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Community College Presidents In The New Millennium: Competencies For Leadership As Identified By Position Announcements And Relationship To Board Type

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COMMUNITY COLLEGE PRESIDENTS IN THE NEW MILLENNIUM:
COMPETENCIES FOR LEADERSHIP AS IDENTIFIED BY POSITION
ANNOUNCEMENTS AND RELATIONSHIP TO BOARD TYPE

by

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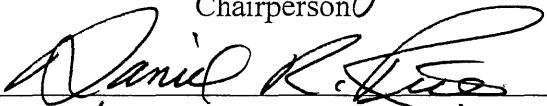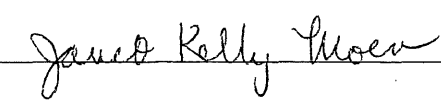
This dissertation, submitted by Shari L. Olson-Nikunen in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

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Dean of the Graduate School

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July 8, 2004
Date

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PERMISSION

Title   Community College Presidents In The New Millennium: Competencies

For Leadership As Identified By Position Announcements and

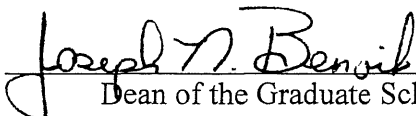Relationship To Board Type

Department   Educational Leadership

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Signature _Shari Olson-Nikunen_

Date _6/21/04_

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ACKNOWLEDGEMENTS

Over the past five years I have been on a journey to achieve my doctorate in higher education leadership. Throughout this time, I have had the unconditional love of my family supporting me to accomplish this goal. I would like to give special thanks to my husband Richard H. Nikunen, and our son Willie Richard Olson Nikunen for believing in me and encouraging me throughout this journey while working full-time. Without their support and love, I would have not been able to produce this study. Special gratitude also goes to my parents Bonnie and Ronald, grandparents Martha and Paul, and siblings Dee Ann, Robert, Paula, Kyle and Ronda who truly inspired me as a child to value and love learning. They have all assisted me in achieving this dream.

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ABSTRACT

The purpose of this study was to determine if position announcements and

position descriptions posted in *The Chronicle of Higher Education,* (2002) align with

1) the competencies established by Desjardins and Huff for the community college

president in the new millennium and 2) whether these competencies vary with different

board structures, majority board gender composition, or gender of board president.

Seventy-six position announcements where compared to a Community College

Leadership Competency model in a mixed model research design, using both qualitative

and quantitative data analysis. Inter-rater reliability was established by having two

educators independently code 20 position announcements and then compare these results

to the researcher's results.

The top six competencies, which appeared in 92 percent or more of the position

announcements included: Demonstrates High-involvement Leadership; Creates a Shared

Vision; Manages Finances Proactively; Influences Strategically; Ensures Effective

Communication; and Maintains High Standards. The top 10 competencies appeared in

86 percent or more of all announcements.

Local elected boards identified three competencies significantly more often than

local appointed boards: Creates a Student-centered Learning Environment; Invests in

Professional Development; and Corrects Performance Problems.

Local boards identified three competencies significantly more often than state boards: Recognizes and Rewards Excellence; Establishes Effective Board Relations; and Maintains High Standards.

Elected boards identified three competencies significantly more often than appointed boards: Maintains Equilibrium; Invests in Professional Development; and Corrects Performance Problems.

Boards with male presidents identified one competency significantly more often than boards with female presidents: Creates a Student-centered Learning Environment. Boards with female presidents identified one competency significantly more often than boards with male presidents: Fosters Creativity and Innovation.

To determine the relationship between the rankings of the competencies by various groups the Spearman's Rank-Difference Coefficient Correlation was administered. The rankings of the competencies by types of boards supported no significant differences in the average rank assigned by each of the three groups compared.

These findings indicate that many of the Desjardins and Huff competencies can be found in position announcements for community college presidents. Although differences between board types were expected, only minor differences materialized within the framework of this study.

CHAPTER I

INTRODUCTION

This research study was designed with the intention of contributing to the

literature on the competencies of community college presidents as viewed by boards of

trustees. The goal was to influence community college leadership development

programs, as well as the future hiring practices of governing boards for the positions of

community college president.

Mission and History of Community Colleges

Community colleges are centers of educational opportunity with open door

access. Over 100 years ago, the junior college was born in the United States. These

institutions of higher learning were designed to duplicate the freshman and sophomore

year of college and awarded associate of arts degrees. Approximately 50 years ago,

community colleges became a distinctive American invention providing publicly funded

higher education at community-based facilities, welcoming all who desired to learn

regardless of wealth, heritage or previous academic experience. Today, the community

college continues the dream of making higher education accessible at 992 public

community colleges (S. McPhee, personal communication, December 4, 2003).

Nationally, community colleges enroll more than 5.4 million credit and 5 million non-

credit students each year. For-credit students represent 44 percent of all United States

undergraduate students in 2002 (AACC, 2003, About Community Colleges Fact Sheet

section, para. 2).

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These new providers grew in number, with the greatest growth occurring from 1961 to 1970, increasing from 412 to 909 colleges by the end of that decade. From 1971 to 2000, the community college movement increased by another 246 colleges (AACC, 2003, ¶ 1).

<div align="center">Community College President</div>

Few trend studies, a type of longitudinal research have been conducted on the competencies of the community college presidents as viewed by boards of trustees. However, Vaughan (1986, 1989, 1994, 1998, & 2002) has researched the evolution of the community college presidency, using his Career and Lifestyle Survey (CLS) as a primary research tool defining the presidency from the president's perspective. Longitudinal studies on presidents in higher education have also been conducted by the American Council on Education (ACE), such as the National Presidents' Study series, edited by Ross and Green (1988 & 2000).

George Vaughan is the primary researcher of the community college presidency. In 1986, Vaughan published his first book, *Community College Presidency*, which represented the first major publication about the community college presidency. This book is defined by Marjorie Lewis (1989) as "A central work in the literature on the community college presidency. Its recency and comprehensiveness make it a primary reference in the field" (p. 20-21).

<div align="center">Desjardins and Huff Community College Leadership Competency Model</div>

The research conducted by Desjardins and Huff (1987) helped Huff formulate a competency model for the community college presidency. The original research was part of Desjardins' post-doctoral research on leadership at Harvard University, from which

Huff created the community college presidential competency model that represents an ideal president. The research began in 1986 and included 76 community college presidents in two-hour interviews. In 1996, the model was validated in a qualitative study of highly successful community college presidents (Huff, 1996), and reflects the competencies needed by the community college presidency in the new millennium (Huff, 1996 & 2001). It was Carolyn Desjardins' goal to give those who hire community college presidents, refined criteria and a broader perspective for evaluating the qualifications of candidates.

