Normative n = 108		Entire Population n = 125	
Q33, Personal computer in their home						
Yes	15	88.2%	87	80.6%	102	81.6%
No	2	11.8%	21	19.4%	23	18.4%
Q34, Personal computer in their office						
Yes	16	94.1%	103	95.4%	119	95.2%
No	1	5.9%	5	4.6%	6	4.8%
Q35, Number of times per week use email						
Never	1	5.9%	16	14.8%	17	13.6%
1-4	4	23.5%	15	13.9%	19	15.2%
5-8			20	18.5%	20	16.0%
More than 8	11	64.7%	56	51.9%	67	53.9%
Missing	1	5.9%	1	.9%	2	1.6%
Q36, Number of times per week use PC to compose memos/letters						
Never	4	23.5%	21	19.4%	25	20.0%
1-4	5	29.4%	32	29.6%	37	29.6%
5-8	2	11.8%	10	9.3%	12	9.6%
More than 8	6	35.3%	45	41.7%	51	40.8%
Q37, Number of times per week access the Internet						
Never	1	5.9%	25	23.1%	26	20.8%
1-4	7	41.2%	45	41.7%	52	41.6%
5-8	4	23.5%	15	13.9%	19	15.2%
More than 8	4	23.5%	22	20.4%	26	20.8%
Missing	1	5.9%	1	.9%	2	1.6%
Q38, Number of times per week use PC for tasks other than correspondence						
Never	2	11.8%	16	14.8%	18	14.4%
1-4	6	35.3%	37	34.3%	43	34.4%
5-8	3	17.6%	27	25.0%	30	24.0%
More than 8	6	35.3%	27	25.0%	33	26.4%
Missing			1	.9%	1	.8%
Q39, Mean rating of their self-reported knowledge of technology (0-10 with 10 being high)						
Mean	6.24		5.94		5.98	
Std. Dev.	1.68		1.97		1.93	
Range	4.0 to 9.0		0.0 to 10.0		0.0 to 10.0	

Hypothesis 2) The outstanding/leading sample reflects a distribution of presidents who earned terminal degrees focused on higher education/community college leadership equal to, or less than, the distribution of presidents who earned terminal degrees focused on higher education/community college leadership observed in the normative subgroup.

A significant difference ($Z = 1.64$, $p = .0495$) was found to be present between the leading/outstanding presidents and the normative presidents in terminal degrees majors which focus on higher education/community college leadership. The null hypothesis was rejected and we have shown that presidents in the leading/outstanding sample majored in higher education/community college leadership at a greater rate than presidents in the normative sample.

Hypothesis 3) The outstanding/leading sample reflects a distribution of presidents pursuing a personal research and publication agenda equal to, or less than, the distribution observed in the normative sample.

A majority of respondents from both samples indicated they were not pursuing a personal research and publication agenda (Q30). However, when queried about their scholarly output within the last five years, particularly publishing, differences between the two samples emerged (see Table 6, Q32B). A significant difference ($Z = 2.84$, $p = .0023$) was found to be present between the outstanding/leading presidents and the normative presidents in production of scholarly work (58.8% versus 25.0%). The null hypothesis was rejected and we have shown that presidents in the leading/outstanding sample are pursuing a scholarly agenda at a higher rate than those presidents in the normative group.

Hypothesis 4) The outstanding/leading sample reflects a distribution of presidents prepared as change agents equal to, or less than, the distribution observed in the normative sample.

No significant difference ($Z = 1.13$, $p = .1292$) was found to be present between the outstanding/leading presidents and the normative presidents related to their preparation as a change agent. Therefore, the null hypothesis was not rejected.

Hypothesis 5) The outstanding/leading sample reflects a distribution of community college insiders equal to, or less than, the distribution observed in the normative sample.

No significant difference ($Z = -.079$, $p = .4681$) was found to be present between the outstanding/leading presidents and the normative presidents related to status as a community college insider. Therefore, the null hypothesis was not rejected.

Hypothesis 6) The outstanding/leading sample reflects a distribution of presidents who identify a relationship with a mentor as a component of their preparation equal to, or less than, the distribution observed in the normative subgroup.

No significant difference ($Z = .71$, $p = .4721$) was found to be present between the outstanding/leading presidents and the normative presidents related to a relationship with a mentor as a component of their preparation. Therefore, the null hypothesis was not rejected.

Hypothesis 7) The outstanding/leading sample reflects a distribution of presidents who identify development of a peer network as a component of their preparation equal to, or less than, the distribution observed in the normative sample.

A significant difference ($Z = 1.62$, $p = .0526$) was found to be present between the leading/outstanding presidents and the normative presidents related to their development of a peer network as a component of their preparation. The null hypothesis was rejected and we have shown that presidents in the leading/outstanding sample identified development of a peer network as a component of their preparation at a higher rate than reported by presidents in the normative sample.

Hypothesis 8) The outstanding/leading sample reflects a distribution of presidents who have participated in specific leadership development activities outside of their graduate degree work as a component of their preparation equal to, or less than, the distribution observed in the normative sample.

A significant difference ($Z = 1.63$, $p = .0516$) was found to be present between the leading/outstanding presidents and the normative presidents related to their participation, prior to their first presidency, in specific leadership development activities outside of their graduate education program. However, the difference between samples was opposite the results predicted by the research hypothesis therefore, the null hypothesis was not rejected.

The research hypothesis had predicted that rates of participation in specific leadership development activities outside of their graduate education program would be higher for outstanding/leading presidents than for normative presidents. It was found that significantly fewer (23.5% versus 44.4%) presidents from the outstanding/leading sample had participated prior to their first presidency in specific leadership development activities outside of their graduate education program than presidents from the normative sample.