Desjardin and Huff identified 22 core competencies for community college leaders and further divided them into four major categories: Leadership, Culture and Climate, Influence, and Business Management. Listed below are the 22 core competencies identified within *The Leading Edge: Competencies for Community College Leadership in the New Millennium* (Desjardins & Huff, 2001):

Leadership

- Demonstrates High-involvement Leadership,

- Creates a Shared Vision,

- Champions Change,

- Maintains Perspective, and

- Maintains Equilibrium.

Culture and Climate

- Creates a student-centered learning environment,

- Stresses Community centeredness,

- Values cultural pluralism,

- Creates cohesiveness,

- Prevents crises,

- Empowers others,

- Fosters creativity and innovation, and

- Recognizes and rewards excellence.

Influence

- Influences strategically,

- Ensures effective communication, and

- Establishes effective board relations.

Business Management

- Maintains high standards,

- Manages finances proactively,

- Invests in professional development,

- Strengthens infrastructure,

- Enhances productivity, and

- Corrects performance problems.

Community College Governing Boards

According to the latest statistics from the American Association of Community College's website regarding public community college governance, more than 600 boards of trustees exist with 6000 board members. (AACC, 2003, About Community Colleges Fact Sheet section, para. 9). Governance systems across the United States vary greatly. "Most colleges are governed by local boards, some of which are also responsible to a state governing or coordinating board" (Smith, 2000, p. 5). Of the fifty states in the

nation, 49 have governance systems for community colleges, of which 29 have local

boards, 16 have state boards, and 4 have both local and state boards (AACC, 2003, About

Community Colleges Fact Sheet section, para. 9).

Purpose of the Study

The purpose of this study was to determine if position announcements and

position descriptions posted in *The Chronicle of Higher Education,* published in calendar

year 2002 align with 1) the competencies established by Desjardins and Huff (2001) for

the community college president in the new millennium and 2) whether these described

or advertised competencies vary with different board structures, majority board gender

composition, or gender of board president.

Research Questions

1) What competencies listed in position announcements and position

   descriptions for community college presidents are the same as those in

   Desjardins and Huff (1987, 1996, 2001) Community College

   Leadership Competency model?

2) What are the five most frequently listed competencies for the job of

   community college president, as defined in the position

   announcements and position descriptions when compared to the

   Desjardins and Huff Community College Leadership Competency

   model?

3) What is the number one competency from the Desjardins and Huff

   Community College Leadership Competency model identified in

   position announcements and position descriptions?

4) Are there differences in the competencies identified for the community college presidency between:

    4a) local appointed boards and local elected boards?

    4b) local boards and state boards?

    4c) appointed boards and elected boards?

5) Are there differences in the competencies identified for the community college presidency between boards with:

    5a) a female majority or a male majority?

    5b) a female board president or a male board president?

6) Is there a relationship between the rankings of the competencies identified for the community college presidency by:

    6a) local appointed boards and local elected boards?

    6b) local boards and state boards?

    6c) appointed boards and elected boards?

7) Is there a relationship between the rankings of the competencies identified for the community college presidency by:

    7a) female majority boards and male majority boards?

    7b) boards with a female board president or male board president?

Methodology

The researcher collected all publicly funded two-year college presidency position announcements from *The Chronicle of Higher Education* from January 1, 2002-December 31, 2002. The data was collected from individual college web sites, *The Chronicle of Higher Education* electronic version or paper version, or ad print copy

directly from the human resources department at a given institution. Data about each state

governing board was collected from the Community College Policy web site, at

www.communitycollegepolicy.org. An analysis of each board was conducted by

reviewing each state's college governing board web site, as well as each college's web

site to determine gender of each board member, as well as the board president.

In the process of conducting this study, a mixed-model of data analysis was

utilized. The researcher used both qualitative analysis of data and quantitative definition

of data.

Definition of Terms

Board – governing body that acts as stewards of public interest. "Boards are ultimately

accountable to the community for the performance and welfare of the institutions they

govern" (Smith, 2000, p. 16).

Career and Lifestyle Survey (CLS) - Survey created for presidents and utilized by George

Vaughan in longitudinal research about community college presidents, 1986, 1994, and

1998.

The Chronicle of Higher Education - Source of news and information for the academic

world. Subscribers can receive free access to all Web-site and regular e-mail news

updates. *The Chronicle of Higher Education* is published weekly and read by more than

450,000 college and university administrators and faculty members. (Chronicle, 2003,

About the Chronicle section).

Community Colleges – "an institution of higher education that is accredited (or

undergoing accreditation) by one of the six accrediting bodies and primarily offers the

associate degree as the highest degree. A community college can also be a campus that

offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree-granting institution" (AACC, 2000, p. 152).

Competency – concepts or constructs extracted from "critical incident studies" of top performers, based on in-depth interviews. "Each competency is defined by the list of its associated themes or 'indicators' (Huff, 1996, p. 2).

Local Appointed Board – local board filled by candidates who are appointed by the state's governor.

Local Elected Board - local board filled by candidates who run for election to a seat.

Majority - A simple majority of greater than 50 % males or females will be used.

State Appointed Board – state level board filled by candidates who are appointed by the state's governor.

State Elected Board – state level board filled by candidates who run for election to a seat.

Significance of the Study

This study determined if the competencies identified in the Desjardin and Huff Community College Leadership Competency Model (1987, 1996, 2001) are similar to what boards use to define the Community College President position, as well as if they are used by some boards more than others. Findings from this study will be useful to boards that hire community college presidents, as well as the leaders that are interested in the presidency.

Limitations

This study is descriptive of position announcements and position descriptions for community college presidents in *The Chronicle of Higher Education* during the calendar year of 2002. It can only be applied to the colleges that are represented in the study. It

does not include a random sample rather it includes all postings for the calendar year 2002. The method to analyze the position announcements and position descriptions is influenced by the researcher's knowledge about educational leadership and word meaning. The search process used by boards in the hiring of community college presidents is not reviewed in this study, and may serve as a valuable tool for informing future research.

Assumptions

The following assumptions were created for the purpose of this study:

1. Position announcements and position descriptions were printed accurately by *The Chronicle of Higher Education.*

2. The researcher developed and applied a coding methodology that reflects the intent of the boards developing the position announcements.

3. The board members influence what competencies are published in job announcement for the presidency in two-year colleges.

Organization of the Study

Chapter One provides an introduction to the study followed by a brief overview of the mission and history of community colleges, the community college president, as well as the Desjardins and Huff Community College Leadership Competency Model. Also provided in this chapter are the research questions, definition of terms, significance of the study, limitations and delimitations of the study, and assumptions of the study.

Chapter Two presents the review of literature related to the study. It is framed with the following topics: community college president in the new millennium; research about the community college presidency; theoretical framework for the Desjardins and

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Huff Community College Leadership Competency Model; roles and responsibilities of the president in the 1970s, 1980s, 1990s; other factors affecting the use of the competency model, including the type of community college board, regional differences, and female perspective about leadership.

Chapter Three describes the research methodology for the study. It describes the following items: research design; population and sample; the Desjardins and Huff Community College Leadership Competency Model; model development; factors used in data analysis; data collection method; data analysis; and limitations.

Chapter Four describes the research findings from content analysis of community college presidency announcements and position descriptions posted in *The Chronicle of Higher Education* in 2002. Results are presented in Tables, using frequency counts, percentages, Chi Square, average ranks, and Spearman's Rank-Difference Coefficient Correlation.

Chapter Five describes the research conclusions and recommendations from this study of community college presidency announcements and position descriptions posted in *The Chronicle of Higher Education* in 2002. Ten recommendations for future research and practice are also presented.

CHAPTER II

REVIEW OF LITERATURE

This chapter will review literature on community colleges and the presidency; leadership in the new millennium; research about the community college presidency; the theoretical framework for Desjardins and Huff community college leadership competency model; roles and responsibilities of the community college president in the 1970s, 1980s, 1990s; community college boards; and female perspective about leadership.

Community Colleges and the Presidency in the New Millennium

During the last 30 years, community college enrollment in credit-based courses has more than quadrupled, based on statistics from Phillippe and Patton (2000). In 1965, 1,041,264 students were enrolled in public community colleges. Three decades later student enrollments reached 5,277,829. Table 1 summarizes enrollment statistics from the National Center for Education Statistics (Phillippe & Patton, 2000).

Table 1. Public Community College Enrollment: Three Decades of Analysis.

Years	Enrollment
1965	1,041,264
1975	3,836,366
1985	4,269,733
1995	5,277,829

Source: Phillippe & Patton (2000), p. 25.

Hendley (2000) has summarized American Association for Higher Education (AAHE) member viewpoints on how higher education has changed over the past 30 years. Members congratulated the community colleges "for making higher education accessible to more students, particularly students who are members of minority or other historically underserved groups" (Section 7, para. 1).

Table 2 presents data on part-time enrollments and female enrollments. A majority of the students enrolled at community colleges attend as part-time students. Full-time enrollment tends to be more characteristic of traditional-aged students (18 to 19 years old) at community colleges. In 1997, 70 percent of 18 to 19 year old students at community colleges were enrolled on a full-time basis. This figure contrasts with the balance of the student body at community colleges that attend on a part-time basis, as presented in Table 2 (Phillippe & Patton, 2000).

Phillippe and Patton (2000) noted that approximately 58 percent of all community college students are women. This statistic has remained constant, based on Fall headcount enrollment at public community colleges throughout the 1990's (see Table 2).

Table 2. Public Community College Student Characteristics: Enrollment Status and Gender.

Years	Percentage of Students Part-Time	Percentage of Students Female
1991	64.7%	57.5%
1993	64.2%	57.8%
1995	64.7%	57.5%
1997	64.0%	57.8%

Source: Phillippe & Patton (2000), p. 28-29.

"Minority enrollment at community colleges increased from 25 percent in 1992 to

30 percent in 1997. At four-year colleges, minority enrollment increased from 21 percent

to 24 percent during that same period" (Phillippe & Patton, 2000, p. 37). See Table 3 for

more information.

Table 3. Public Community College Enrollment: Racial and Ethnic Background.

Racial/Ethnic Background	Percentage of Total Enrollment		Percentage of Minority Enrollment	
	1992	1997	1992	1997
Black	9.9%	11.1%	39.0%	36.9%
Native American	1.1%	1.3%	4.5%	4.3%
Asian/Pacific Islander	5.0%	5.8%	19.8%	19.5%
Hispanic origin	9.3%	11.8%	36.8%	39.3%
Minority Subtotal	25.4%	30.0%	100.0%	100.0%
White	70.6%	64.8%		
Race/Ethnicity unknown	1.6%	1.5%		
Nonresident alien	2.5%	3.8%		
Total	100%	100%		

Source: Phillippe & Patton (2000), p. 36-37.

Vaughan (1998) noted the increased complexity of the presidency. "The

community college presidency is more complicated today than in the 1960s and 1970s"

(p. 12). He cited various reasons for the complexity, such as: trustees are better educated;

the nation's population is changing and people other than Caucasian males are

represented on boards; the demand for highly trained workers has increased; graduates

must compete in a global market versus a local market; accountability is more important

and presidents must lead institutional effectiveness efforts; funding formulas are

changing and state funding for higher education is decreasing; partnerships are required,

they are no longer optional; technology is creating new opportunities and problems; there

is a diverse student population to serve; and the board-president relationship is changing. Vaughan (1998) summarized all of these findings into one statement, "The community college presidency is more complicated today if for no other reason than American society is more complicated today than in the past" (p. 17).

Leadership in the New Millennium: An Emergent Concept

Leadership in the new millennium is an emergent concept as literature from the past decade has described the future leader as being one that must be adept at leading in a culture of change (Astin & Astin, 2000; Bennis & Nanus, 1997; Bensimon & Neumann, 1993; & Fullan, 2001). Leaders are now operating in an increasingly complex and uncertain world. Nonlinear, constant change has arrived and is hear to stay. These new millennium events have changed how leaders will influence change within the organizations in which they lead. As Fullan (2001) states, "The more complex society gets, the more sophisticated leadership becomes" (p. ix).

Bensimon and Neumann (1993) discuss leadership as a process of responding to change in an ever-increasing complex and unpredictable world. Leadership as we know it in these turbulent times will require the ability to create cohesive teams to make change happen. "There is now considerable interest in looking at leadership not as a 'one-person act' but as a collaborative endeavor. We are beginning to think of leadership not in terms of single individuals but in terms of teams" (Bensimon & Neumann, p. ix). Astin and Astin (2000) and Bennis and Nanus (1997) describe leadership as a group process, not one whereby an individual directs and supervises employees. A team-centered approach to leadership enhances the ability of organizations to master new knowledge to improve problem solving, productivity and innovation in a technologically complex and

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information-rich environment (Astin & Astin, 2000; Bennis & Nanus, 1997, Bensimon & Neumann, 1993; & Fullan, 2001).

Leadership into the future will require the creation of learning organizations. Leaders will need to be perpetual learners to survive in the future (Bennis & Nanus, 1997). "The central premise of the collaborative view is that learning is the most important activity of modern-day organizations" (Bensimon & Neumann, 1993, ix). In *Leadership Reconsidered*, Astin and Astin (2000) identify 'creating a learning environment' as one of the 10 qualities for effective leadership.

Further along the lines of learning organizations are Fullan's (2001) concepts of 'knowledge creation and sharing'. He has identified 'knowledge creation and sharing' as one of the five components of effective leadership in his new framework for leadership. In his book *Leading in a Culture of Change,* Fullan elaborates on knowledge creation, "effective leaders understand the value and role of knowledge creation, they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members" (p. 87). 'Knowledge activation' as noted by Von Krogh, Ichijo, and Nonaka (2000) "is about enabling, not controlling…anyone who wants to be a knowledge activist must give up, at the outset, the idea of controlling knowledge creation" (p. 158).