Hypothesis 9) The outstanding/leading sample reflects a distribution of presidents who report a knowledge of technology equal to, or less than, the distribution of presidents who report a knowledge of technology observed in the normative sample.

No significant difference ($t = .59$, $p = .553$) was found to be present between the outstanding/leading presidents and the normative presidents related to their reported knowledge of technology. Therefore, the null hypothesis was not rejected.

CHAPTER V: SUMMARY, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to identify and examine preparation factors common in outstanding community college presidents. Further, the study contrasted the preparation of outstanding community college presidents with the preparation of normative community college presidents. Participants included in the study were presidents of community colleges located in the Upper Midwest. All presidents of community colleges located within this region were asked to participate, with more than eighty-five percent returning surveys (participants in the study are referred to as presidents even though their job title may differ—chancellor as an example).

Nine factors were identified as most appropriate for study. These factors included: 1) an earned terminal degree, 2) a terminal degree major focused on the study of higher education/community college leadership, 3) a history of scholarly research and publishing, 4) previous preparation as a change agent, 5) status as a community college insider, 6) previous involvement as a protégé in a mentor-protégé relationship, 7) involvement in peer networks as a component of preparation for, and achievement of a community college presidency, 8) participation in leadership development activities outside of their graduate education programs, and 9) knowledge of technology. A peer rating method first developed by George Vaughan (1986) was utilized to identify outstanding/leading community college presidents from within the study's population of community college presidents. If not identified as outstanding/leading, the responding president was placed in the normative sample.

Demographic data as well as data related to the nine factors listed above were collected from both samples. With the data base established, statistical analyses were performed to provide descriptive information on both samples and the study's complete population. Further

analyses were conducted to identify significant differences between the two samples on the nine identified factors.

Methodological limitations of this study include reliance on self reported data, sample sizes that are both small and display a large disparity in size and very few previous cases where the peer selection method has been utilized in this manner. While this study does identify differences between the two samples, no attempt was made to establish causal relationships.

Discussion

Discussion of this study's major findings starts with the descriptive data and then follows with discussions of each research question and hypotheses.

Descriptive data

Characteristics of the respondents in this study such as average age, education level, years of experience, marital status, gender, race, etc., closely match characteristics of community college presidents described in other efforts. Demographic differences between the two samples were observed with the most striking related to race, gender, and marital status. Specifically, the sample containing the leading/outstanding presidents was more likely to be male, married, and caucasian than the normative sample. For example, almost 20% of the normative sample is female, yet only one female president was peer selected for inclusion in the outstanding/leading sample. Minority presidents fared even more poorly, with 15% of the normative sample made up of non-whites yet the outstanding/leading sample was 100% white (see Table 1). While senior leadership of community colleges has become more inclusive, these data indicate that the vast majority of peer identified exemplary community

college leadership positions are held by white males, raising troubling issues related to true inclusion. Are persons of color and females relegated to lead in second tier community colleges which do not provide opportunities for the development of exemplary leadership skills or the visibility to become known by their peers? Or is the peer rating system utilized to select the outstanding/leading sample in this study flawed in such a manner that it excludes minorities and women? Are there other factors at play? These are obvious questions for future study. The institutions represented by the responding presidents were similar to community colleges from around the nation. Differences between institutions led by the normative presidents versus institution led by the outstanding/leading presidents were identified. Institutions led by outstanding/leading presidents on average were larger than institutions led by normative presidents. Additionally, while vocational/technical community colleges made up over 20% of the normative sample, the peer selection process did not identify any senior leaders of vocational/technical colleges as outstanding/leading.

Research question #1

Presidents in the outstanding/leading sample had a higher level of attainment of terminal degrees than the presidents in the normative sample. This difference in educational achievement was true at both the time of the respondents' first presidency (82% versus 74%) and at the time of the survey (94% versus 80%, statistically significant). The outstanding/leading sample had no members that had a Bachelor's, Master's, or Ed. Specialist as their highest current degree. In the time period between attainment of their first presidency and the survey, 12% of the outstanding/leading sample had completed a Ph.D., while only 2% of the normative sample had completed a Ph.D. (note that the outstanding/leading presidents had served as presidents an average of 1.8 years longer than normative presidents, giving them

slightly more time to complete a degree program). These results would appear to support the emerging trend of requiring completion of a terminal degree as a minimum requirement for attaining a community college presidency.

Research question #2

The outstanding/leading presidents reported that their major in their highest degree focused on the study of higher education/community college leadership at a statistically significant greater rate than did presidents in the normative sample (53% versus 32%). This is perhaps the most surprising result of this study as it contradicts advice commonly given to those who aspire to community college presidencies. It is commonly suggested that someone who aspires to senior leadership of community colleges needs to complete a terminal degree program (sometime an analogy to a union card is used) but the specific area of study is not particularly important. Anthony, (1986) in a paper entitled, *Climbing Up the Administrative Ladder*, presented at the 1986 AACJC national meeting stated, "The doctorate as a degree, is important. The subject matter relating to that doctorate is not. So the key is to get the doctoral degree" (p. 2).

This study's finding that outstanding/leading community college president's preparation is significantly more likely to include the systematic study of Higher Education community college leadership suggests that aspiring community college leaders should be counseled toward graduate programs focused on the study of community college leadership. Further, this result would suggest that additional support be provided to the 33 graduate programs that provide leadership training for community college professionals. These programs are positioned to significantly influence the quality of future community college leadership.

Research question #3

Respondents from both samples, when asked if they were pursuing a personal research and publication agenda, replied overwhelmingly they were not. This rejection of research and publication in a community college setting is consistent with community college culture and community colleges' self image as institutions focused on teaching. Given the presidents' negative response to the question regarding pursuit of a research and publication agenda and the prevailing anti-research culture of the community college movement, the volume of scholarly work reported by the respondents, particularly the outstanding/leading presidents, is surprising. For example, 59% of the outstanding/leading presidents reported having published a scholarly work within the last five years. Twenty-five percent (25%) of the normative presidents had published in this time period. Additionally, the outstanding/leading presidents were active in presenting research results at professional meetings with 53% of them having presented within the last five years and 12% of them giving five or more presentations in this time period. Thirty-five percent (35%) of the normative group had presented within the previous five years.