> In a turbulent future, the ideal leader will not be a super solo hero who makes all the right decisions and tells others how to carry them out. Rather, the ideal leader will by someone who knows how to find and bring together diverse minds – minds that reflect variety in their points of view, in their thinking processes, and in their question-asking and problem-solving strategies; minds that differ in their

unique capacities as well as in their unique limitations. (Bensimon & Neumann, 1993, p. 1)

"Leadership is what gives an organization its vision and its ability to translate that vision in to reality" (Bennis & Nanus, 1997, p. 19). Ideal leaders of the future will be less an "expert" at some tasks and more an orchestrator of multiple complex tasks (Bennis & Nanus, 1997; & Bensimon & Neumann, 1993). The new leader will be involved in the facilitation of collective thinking. "The real work of the organization is done by the people in it, just as the music is produced only by the members of the orchestra" (Bennis & Nanus, p. 1997). In the future, it is likely that we will stop thinking of leadership as the property or quality of just single persons, rather we will think of leadership as occurring among and through a group of people engaged in collective thinking and acting.

Research about the Community College Presidency

A primary researcher of the community college presidency is George Vaughan. His research has used both qualitative and quantitative research methods and has been published in 1986, 1994, 1998 and 2002. Research for each of his studies was conducted one to three years prior to publication of his research findings. Vaughan's *Community College Presidency* (1986) was the first major publication about the community college presidency. This book is defined by Lewis (1989) as "A central work in the literature on the community college presidency. Its recency and comprehensiveness make it a primary reference in the field" (p. 20-21).

Community College Presidency

Vaughan (1986) researched the preparation, values, and social and economic backgrounds of community and junior college presidents. These data elements were gathered in 1984 using the Career and Lifestyle Survey (CLS) and included 591 out of 838 public community college presidents, representing 71 percent of the total population of all community colleges in 1984. Presidents who responded to the CLS survey were asked to identify the top two community college presidents in their state, not including themselves. From this list, Vaughan identified individuals as outstanding presidents if they received two to five votes in their state. Seventy-five presidents were then given a Leadership Survey (LS) and 68 (84%) returned the LS. The recipients of the LS survey were also asked to identify the names of two outstanding community college presidents, excluding themselves, across the nation. "Ten presidents received three or more votes from the 68 individuals who returned the survey. Nine of the ten had been identified as leaders in their respective state; this would seem to validate the peer review process used for identifying leaders" (Vaughan, 1986, p. xvi).

Tables 4 and 5 outline the findings the Leadership Survey (1986). "The survey asked the leaders to rate the personal attributes, skills and abilities required of the successful president" (Vaughan, 1986, p. 185). The survey used a 3-point rating scale with one being of little importance and 3 being of extreme importance.

In applying the scale, personal attributes that received the highest rating included integrity, good judgment, courage, and concern for others. The item that received the lowest rating was charisma.

Table 4. Presidents Who are Leaders: Personal Attributes.

Rating Scale	Ratings of Personal Attributes
Of Extreme Importance 3.00	
	2.96 Integrity
	2.96 Judgment
	2.85 Courage
	2.80 Concern
	2.67 Flexibility
	2.65 Philosophy
	2.62 Loyalty
	2.57 Energy Level
	2.55 Optimism
	2.54 Excel
	2.42 Humor
	2.36 Health
	2.18 Ambiguity
	2.16 Intelligence
	2.14 Social Ease
	2.06 Curiosity
Of Considerable Importance 2.00	
	1.98 Charisma
Of Little Importance 1.00	

Source: Vaughan (1986), p. 185-191.

Table 5 presents the findings for skills and abilities of leaders. The top-ranked skill of successful presidents was the ability to produce results. The next skills were the ability to select people, the ability to resolve conflict, and the ability to communicate effectively. Establishing and maintaining peer networks and producing scholarly publications received the lowest ranking.

Table 5. Presidents Who are Leaders: Skills and Abilities.

Rating Scale	Ratings of Skills and Abilities
Of Extreme Importance 3.00	
	2.96 Produce Results
	2.93 Select People
	2.85 Resolve Conflict
	2.84 Communication
	2.79 Motivate Others
	2.77 Analyze, Evaluate
	2.77 Articulation
	2.76 Relate
	2.69 Define Problems & Solutions
	2.61 Take Risks
	2.58 Delegation
	2.52 Team Member
	2.50 Know Community
	2.25 Manage Information
	2.11 Independence
Of Considerable Importance 2.00	
	1.98 Peer Network
	1.28 Publication
Of Little Importance 1.00	

Source: Vaughan (1986), p. 185-191.

The first book by Vaughan (1986) was about the leaders leading community colleges.   Table 6 presents a summary of the themes identified by Vaughan from the interviews with leaders about leadership.

Table 6. George Vaughan: Leaders on Leadership.

Personal Attributes	Skills and Abilities
Examples included the following: • Sound judgment • Ability to plan for the future • Anticipates problems • Motivates people • Ability to work well with people • Has support of special interest groups Note: Belief was identified that one's personal characteristics know no boundaries.	Examples include the following: • Development of new management and organizational skills • Management of change • Understanding about technology and what computers can do and cannot do. • Translator of research into practice • External role – leadership in development • External role – working with business and industry • External role – fund raising • External role – working with politicians and the legislature • Cooperative with other organizations • Flexible • Creative • Willing to involve others in decision-making process • Has mutual concern for the advancement of the institution • Does not fight collective bargaining • Able to compromise • Understanding of financial affairs • Keeping up-to-date about current affairs in the world • Knows what is happening in education

Source: Vaughan (1986), p. 202-207.

Vaughan (1989) summarized the purpose for writing his first book in the following words, "Most presidents, trustees, would-be presidents, faculty members, scholars of higher education, and others interested in the community college have little or no knowledge about who has led these institutions, who is leading them now, and, perhaps more significant, who will lead them in the future" (p. xi).

Leadership in Transition: The Community College Presidency

In his second book, Vaughan (1989) articulated a need for new leadership in community colleges across the nation. The formative years of the community college presidency (1960s, 1970s, and 1980s) had passed, and it was critical that community colleges respond to their ever-changing publics. During the formative years of the community college presidency, Vaughan (1989) described community colleges as opening in "storefronts, in army barracks, and on abandoned chicken farms" (p. 2). This was "before community-based and lifelong learning became a part of the community college's lexicon" (p. 2). The 1989 book built on the research data gathered and reported in his 1986 book by adding to the information collected about community college presidents regarding social and economic backgrounds, as well as formal preparation and personal values for the following groups: female presidents, black presidents, Hispanic presidents, and Deans of Instruction at community colleges. "Founding presidents had a focus for their presidency—to construct buildings, to employ faculty and staff, and to enroll students—but that the current community college presidency suffers from a lack of focus" (Vaughan, 1989, p. xi).