While the volume of scholarly work produced by the respondents is surprising, particularly within the context of community college culture, high correlations between publishing/presenting and inclusion in the outstanding/leading sample are perhaps not surprising given the peer selection methodology utilized in this study. Having your peers select you as outstanding/leading requires that your peers know something of what you are doing. An exemplary community college president, serving in an obscure college and being passive about sharing information about his/her efforts, would most likely not be selected via the peer rating method as an outstanding/leading president. Be that as it may, both samples report some level of scholarly work with the outstanding/leading sample reporting much

higher levels of both presenting at professional meetings and scholarly publishing. Criticism of leadership preparation graduate programs that contain a substantial emphasis on research and publication may turn out to be in error.

Research question #4

Responding presidents, both from the normative sample and from the outstanding/leading sample overwhelmingly self reported a belief they are change agents. They further reported that the vast majority of people who work with them also consider them change agents. These two items, self perception of the respondents as a change agent and the respondents' perception of whether those working with them perceived them as a change agent were among the items studied that showed the least difference between samples. It appears that almost all of the respondents think of themselves as change agents and believe that others also think of them as change agents.

Differences between the outstanding/leading presidents and the normative presidents did emerge when they were asked what sort of preparation they had received as a change agent. Twenty-four percent (24%) of the normative presidents indicated they had not received preparation as a change agent, while only 12% of the outstanding/leading presidents indicated no preparation. Of additional interest, almost half of the outstanding/leading presidents reported receiving preparation as a change agent within their graduate programs versus about one-third of the normative presidents reporting preparation as a change agent within their graduate programs. The outstanding/leading presidents reported a slightly higher level of self study related to operating as a change agent than was reported by the normative presidents (71% versus 62%), yet the normative presidents reported a slightly higher level of having received training as a change agent in in-service programs (31% versus 24%).

The community college system is generally credited with being the most nimble of the various higher education systems. This study's population of community college presidents reflected this with both samples overwhelmingly reporting that they see themselves as change agents. It is not surprising that the outstanding/leading president displays a higher rate of having received training in this important area. The results also suggest that higher education graduate programs play an important role in preparing leaders for the task of leading change.

Research question #5

The vast majority of this study's respondents would be classified as community college insiders based on their previous work experience. No significant difference was found to be present between the two groups related to status as a community college insider. While in the past, it was not unusual for a new community college president to be recruited from outside the community college system (from a state department position or a university position, as examples), both of our samples were consistent with the trend reported in the literature reviewed favoring community college insiders for senior leadership positions within community colleges.

In addition to exploring issues related to status as a community college insider, data collected as part of this study provided information on the respondents' paths to their presidencies. A common path to the presidency of community colleges has developed and is well reported in the literature, often in the form of advice to those who would be community college presidents. This path includes teaching within a community college, movement upward to a department chair position, further movement upward to a director's position, then to a dean's position, then a vice presidency and finally, a community college presidency. The job titles may vary slightly, yet in this often discussed path to the presidency, the various steps

always include supervision of academic functions. Aspiring presidents are counseled that the vice presidency level should be vice president with responsibility for academics, not vice president with responsibility for student services, as an example.

The majority (65%) of the normative presidents' path to their first presidency reflected the traditional academic path to the presidency described above. The majority (65%) of outstanding/leading presidents came to their first presidency from a background contrary to the traditional academic path. Why does a strong relationship exist within this population between non-traditional paths to the presidency and outstanding/leading identification by their peers? Do years of working in a faculty-dominated culture condition future leaders to accept the status quo, or do naturally strong leaders migrate away from the collaborative nature of faculty units? Is strong leadership, leadership intent on positive, rapid change contrary to survival and advancement in an academic culture? Does the academic path, particularly the low salary levels for entry level community college teaching and beginning administrative positions, turn potentially exemplary leaders to other occupations before opportunity for middle and upper management positions are available? These are very important and exciting questions for future study.

Research question #6

Almost half of the outstanding/leading presidents had participated as a protégé in a mentor-protégé relationship compared to slightly more than one-third of the normative group. Additionally, presidents from the outstanding/leading sample who had participated in these relationships generally participated in more mentor-protégé relationships than did normative presidents who had participated in mentor-protégé relationships. Numerous sources examined as part of the literature review suggested that participation as a protégé in a mentor-protégé

relationship is a very powerful professional development tool. While a statistically significant difference was not found between the two groups, descriptive data generated by this study appears to support that contention.

Neither sample reported utilizing graduate programs as a source for mentor-protégé relationships, however, both groups reported the work setting provided opportunities for these types of relationships. Authors discussing the under representation of minorities and women in higher education leadership roles often cite the lack of role models/mentors for females and minorities as contributing to this issue. Demographic data collected in the course of this study and described at the beginning of this chapter suggested that the community college leaders seen as exemplary by their peers were almost exclusively white males. Results from this study, when coupled with literature reported as part of the literature review, would suggest that participation in one or more mentor-protégé relationships as a protégé is a useful tool for advancement in administrative rank. These results further suggest that for those who desire to make senior leadership of community colleges more inclusive, programs which provide viable mentors to capable females and minorities may make a valuable contribution.

Research question #7

While the majority of the presidents from both samples reported utilizing peer networks to assist them in preparing for, and assuming their presidency, a statistically significant larger number of presidents from the outstanding/leading sample used peer networks in this way (82% versus 69%). The most common source for all respondents for developing peer networks that assisted with becoming a community college president was a previous community college work setting. For outstanding/leading presidents, graduate programs provided the next most prolific source of peer networks that assisted with

preparation for a presidency, while normative presidents found that social/business settings provided the second most common setting for peer networks that assisted with preparation for a presidency.

Within this study's population, outstanding/leading presidents are more likely to report having received valuable assistance from others, both mentors and peers, than normative presidents. These results suggest that even in an age of increasingly complex and impersonal environments, senior leadership of community colleges remains an endeavor dependent to a great extent on human relationships.

Research question #8

Based on the literature reviewed and the proliferation of leadership training seminars, short courses, and other development opportunities, it was hypothesized that the outstanding/leading presidents would have participated in leadership development activities outside of their graduate programs at a rate higher than the normative presidents. Leadership competencies can be identified, taught, and mastered. Therefore, presidents who have received preparation for leadership via leadership development activities should perform at higher levels than those who have not received these type of experiences. Data from this study's population not only failed to support this hypothesis, but they indicated results opposite from those hypothesized. Outstanding/leading presidents, prior to their first presidency, participated in leadership development activities outside of their graduate programs at a statistically significant lower rate than did normative presidents (24% versus 44%).

While this study's primary focus is on preparation for a community college presidency, it is important to note that after they achieved their presidencies, outstanding/leading presidents participated in leadership development activities at a much

greater rate than did normative presidents (65% versus 39%). While questions of cause and effect are beyond the design of this study, these data raise numerous issues related to the relationships between participation in leadership development activities and inclusion in the outstanding/leading sample. For example, were the leadership abilities of the peer selected outstanding/leading presidents so exemplary, so intuitive, they did not require preparation in addition to their graduate programs to achieve positions of outstanding/leading senior leadership? Or, at the time of achieving their first community college presidency, were these presidents normative (average) and did their subsequent higher rate of participation in leadership development activities prepare them with leadership skills that resulted in their peers selecting them as outstanding/leading?

Research question #9

Almost all of the responding community college presidents reported both knowledge of contemporary technology and frequent examples of personal daily use. Very little difference was observed between the normative sample and the outstanding/leading sample in regard to knowledge of contemporary technology.

The survey instrument used numerous questions related to personal computer use and a "knowledge of technology" self report Likert scale to attempt to sort the technologically literate from those less technologically inclined. These data suggest that technology, particularly utilization of personal computers to aid in both instruction and administration, has become so common place in community colleges that categories of personal computer literacy are no longer valid for identifying the technologically advanced from the mainstream. Better measures of technological proficiency are perhaps needed if questions regarding the

relationship between knowledge of technology and exemplary leadership of community colleges are to be answered.

Composite Outstanding/leading Community College President

Just as police artists can make a sketch based on descriptions from several witnesses, this study's data provide information which forms the basis of a composite picture of an outstanding/leading midwestern community college president. Developed this way, the composite outstanding/leading community college president is quite clearly a married white male. He is about 54 years old, has served as a community college president for 11 years, and has been at his current institution for 9 years. He achieved his first community college presidency at age 43.

He leads a comprehensive community college of about 7,200 students (4,000 FTE) located in the Upper Midwest. He holds a Ph.D. with a major in Higher Education/Community College Leadership. While claiming not to be pursuing a research agenda, he both presents at professional meetings and publishes regularly. Those who work with him consider him a change agent which is consistent with previous training he has received and how he sees himself. He has extensive previous community college work experience. However, he did not follow the traditional academic track to his presidency and he most likely did not teach full time in a community college. While somewhat contradictory with the previously listed years of service, the composite outstanding/leading president is most likely in his first presidency.

There is a fifty/fifty chance that he participated as a protégé in a mentor-protégé relationship and a much greater chance that he utilized peer groups to help him prepare for, and achieve his presidency. His peer groups were based on relationships developed in previous

community college work experiences and his graduate program. Previous to his first presidency, he did not participate in leadership preparation activities beyond his graduate program. However, after becoming a community college president he has attended leadership development activities. He is knowledgeable of contemporary technology, but no more so than most senior community college leaders.

Recommendations for Practice

In several cases, results of this study were contrary to commonly held beliefs about preparation for senior leadership of community colleges. The apparent relationship between the study of higher education/community college leadership as a terminal degree major and selection as an exemplary community college president by a peer group of community college presidents is one example. Another example of a result that might be considered surprising is the outstanding/leading presidents' low rate of participating in leadership development activities prior to their first presidency when compared to the normative presidents. Based upon the very limited amount of previous research into preparation of exemplary community college leaders, the limited geographical scope of this study, the small sample sizes utilized, and the surprising nature of several of this study's results, the first recommendation for practice is this study be replicated on a much broader scope. Ideally, the next study will be designed in such a manner as to eliminate the geographical limitations of this study, utilize much larger samples and use more conservative significance levels for statistical analysis.

While recommendations for practice are offered below, it is acknowledged that prudence dictates that major policy changes should be delayed until results from additional efforts are available.

Results from this study indicate that peer selected exemplary community college leaders are predominantly white males. This result is disappointing, given the extensive efforts expended on issues of inclusion in community college administration. This study further suggests that a positive relationship may exist between the following factors and being identified as an outstanding/leading community college president by other presidents; a) completion of a terminal degree, b) study of higher education/community college leadership, c) scholarly publishing and presentations, d) preparation as an agent of change, e) following non-traditional paths to the presidency, f) participating as a protégé in a mentor-protégé relationship, g) utilization of peer networks-particularly those based on relationships established in a graduate program, and h) a knowledge of contemporary technology. Note that data from this study suggest that participation in leadership development activities outside of their graduate programs prior to a candidate's first presidency does not contribute to exemplary leadership development. Several of the factors listed in a-h above were not found to differentiate significantly between the outstanding/leading sample and the normative sample. However, these factors (d-preparation as an agent of change, f-participation as a protégé in a mentor/protégé relationship, and h-knowledge of contemporary technology) were reported by the majority of outstanding/leading respondents and are included based upon those data. Additionally, non-traditional paths to a community college presidency (e above) was not initially identified as a factor to be examined by this study. The two samples display such a large difference in their paths to their presidencies that this factor is included in this recommendation (see Table 8, item 15B and the discussion related to Research question #5). The second recommendation for practice is that increased numbers of female and minority candidates who aspire to community college presidencies be provided counseling that

describes the importance of factors a-h listed above and these candidates be provided increased opportunities to pursue the identified factors.