Vaughan (1989) reflected about leadership of the community college presidents. Most of the information is personal perspective, with quotes integrated from outside sources. Survey research was conducted and integrated into the second half of the book, and included the use of the CLS survey, which was distributed to Deans of Instruction and female, black, and Hispanic presidents. "Understanding the community college presidency is a complicated process, especially when one attempts to understand not only the position but how society has affected those who aspire to the office and become

presidents" (Vaughan, 1989, p. 66). Vaughan (1989) received responses from 35 of 58 female community college presidents, including women from 17 states. Vaughan's (1989) research produced 12 conclusions that offer insight into what it means to be a minority president in today's society:

- Stereotypes associated with women and blacks continue to cause some members of these groups difficulties in obtaining and filling the presidency.

- A "double standard" is applied to women, blacks, and Hispanic presidents in some instances whereby they are expected to do more and be forgiven less for mistakes than is the case with white male presidents.

- Breaking into the "good old boy" network is a major challenge for women, blacks, and Hispanics. Neither women, blacks, nor Hispanics have been able to establish peer networks that are as influential as the existing predominantly white male networks.

- Blacks face a major problem in that they are seen as well suited to lead inner-city, predominantly black institutions but not predominantly white suburban ones.

- Questions relating to sex (gender) are more common in the presidential interview than are questions relating to race.

- There are assets and liabilities associated with being a female, black or Hispanic president. In the case of women, most of the assets and liabilities are associated with 'female characteristics' and therefore do not limit women to a certain type of institution.

- Fifty-four percent of the women, 54 percent of the blacks, and 10 percent of the Hispanics stated that affirmative action programs aided them in becoming president.

- Mentors and role models are important to a number of women and minority presidents. Mentors tend to be white males; role models tend to come from the sex, race, or ethnic background of the minority president.

- A large number of women and minority presidents had "negative role models." The "negative role model" mentioned most often was a community college president.

- Sixty-six percent of the female presidents view the presidency as asexual once they assume office.

- The role of the spouse was not an important factor in the selection of women or minority presidents.

- Racial and ethnic minorities and women face special challenges as they strive to move into the presidency. Governing boards, current presidents, the college community, and society in general remain somewhat insensitive to these challenges. However, most boards appear to want the presidency to be filled by outstanding leaders, regardless of sex, race, or ethnic background. (pp. 67-68)

Community College Presidency: Current Status and Future Outlook

Vaughan, Mellander, and Blois (1994), authored a book that was grounded in data collected in 1991. The Career and Lifestyle Survey (CLS) was completed by 837 of 1,097 public community college leaders and represented 76 percent participation of all Community College presidents. Insert new data – have ordered book ILL, 12-15-2003

The Community College Presidency at the Millennium

Vaughan and Weisman (1998) released the findings of the third national study on the characteristics of the community college president. This book included quantitative data from the Career and Lifestyle Survey (CLS) as well as qualitative data from interviews with 13 community college presidents. Respondents were drawn from rural, urban, and suburban colleges from 46 states within the United States. This group also included male, female, Caucasian, and minority presidents.

Over 70 percent of public community college presidents responded to the CLS, or 680 out of 926 community colleges. Interim or acting presidents were excluded from the study. This study provided personal and professional profiles of current presidents regarding demographic characteristics, educational background, family background, lifestyle background, professional background, professional activities and perceptions, employment data, and plans to leave the presidency. A comparison is also cited with selected data from 1984. Findings from the 1996 CLS survey include the following:

- The doctorate is required for most presidencies today.

- 89 percent of today's presidents have a doctorate, EdD or PhD.

- 62 percent of the presidents in the study have a doctorate in higher education.

- "90 percent of today's presidents come from within the community college field, indicating that community college boards tend to choose 'one of their own' when selecting a president" (Vaughan & Weisman, 1998, p. 3).

- Average tenure in the community college presidency is seven and one-half years.

- There was a significant increase in the number of female presidents from 1991 to 1996; 11 percent in 1991 and 18 percent in 1996.

- The average age of presidents in 1996 was 54 years, with 58 being the mode.

- In 1984, 92 percent of the presidents were married; in 1996, 90 percent are married.

- Approximately 60 percent of all female presidents (1996) are married; in contrast, 95 percent of the male presidents in the study are married.

   "As in the previous study (Vaughan, 1986), today's community college presidents can be viewed as high achievers who, as first-generation college graduates, managed to leapfrog to the top of their profession. More than three-quarters of the parents of current presidents did not attend college and the majority worked in occupations that did not require more than a high school education" (Vaughan & Weisman, 1998, pp. 35-36).

   Skills and traits identified by the community college leaders, through the Leadership Survey (Vaughan & Weisman, 1998) produced the following conclusions:

- Funding – A lack of adequate funding was identified as the most critical issue.

- Technology – The role of technology in the educational process was identified as the second most critical issue.

- Leadership and Governance – There is a great need for honest, effective and knowledgeable leaders who embraced shared-governance in moving colleges into the future.

- Interacting with Change – Successful colleges will welcome change as an opportunity and the ability to deal with uncertainty and ambiguity will be important. The ability "to respond creatively and imaginatively to the massive,

sweeping, and fast-paced changes taking place in so many areas and coming from so many directions" (p. 141).

- Workforce Development – This issue appeared at the top of many presidents' lists of critical issues. One president noted, "Becoming learning colleges that focus the mission on meeting the economic development needs of your community" (p. 142) as being the issue facing community colleges in the very near future. "Current practice is too often based on faculty competencies and contracts that lock a college into courses for which there is limited demand by students or the businesses and industries in the community" (p. 142).

- Accountability and Mission – "Legitimizing our role and mission in light of increasing attacks on public education" is a major issue (p. 143).

- A Potpourri of Issues – Other issues that appeared to be critical to the presidents included "dealing with students who are academically unprepared for college, maintaining enrollment at a level commensurate with the college mission and retirement and retraining of senior faculty" (Vaughan & Weisman, 1998, p. 144).

The Community College Presidency 2001

Vaughan and Weisman (2002) presented the latest findings of a fourth national study on the characteristics of the community college president. This research brief included quantitative data from the Career and Lifestyle Survey (CLS). Again, over 70 percent of public community college presidents responded to the CLS, or 661 out of 936 community colleges. Interim or acting presidents were excluded from the study.