Keim (1994) documented the declining numbers of graduate students enrolled in programs specifically focused on community college preparation, as well as noting that the number of graduates from programs focused on preparation for community college service had also declined. She further noted the small size of most of the community college focused graduate programs, the limited faculty resources, and the "paucity of published data about community college preparation programs" (p. 59). Given the troubling description of the current status of graduate level community college preparation programs and their traditional low levels of support, results from this study that indicate a relationship exists between completion of a terminal degree with a major emphasis on the study of higher education/community college leadership and being identified as an outstanding/leading community college president are surprising. Based upon the relationship discovered by this study between the systematic study of community college leadership and identification as an outstanding/leading community college president, the third recommendation for practice suggests strengthening the nation's graduate programs which focus on the preparation of the next generation of community college leaders. Organizations whose mission includes the improvement of education may find that one of the most cost effective means to address effective educational reform is through the support of graduate educational programs focused on preparation of community college professionals.

Results from this study indicate that graduate programs designed to prepare community college senior leaders should continue to require research, scholarly writing and presentations at professional meetings from their students. Further, these programs should provide those who aspire to senior leadership positions in community colleges with improved

counseling related to career paths and leadership preparation factors. Additionally, data generated through this study suggests that graduate programs should strive to provide their students with peer networking opportunities, training as change agents, mentorship opportunities, and training in contemporary technology.

The next recommendation is directed toward those charged with selecting community college senior leaders, specifically, community college boards of trustees and consultants working for those boards. This study identified numerous differences in the preparation factors of normative presidents versus the preparation factors of outstanding/leading presidents. It is highly likely that if these results are confirmed by additional study, community college boards of trustees can increase their likelihood of selecting an exemplary president by structuring the expected qualifications of their president to more closely match the backgrounds of outstanding/leading community college presidents. For example, a statistically significant difference was found to be present between the outstanding/leading community college presidents and the normative presidents in terminal degree attainment at the time of the survey, with outstanding/leading presidents more likely to have earned a Ph.D. or an Ed.D. than normative presidents. When the respondents first became community college presidents, a large difference in terminal degree attainment was also present. This result suggests that if the goal is to employ an exemplary community college president, an earned terminal degree should be a minimum requirement.

While requiring a terminal degree as an entry requirement to presidential positions has become common, preferences for specific terminal degree majors are much less common among presidential position postings. Terminal degree majors which focus on higher education/community college leadership were a preparation factor that displayed a statistically significant positive relationship with being identified as an exemplary community college

president. This result suggests that a terminal degree major in higher education/community college leadership should be listed at least as a desirable qualification on community college presidential job postings. Additional factors displayed by outstanding/leading community college presidents that could provide guidance in identification of qualifications for a presidential candidates include: a) the outstanding/leading presidents published and presented scholarly work at a much higher rate than normative presidents, b) the outstanding/leading presidents received more preparation as change agents than normative presidents, c) the outstanding/leading presidents displayed a very high rate of non-traditional paths to their presidencies, and d) the outstanding/leading presidents were more involved in both peer networks and mentorship relationships than the normative presidents.

It is common to observe previous community college teaching listed as a minimum requirement in community college senior leadership position postings. Interestingly, the outstanding/leading community college presidents identified in this study reported very low rates (29%) of previous full-time community college teaching experience with only slightly more than half of the outstanding/leading presidents having taught part-time. This result suggests that the requirement of previous community college teaching experience as a minimum for entry into a presidency may limit the probability of recruiting a candidate who will develop into an outstanding/leading president.

The last recommendation for practice is intended to better inform current mid-level community college practitioners on preparation factors and career paths so they can make more informed decisions regarding their professional development. Literature reviewed for this study strongly suggested that the majority of the next generation of senior community college leaders are already employed as mid-level professionals in community college systems. For example, Vaughan (1995) notes, "Since the mid-1960s, community college

trustees have turned increasingly to community colleges—to their own—when selecting top level administrators" (p. 2). Information regarding professional development activities that have been beneficial to exemplary senior community college leaders should be made available to current community college practitioners. Examples would include the strong link between a terminal degree major in higher education/community college leadership and identification as an outstanding/leading community college president, the high rate of involvement in both peer networks and mentor-protégé relationships reported by the outstanding/leading presidents, and the important role scholarly publications and presentations appear to play in the life of exemplary community college senior leaders. Additionally, information regarding career tracks, particularly the viability of non-traditional paths to community college presidencies pursued by the majority of the outstanding/leading presidents should be made available to future community college leaders.

Questions for Further Research

Limitations of this study include small sample sizes, limited geographic scope, very limited amounts of previous research into preparation of exemplary community college leaders to build upon, numerous potential difficulties in techniques used to identify exemplary leaders, and a research design that does not address the issue of causation. Several of these issues could be addressed by replicating this study with larger samples and expanding geographic boundaries. If results were consistent with those reported from this effort, inferences could be made with much greater conviction.

Additional areas that warrant research include exploring the causal relationships between various preparation actions and demonstrated exemplary leadership skills.