This study provided personal and professional profiles of current presidents regarding demographic characteristics, educational background, family background,

lifestyle background, professional background, professional activities, community and business relations, employment conditions. A comparison is also cited with selected data from 1984, 1991, 1996 (Vaughan, 1986; Vaughan, Mellande, & Blois, 1994; Vaughan & Weisman, 1998). Highlights from the 2001 CLS survey results include the following:

- When comparing data from 1991 to 2001, the percentage of presidents who were female increased from nearly 11 percent to 28 percent respectively. (Vaughan & Weisman, 2002)

- "Over the same 10-year period, little change occurred in representation by members of racial or ethnic minorities; the proportion of presidents who were white continued to exceed 85 percent" (Vaughan & Weisman, 2002, p. 1).

- "Ninety-five percent of all presidents served on the board of a community-based or nonprofit organization" (Vaughan & Weisman, 2002, p. 1).

- Meetings with high-ranking officials of business and industry occurred more frequently than meetings with officials of local school districts. (Vaughan & Weisman, 2002)

- "The rate of anticipated presidential retirements appeared to be accelerating, with more than 79 percent of the presidents planning to retire within 10 years" (Vaughan & Weisman, 2002, p. 1).

In another research study by Gonzãlez Sullivan (2001) four generations of community college leadership were identified: the founding fathers, the good managers, the collaborators, and the millennium generation. Particular attention was given to the current and emerging generations. Findings from this 2001 study identified a shift in leadership style from the participatory approach preferred by presidents in the 1990s to in

2000, one that allows for just-in-time responses to workforce training needs. This change in style will demand that future leaders are innovative and approach leadership in a collegial model as they respond to dramatic changes in higher education resulting from globalization and the technology explosion.

National President's Study

Another research study on college presidents that is critical in the analysis of the community college presidency is the National Presidents' Study (Ross & Green, 2000). This study described the background and career paths of college and university presidents and collected data during 1986, 1990, 1995, and 1998. "The National Presidents' Study is the only source of demographic data on college and university presidents from all sectors of higher education" (Ross & Green, 2000, p. 1).

Baseline data were gathered using the National Presidents' Study in 1986. The researchers achieved a 75 percent survey return rate; the survey was sent to the chief executive officer of 2,822 regionally accredited higher education institutions and 2,105 presidents were included in the final study. The researchers gathered data on the following items: age, gender, race, educational background, pathway to the presidency, career mobility and experiences. The data classifies the presidents by the type of institution led: doctorate granting, master's, baccalaureate, two-year, and specialized based on the Carnegie Classification (1994).

These profiles were updated in Green and Ross (2000) which presented information about college and university presidents' education, length of service, personal characteristics, career paths, race/ethnicity and gender. This report highlighted changes in the presidential landscape from 1986 to 1998. Since 1986, the most striking

change was an increase in the percentage of women presidents, from six percent in 1986 to 22 percent in 1998 in all institutions. Another significant change was in the percentage of minority presidents at two-year public institutions, which increased from eight percent in 1986 to 13 percent in 1998. The percentage of two-year college presidents that had a Ph.D. increased from 39 percent in 1986 to 46 percent in 1998. The number of two-year college presidents with an Ed.D degree remained stable from 1986 to 1998 at 43 percent. Ten percent of two-year college presidents in 1998 had a master's degree, dropping five percentage points since 1986 (Green & Ross, 2000, p. 23).

Theoretical Framework – The Leading Edge:
Competencies for Community College
Leadership in the New Millennium

This work began in 1986, when Carolyn Desjardins conducted postdoctoral research on leadership at Harvard. Desjardins analyzed qualitative interviews with community college presidents using moral themes relating to social justice and rights, building on the work of Carol Gilligan at Harvard, (Desjardins & Huff, 2001). Huff (2001) "analyzed the same set of interviews from a competency perspective and produced the original competency model" (Desjardins & Huff, p. 11). In 1987, Desjardins and Huff developed a community college leadership competency model from a database of 76 interviews. The sample population was half male and half female, ethnically diverse, and included all sizes of community colleges in the United States. The method used by the researchers was a critical incident study, whereby "top performers in a role are identified and interviewed" (Huff, 1996, p. 2). The interviews were two hours in length and were tape-recorded for further analysis. The interviewees were asked to discuss experiences from the past year and one-half, "so the details of their experiences can be recalled, and

to select episodes which represent challenges they have faced" (Huff, 1996, p. 2).
Following the interviews, the tapes were analyzed and themes were identified around
constructs or competencies.

In a process of revalidating the model, Huff (1996) interviewed six presidents
from the original sample, "top performers" that were evaluated as outstanding community
college leaders. "A sample size of six was deemed as sufficient for re-investigation"
(1996, p. 2) since the researchers had interviewed 76 community college presidents in
their original study. Huff then analyzed the data and "independently rated all six current
participants as outstanding based on competency models for other leaders that she has
developed over the past twenty years" (1996, p. 2). The interviewees reviewed the
interview findings and found "the model accurately reflects the competencies of their
positions" (Huff, 1996, p. 2).

"The competency model is an 'ideal paradigm or written role model' reflecting
competencies that some of American's most outstanding community college presidents
have in common" (Huff, 1996, p. 4). "Overall, however, competencies tend to be fairly
stable from decade to decade; therefore, there would probably be more refinement than
change in the model ten years hence" (Desjardins & Huff, 2001, p. 13). Each president
in the sample possessed all 22 competencies, but they were not equally strong. "Some,
for example, were more creative and skillful than others at fund raising; others were more
experimental in developing new processes" (Huff, 1996, p. 4). "No single person in the
sample generated all that is reflected in the model. Rather, the study participants
exhibited these competencies in varying degrees, each with individual strengths and
priorities dealing with colleges with unique identities" (Huff, 2001, p. 12). It is the goal

of the researcher to "revisit models at least every five years to identify changes and to adequately reflect advances in the state of the art" (Huff, 1996, p. 3).

Leadership Fundamentals

Tables 7 through 11 present additional information about the five foundational leadership competencies as identified by Desjardins and Huff (2001). These five foundational leadership competencies include the following: demonstrates high-involvement leadership; creates a shared vision; champions change; maintains perspective; and maintains equilibrium.

Table 7. Leadership Fundamentals: Demonstrates High-Involvement Leadership.

Competency	Themes
A.1 Demonstrates High-Involvement Leadership	a) Creates or enhances democratic structures and broad-based participatory processes or governance, planning, and decision-making; b) Stays connected and involved in the teaching and learning activities of the college; maintains identity as an educator as well as an administrator; c) Stays highly accessible to faculty, staff, students, the board, and peers in the district; gets to know as many people as possible on an individual level; d) Serves as an exemplar of the philosophy, ethics, and values he or she espouses; e) Seizes opportunities to shape public policy and otherwise influence the future of community colleges; f) Strikes an optimum balance between providing ample opportunity for dialogue and debate and moving ahead decisively; g) Builds respect for his or her professional skills, wisdom, and good will that leads others to support decisions make unilaterally during crisis; and h) Retains veto power in decisions of the college in keeping with his or her accountabilities as president. (Desjardins & Huff, 2001, p. 19)

Table 8. Leadership Fundamentals: Creates a Shared Vision.