Identification of preparation factors in addition to the nine cited in this study would also be very useful.

Even if links can be established between preparation activities performed 10 or 15 years ago and exemplary leadership, questions exist about the ability of those preparation activities to provide similar results in today's environment. Efforts that identify viable current and future preparation activities that will contribute to preparing the next generation of community college leaders for exemplary service would be very beneficial.

George Vaughan (1983) noted that "no organization is any better than its leaders" (p. 18). It has been the intent of this research project to contribute to the understanding of the preparation of exemplary community college leaders. Hopefully, improved leadership preparation practices will result and ultimately, stronger community colleges.

APPENDIX A. SURVEY INSTRUMENT

The Community College Presidency: Career and Lifestyle Survey

Directions: In each section, please provide the information or check the spaces as appropriate. All responses will remain confidential.

I. INSTITUTIONAL INFORMATION

- a. State: _____
- b. Number of FTE students—fall 1990 quarter/semester: _____
- c. Do you live in a college-owned house? Yes No
- d. If no, do you receive a housing allowance? Yes No
- e. If yes, monthly allowance _____

II. PERSONAL INFORMATION

- a. Number of years in present position: _____
Total number of years as president: _____
 - b. Current marital status: Single
 Married
 Divorced (not remarried)
 Separated
 Spouse deceased (not remarried)
 - c. Gender: Male Female
 - d. Race/Ethnicity: American Indian/Native American
 Asian/Pacific Islander
 Black/African American
 Hispanic
 White/Caucasian
 Other
 - e. Age: _____
 - f. Do you now live in the state where you finished high school?
 Yes No
 - g. Including your current position, how many community college presidencies have you held? _____
 - h. Age at which you assumed your first presidency: _____
 - i. Position held prior to your first community college presidency:
 Dean of instruction
 Dean of student services
 Dean of business/administrative services
-

-
- Vice president with overview of academics
 Vice president without overview of academics
 Other _____
- j. Did you move into your current position from another community college presidency?
 Yes No
- k. Position held prior to assuming your current position if different from i. and j. above: _____
- l. Have you ever taught full-time in a community college?
 Yes No
- m. Have you ever taught part-time in a community college?
 Yes No
- n. Highest degree held:
 Bachelor's Ph.D. Ed. Specialist
 Master's Ed.D. Other _____
- o. Did you receive an associate's degree from a community college?
 Yes No
- p. Major field of study in your highest degree:
 Higher education Other education
 Other _____
- q. Major field of study in your master's degree:
 Biology History Business
 Mathematics Chemistry Political science
 Education Psychology Engineering
 Sociology English Other _____
- r. Check the following organizations to which you belong:
 A social sorority Lions
 BPW Masons
 Jaycees Rotary
 Junior League Ruritan
 Kiwanis Women's Forum
 League of Women Voters Other _____
- s. Do you belong to a country club?
 Yes No
- t. If "Yes," do you use it for professional entertaining?
 Yes No
- u. Time permitting, which of the following sports or activities do you participate in on a regular basis?
 Fishing Golf Hunting Jogging
 Bowling Skiing Swimming Tennis
 Walking for aerobic exercise Other
-

-
- ff. Do you consider the community college presidency to be:
 a high risk position moderate risk low risk
- gg. Do you consider the community college presidency to be:
 a high stress position moderate stress
 low stress

III. SPOUSE (Skip to Section IV if you are not currently married.)

- a. Age of spouse _____
- b. Highest degree held by spouse:
 None Master's
 High school Doctorate
 Associate's Other
 Bachelor's
- c. Does your spouse currently work outside the home for pay?
 Yes No Full-time Part-time
- d. If "yes," specify occupation: _____
- e. While you have been president, how many years has your spouse worked for pay outside the home? _____

IV. CHILDREN

- a. Number of children under 18 years old: _____; 18 and over _____
- b. Did any of your children receive an associate's degree from a community college?
 Yes No
- c. If you have a child under 18 or a "traditional college-age" youth, does he/she plan to receive a degree at a community college?
 Yes No Uncertain
- d. Did any of your children under 18 take one or more classes at a community college but did not receive an associate's degree?
 Yes No

V. LIFESTYLE

We are interested in how many hours you and your spouse, if you are married, spend in several activities.

- a. About how many hours do you spend weekly in work and personal activities?
- | | |
|----------|---|
| No./Hrs. | |
| _____ | Work (include professional entertaining) |
| _____ | Family life, recreation, community service, and other personal activities |
- b. If married, how many hours per week do you and your spouse
-

-
- spend alone together outside of sleeping? ____ (Skip if unmarried.)
- c. Check the type of friends you see socially (at least 30 minutes per week) outside of work.
- | | |
|--|--|
| <input type="checkbox"/> Childhood friends | <input type="checkbox"/> Professional colleagues |
| <input type="checkbox"/> Neighbors | <input type="checkbox"/> Club associates |
| <input type="checkbox"/> Church associates | <input type="checkbox"/> Other |
- d. If married, check the types of friends your spouse sees socially (at least 30 minutes per week) outside of work. (Skip if unmarried.)
- | | |
|--|--|
| <input type="checkbox"/> Childhood friends | <input type="checkbox"/> Professional colleagues |
| <input type="checkbox"/> Neighbors | <input type="checkbox"/> Club associates |
| <input type="checkbox"/> Church associates | <input type="checkbox"/> Other |
- e. How many days of annual leave do you earn each year? _____
- f. How many days of annual leave did you take last year? _____
- g. Did your family (or you, if unmarried) take a vacation together last year that lasted four or more days?
- Yes No
- h. If you took a vacation, did you take any work related to your duties as president with you?
- Yes No

THANK YOU VERY MUCH FOR YOUR COOPERATION

Please offer any comments or observations on the remainder of this form.

APPENDIX B. LEADERSHIP SURVEY

LEADERSHIP SURVEY

Directions: In section I, please provide the information or check the space as appropriate.

I. PERSON INFORMATION

- a. Number of years in present position: _____
- b. Marital Status: () Single () Divorced
() Married () Widowed
() Separated
- c. Age _____
- d. Sex: () Female () Male
- e. Race: () White; () Black; () Hispanic; () other _____
- f. Do you now live in the state where you finished high school?
() Yes () No

II. PERSONAL ATTRIBUTES

DIRECTIONS: Please rate responses according to the following scale:

- 1 = of little importance
2 = of considerable importance
3 = of extreme importance

Please rate attributes in terms of your perception of their importance to being a successful community college senior administrator (president, vice president, dean of instruction, as examples).

- | | |
|---|--|
| <p>_____ a. tolerance for ambiguity</p> <p>_____ b. courage to make tough decisions</p> <p>_____ c. physically healthy</p> <p>_____ d. sense of humor</p> <p>_____ e. good judgment</p> <p>_____ f. high intelligence</p> <p>_____ g. loyalty to your college</p> <p>_____ h. concern for others</p> <p>_____ i. flexibility</p> <p>_____ j. charisma</p> <p>_____ k. integrity</p> | <p>_____ l. drive or high energy level</p> <p>_____ m. commitment to the community college philosophy</p> <p>_____ n. desire to excel</p> <p>_____ o. curiosity</p> <p>_____ p. optimism</p> <p>_____ q. at ease in different social situations</p> <p>_____ r. willing to take risks</p> <p>_____ s. other, please state:
_____</p> |
|---|--|

III. SKILLS AND ABILITIES

DIRECTIONS: Please rate responses to the following scale:

1 = of little importance

2 = of considerable importance

3 = of extreme importance

Please rate skills and abilities in terms of your perception of their importance to being a successful community college senior administrator (president, vice president, dean of instruction, as examples).

- ___ a. effective communication skills
- ___ b. delegation of responsibilities
- ___ c. processing and management of information
- ___ d. relating well to a broad range of people
- ___ e. ability to resolve conflicts effectively
- ___ f. ability to see and take opportunities as they occur
- ___ g. ability to define problems and offer solutions
- ___ h. an understanding of the community/region served
- ___ i. effective articulation of the college's mission and needs
- ___ j. establishing and maintaining a peer network
- ___ k. ability to produce scholarly publications
- ___ l. ability to produce results
- ___ m. ability to work as a team member
- ___ n. independence in carrying out programs and duties
- ___ o. ability to analyze, synthesize, and evaluate
- ___ p. ability to motivate others
- ___ q. ability to select capable people
- ___ r. other, please state: _____

Thank you very much.

**APPENDIX C. THE COMMUNITY COLLEGE PRESIDENCY:
DEMOGRAPHICS AND LEADERSHIP PREPARATION FACTORS SURVEY**

**The Community College Presidency:
Demographics and Leadership Preparation Factors Survey**

Directions: In each section, provide the information or check the spaces as appropriate. All responses will remain confidential. For this survey, Community College President is defined as the CEO of a institution or system with two year associate degrees as its highest offering.

INSTITUTIONAL INFORMATION

FIRST, we would like to ask you questions about your institution.

1. State in which your institution is located: _____
2. Number of FTE students-fall 1995 quarter/semester: _____
3. Student headcount-fall 1995 quarter/semester: _____
4. Type of institution that you currently lead:
 - () Comprehensive community/junior college
 - () Community/junior college without vocational/technical programs
 - () Technical or vocational college
 - () Other (please specify _____)

PERSONAL INFORMATION

NOW, we would like to ask you some questions related to your personal attributes.

5. Number of years in your present position: _____
6. Total number of years as a community college president: _____
7. Current marital status:
 - () Single
 - () Married
 - () Divorced (not remarried)
 - () Separated
 - () Spouse deceased (not remarried)
8. Gender: () Male () Female
9. Race/Ethnicity:
 - () American Indian/Native American
 - () Asian/Pacific Islander
 - () Black/African American
 - () Hispanic/Latino
 - () White/Caucasian
 - () Other
10. Age: _____
11. Age at which you assumed your first community/junior college presidency: _____

NEXT, we would like to ask you some questions about your occupational background.

12. Have you ever taught full time in a community/junior college?
 - () Yes () No
13. Have you ever taught part time in a community/junior college?
 - () Yes () No
14. Did you move into your current position from another community/junior college presidency?
 - () Yes () No

15. Community/junior college position held immediately prior to your **first** community/junior college presidency:
- Dean of instruction
 - Dean of student services
 - Dean of business/administrative services
 - Vice president with responsibility for academics
 - Vice president without responsibility for academics
 - Other community college position (please specify: _____)
 - Did not hold community/junior college position prior to my **first** community/junior college presidency (please specify the position: _____)
16. Position held prior to assuming your current position if different from 14 and 15 above: _____
17. Including your current position, how many community/junior college presidencies/CEO positions have you held? _____

NOW, we would like to ask you three questions about your academic background.

18. Highest degree currently held:
- Bachelor's Master's Ed. Specialist
 - Ph.D. Ed.D. Other _____
19. Highest degree held when you assumed your first presidency:
- Bachelor's Master's Ed. Specialist
 - Ph.D. Ed.D. Other _____
20. Major field of study in your highest degree:
- Higher education/emphasis on community/junior college leadership
 - Higher education/emphasis other than on community/junior college leadership
 - Other education (please list area(s) _____)
 - Other (please specify _____)

NOW, we would like to ask you some questions about the role of mentoring during your preparation for a community/junior college presidency. Mentor-protégé relationships are increasingly being cited as a component of leadership preparation. Mentors, both within and outside of education, are often described as master teachers. They also coach, provide a positive role model, open doors, and shape the development of the protégé. Within the current definition, mentors are more mature, more advanced and/or more experienced than the protégé. A mentor-protégé relationship is not a peer relationship.