Competency	Themes
A.2 Creates a Shared Vision	a) Incorporates broad-based input in drafting and revising the college's vision statement; b) Leads a process for all sectors of the college to articulate values and agree upon a common set of values to which the institution will publicly commit; c) Inspires faith that dreams can be realized through teamwork, creativity, and dedicated efforts; overcomes negativity and skepticism; d) Uses the college's vision statement as a touchstone for discussing priorities of the college and evaluating results; e) Helps people see connections between their everyday activities and the broader vision for the college; f) Keeps the vision, values, and general principles of the college alive and central in everyone's thinking. (Desjardins & Huff, 2001, p. 21)

Table 9. Leadership Fundamentals: Champions Change.

Competency	Themes
A.3 Champions Change	a) Has high energy for moving ideas forward; serves as a catalyst for and champion of change; b) Bases decisions about major changes on careful investigation into the merits and drawbacks of what is currently in place; involves the college in weighing costs and benefits of options; c) Tailors change projects and problem solving to the unique characteristics and needs of the college; refrains from imposing preconceived concepts and models; d) Manages change from a vantage point of insight into the perspective and interests for the various stakeholders; e) Schedules change in accordance with windows of opportunity and people's receptivity; f) Selects priorities for change carefully, taking care not to exhaust people or detract resources from the central mission and priorities of the college; and g) Satisfies people's need for more immediate, visible improvements while working on longer-term, less visible changes. (Desjardins & Huff, 2001, p. 23-24)

Table 10. Leadership Fundamentals: Maintains Perspective.

Competency	Themes
A.4 Maintains Perspective	a) Maintains a broad perspective on the college; resists getting so involved with details that the big picture is lost; b) Accumulates insight and understanding of what a healthy college looks like and is quick to spot departures from the ideal; c) On taking office, works quickly to become familiar with all aspects of the college's operation; d) Studies the history of how things came to be as they are at the college in order to put deliberations about change into historical perspective; e) Continually reflects upon own leadership experience and that of others to identify concepts and ideas relevant to his or her practice; f) Stays abreast of social, economic, demographic, and other trends at the local, national, and global levels and considers what they could mean for the college; g) Engages in activities to expand his or her perspective on the college and community; and h) Keeps the long- term good of the institution always in mind; does not sacrifice long-term good for short-term gain. (Desjardins & Huff, 2001, p. 26)

Table 11. Leadership Fundamentals: Maintains Equilibrium.

Competency	Themes
A.5 Maintains Equilibrium	a) Carefully matches career choices to his or her skill set, interests, and long-term developmental and career goals; b) Makes the massive job of the presidency manageable by identifying people in the organization to whom he or she can reliably delegate; c) Balances work and obligations with activities that sustain and refresh the spirit; nurtures the connection between the inner life of spirit and the outer life of action and service; d) Cultivates a sense of humor and perspective, taking work seriously and self lightly; e) Reaches out judiciously to trusted others for comfort and advice in troubling situations; and f) Makes the difficult decision to changing venue when necessary to restore his or her vitality. (Desjardins & Huff, 2001, p. 28)

Culture and Climate

Definitions of the eight organizational culture and climate leadership competencies are provided in the following section, as identified by Desjardins and Huff (2001). These eight organizational culture and climate leadership competencies include the following: creates a student-centered learning environment; stresses community centeredness; values cultural pluralism; creates cohesiveness; prevents crises; empowers others; fosters creativity and innovation; and recognizes and rewards excellence. Listed below in Tables 12-19 are the themes related to the eight organizational culture and climate leadership competencies that were identified by Huff in the development of the Community College Leadership Competency Model.

Table 12. Culture and Climate: Creates a Student-Centered Learning Environment.

Competency	Themes
B.1 Creates a Student-Centered Learning Environment	a) Keeps the central mission of the college to provide quality education to all students-not just the academically and financially gifted-continually before administration, faculty, and staff; b) Anchors self-assessment of the college firmly in student learning outcomes and invests in developing the information base needed to make such analysis sound; c) Insists that the faculty set challenging yet realistic goals for students' d) Develops the infrastructure required to enhance the likelihood of student success; e) Is mindful of the hardships many students endure to get an education and urges everyone to be sensitive to the potential impact of their decisions and actions on students;

Table 12. Culture and Climate: Creates a Student-Centered Learning Environment continued.

Competency	Themes
B.1 Creates a Student-Centered Learning Environment	f) Works with the colleagues, other colleges, consortia, and other groups such as business partners to provide more opportunities to broaden the world of students beyond local and national boundaries and to better equip them as global citizens and workers; g) Displays, by demeanor and reactions, concern for students and their learning; is open and approachable; h) Seizes opportunities to get to know students better; i) Stays in touch with student leaders, engaging them in ongoing dialogue and involving them in meetings about critical campus issues; and j) Advises students of the importance of their role as college ambassadors in the community, in public schools, in the legislature, and with business and industry, and coaches them in how to represent the college well. (Desjardins & Huff, 2001, p. 33-34)

Table 13. Culture and Climate: Stresses Community Centeredness.

Competency	Themes
B.2 Stresses Community Centeredness	a) Ensures that the college serves as a model institution for the community in its values, processes, and achievements. b) Becomes a visible, connected presence in the community, participating in activities and organizations that match his or her skills and interests. c) Coordinates personal community involvement with faculty and staff to encompass as many community sectors as possible. d) Maintains high presence for the college at community ceremonies.

Table 13. Culture and Climate: Stresses Community Centeredness continued.

Competency	Themes
B.2 Stresses Community Centeredness	e) Encourages faculty to incorporate service-learning options in their classes so students can learn experientially as they serve their communities. f) Keeps curriculum planning and development firmly grounded in community needs assessment (e.g., interviews, focus groups). g) Kindles cooperative, mutually beneficial organizational relationships with citizen groups and community organizations. h) Inspires allegiance in the business community by drawing clear links between college and business values, commitments, and aspirations. i) Creates pride and ownership by engaging community members in planning the future of the college. j) Helps people in the communities the college serves to take on leadership roles for the betterment of the community. (Desjardins & Huff, 2001, p. 37)

Table 14. Culture and Climate: Values Cultural Pluralism.

Competency	Themes
B.3 Values Cultural Pluralism	a) Views cultural pluralism as invigorating the exposure to diverse cultures as a vital component of a good education. b) Promotes cultural pluralism from the board through the faculty and student body as a priority of the college, soliciting ideas and supporting initiatives to that end. c) Uses the demographics of the communities served by the college as a touchstone for dialogue. d) Ensures that recruiting practices and personnel policies and procedures support diversity agendas. e) Recognizes that various cultural, ethnic, and social groups have internally heterogeneous elements, and attends to differences and disagreements that can exist within common bonds. (Desjardins & Huff, 2001, p. 39)

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Table 15. Culture and Climate: Creates Cohesiveness.