21. As you were developing leadership skills required of a community college president, did you participate in a mentor-protégé relationship as a protégé?
- Yes No

If your answer to 21 was "Yes", please answer the following three questions. If your answer to 21 above was "No", please go to the next section.

- 21(a). Was your mentor-protégé relationship developed within the academic setting of a graduate program? Yes No
- 21(b). Was your mentor-protégé relationship developed within the professional setting of community college employment? Yes No
- 21(c). While developing skills required of a community/junior college president did you participate in more than one mentor-protégé relationship as a protégé? Yes No
(if yes, number of mentor-protégé relationships _____)

NEXT, we would like to ask you about the role of peer networks on your preparation for the community/junior college presidency. Peer networks are made up of individuals of generally equal status who share a common goal, occupational or avocational interest or other unifying characteristic.

22. Did your academic preparation (graduate program) include involvement with a peer network that assisted you in preparing for and assuming your presidency?
 Yes No
23. Did previous work experience at community/junior colleges provide you with a peer network that assisted you in preparing for and assuming your presidency?
 Yes No
24. Did previous social and business (non-academic) experiences provide you with a peer network that assisted you in preparing for and assuming your presidency?
 Yes No

NOW, we would like to ask you two questions about your involvement with leadership preparation programs outside of your graduate program. Examples of formalized leadership preparation programs outside of a graduate program include the American Council on Education's (ACE) National Identification Program, the Community College "Leaders" program, Harvard's Management Development Program and Harvard's Institute for Educational Management.

25. Outside of your graduate program and previous to your first presidency, did you participate in any formalized leadership preparation programs?
 Yes (please list _____)
 No
26. After assuming your (first) presidency, did you participate in any formalized leadership preparation programs?
 Yes (please list _____)
 No

NOW, we would like to ask you some questions about your role as a change agent. Change agents are generally defined as leaders that aggressively promote and enable the change process.

27. Do those who work with you consider you a change agent?
 Yes Unsure No
28. Do you consider yourself a change agent?
 Yes Unsure No
29. Have you received preparation as a change agent? (check all that apply)
 Yes, as part of my graduate program
 Yes, as part of my in-service preparation
 Yes, through self-study
 Yes, other (please list _____)
 No

NOW, we would like to ask you three questions about your research activities since you completed your highest degree.

30. Are you currently pursuing a personal research/publication agenda?
 Yes No
 (if yes, research focus _____)

APPENDIX D. LETTER ACCOMPANYING EACH SURVEY INSTRUMENT

IOWA STATE UNIVERSITY

College of Education
Professional Studies
N243 Lagomarcino Hall
Ames, Iowa 50011-3190
515 294-4143

«Title» «First Name» «Middle Initial» «Last Name»
«Job Title»
«Institution»
«Address»
«City», «State» «Zip»

Dear «Title» «Last Name»,

Enclosed please find a questionnaire that is part of a study concerning the preparation of community college senior leaders. This study is designed to assess eight preparation activities which may or may not contribute to the development of outstanding community college leaders. The results of this study will be used to gain a better understanding of community college leadership preparation, to improve our efforts in this area and will serve as part of the requirements for completing the Ph.D. dissertation.

Your participation in this survey is voluntary, but we would appreciate it if you would take the time (approximately 15 minutes) to fill it out. The questionnaire asks both demographic questions and question about your preparation for the senior level position in a community college. There are no right or wrong answers.

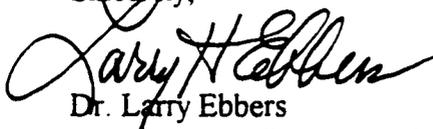
All of the information you provide will be entirely **confidential**. The survey has an identification number for data analysis and follow-up purposes only. Your name will not be placed on the survey. Results from the survey will be reported in summary form only and in no case will individuals be identified.

The results of this study will be available by the fall of 1996. If you are interested in obtaining a copy of the results, please contact Chuck McFarlin, College of Education, Professional Studies Department, N243 Lagomarcino Hall.

When you have completed the survey, please return it in the provided envelope.

Thank you for your time and cooperation.

Sincerely,



Dr. Larry Ebbers
Program Coordinator, Professional Studies
(515) 294-9550



Chuck McFarlin
Research Assistant
(941) 923-1657

**APPENDIX E. HUMAN SUBJECTS REVIEW COMMITTEE
APPROVAL**

Checklist for Attachments and Time Schedule

The following are attached (please check):

- 12. Letter or written statement to subjects indicating clearly:
 - a) purpose of the research
 - b) the use of any identifier codes (names, #'s), how they will be used, and when they will be removed (see item 17)
 - c) an estimate of time needed for participation in the research and the place
 - d) if applicable, location of the research activity
 - e) how you will ensure confidentiality
 - f) in a longitudinal study, note when and how you will contact subjects later
 - g) participation is voluntary; nonparticipation will not affect evaluations of the subject
- 13. Consent form (if applicable)
- 14. Letter of approval for research from cooperating organizations or institutions (if applicable)
- 15. Data-gathering instruments

16. Anticipated dates for contact with subjects:

First Contact	Last Contact
<u>8/15/96</u>	<u>8/15/96</u>
Month / Day / Year	Month / Day / Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

11/15/96
Month / Day / Year

18. Signature of Departmental Executive Officer Date Department or Administrative Unit

Patricia M. Keith 7/11/96 Professional Studies

19. Decision of the University Human Subjects Review Committee:

Project Approved Project Not Approved No Action Required

Patricia M. Keith 7/18/96 *PMKeith*
Name of Committee Chairperson Date Signature of Committee Chairperson

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