Competency	Themes
B.4 Creates Cohesiveness	a) Works consistently and systematically to break down hierarchical and cross-functional barriers to cooperation and teamwork. b) Helps people in the college understand the broader system of which the college is a part, the needs of that system, and complementary capabilities. c) Helps upper- and middle-level managers think cross-functionally and take all aspects of the college's operations into account in deliberations. d) Builds new alliances in pursuit of common goals through joint ventures with other colleges and organizations. e) Strives to create an open, inclusive environment in which people are comfortable revealing their true identities and values and talking about their ideas. f) Serves as a broker in providing linkages among people and ideas. g) Stages events that help create strong bonds, such as celebrations on completion of major projects of the college. (Desjardins & Huff, 2001, p. 42)

Table 16. Culture and Climate: Prevents Crises.

Competency	Themes
B.5 Prevents Crises	a) Creates a culture in which people converse, listen, disagree, and air grievances in a civil manner that respects the intelligence and humanity of others. b) Lets angry people voice their feelings; does not react defensively or punitively. c) Takes care never to shoot the messenger who bears bad news; asks to be the first to know about a serious problem. d) Sets a tone of concern and responsiveness when any group becomes upset about an issue. e) Stays alert for portents of adversity. f) Stays highly visible an accessible in tense situations; maintains personal connection with people and events. g) Mitigates fear, rumors, and discord in difficult times for the college by broad-based dialogue, full disclosure of information, and timely status updates.

Table 16. Culture and Climate: Prevents Crises continued.

Competency	Themes
B.5 Prevents Crises	h) Understands the interests, values, and affections of the various sectors of the college community sufficiently to predict their general responses to adverse developments. i) Publicly and energetically advocates on behalf of the college and its students when forces threaten its welfare. j) Organizes and prepares faculty and staff, in advance of potential crises, to deal with situations effectively. k) Helps people think about concrete, positive steps they can take to deal with crises when they occur despite efforts to prevent them. l) Works cooperatively with unions to clear up old grievances and prevent new ones from arising in the future. (Desjardins & Huff, 2001, p. 44-45)

Table 17. Culture and Climate: Empowers Others.

Competency	Themes
B.6 Empowers Others	a) Encourages everyone in the college to take initiative and to provide leadership; does not view self as the leader of followers. b) Gives people as much latitude as possible to determine how they will go about attaining agreed upon goals and objectives; refrains from micromanaging. c) Takes steps to mitigate his or her positional power where it may interfere with the empowerment of others (e.g., suppresses his or her opinions when people are engaged in formative debate). d) Rejoices in others' optimism; takes care not to extinguish excitement or behave too protectively. e) Empowers broadly (e.g., makes any adjustments to the governance structure required to achieve representation of all sectors of the college). f) Empowers in meaningful domains (e.g., includes faculty and staff in deliberations on such topics as how to downsize, how to operate the institution more efficiently, how to cut costs). g) Locates decision-making authority at the level where people are closest to the issues and are in possession of the most reliable information. (Desjardins & Huff, 2001, p. 47-48)

Table 18. Culture and Climate: Fosters Creativity and Innovation.

Competency	Themes
B.7 Fosters Creativity and Innovation	a) Creates an organizational culture that encourages people to experiment and take responsible risks to solve problems and pursue opportunities. b) Appreciates the value of ambiguity; allows time for ideas to percolate. c) Encourages flexibility and imagination in finding ways to make the impossible happen. d) Experiments with techniques that unleash people's creativity. e) Ensures that governance structures include innovative, creative thinkers. (Desjardins & Huff, 2001, p. 49)

Table 19. Culture and Climate: Recognizes and Rewards Excellence.

Competency	Themes
B.8 Recognizes and Rewards Excellence	a) Knows how to say thank you and says it often. b) Takes care to acknowledge the contributions of everyone involved in the successes of the college. c) Makes certain that people know their efforts and achievements have been noticed by the president and are sincerely appreciated. d) Adds a special, personal touch in providing recognition. (Desjardins & Huff, 2001, p. 51)

Influence

Definitions of the three central competencies related to the use of influence as it relates to the community college presidency are provided in the following section, as identified by Desjardins and Huff (2001). These three central competencies related to influence include the following: influences strategically; ensures effective communication; and establishes effective board relations. Listed below in Tables 20-22

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are the themes that were identified by Huff in the development of the Community

College Leadership Competency Model in the category of influence.

Table 20. Influence: Influences Strategically.

Competency	Themes
C.1 Influences Strategically	a) Becomes familiar with the political interests and agendas of the various individuals and groups within and related to the college. b) Invests the necessary time and energy to gain buy–in and support c) Develops persuasive positions linked to the perspectives and interests of those needing to be convinced. d) Understands and capitalizes upon the symbolic meaning of actions and the broader message being sent. e) Arranges situations and the environment to convey messages and achieve particular objectives. f) Advertises and banks successes; builds an outstanding reputation and network of college supporters. g) Thinks systematically about spheres of influence, taking care not to overlook people with unofficial power. h) Makes full use of his or her network and contacts to bring their influence to bear on matters important to the college. i) Develops team strategies and plans for complex lobbying efforts. (Desjardins & Huff, 2001, p. 57)

Table 21. Influence: Ensures Effective Communication.

Competency	Themes
C.2 Ensures Effective Communication	a) Has a genuine interest in what people have to say; listens attentively with heart and an open mind. b) Responds to incoming inquiries promptly; takes care not to slow down others' progress. c) Creates and maintains routine communication vehicles targeted to all sectors of the governance structure.

Table 21. Influence: Ensures Effective Communication continued.

Competency	Themes
C.2 Ensures Effective Communication	d) Unclogs channels that prevent or inhibit direct communication with the president (e.g., invites e-mail, holds issue forums). e) Equips people with information they need to take initiative and make wise choices. f) Emphasizes to the college community the importance of communicating effectively and sharing information. g) Is meticulous about the details of key communications and presentations of the college; ensures a professional image and high impact. h) Uses the magic of language and the power of symbols to communicate memorably when the occasion demands. (Desjardins & Huff, 2001, p. 59-60)

Table 22. Influence: Establishes Effective Board Relations.

Competency	Themes
C.3 Establishes Effective Board Relations	a) Invests time in educating board members about the operations of the college and in providing background information to new board members. b) Ensures that board members understand their policy-making role as distinct from the leadership-management role of the administration; reinforces behaviors that avoid micromanagement by the board. c) Makes time for casual contact to get to know board members as individuals. d) Attends to the dynamics of the board; invests time and effort in enhancing working relationships among board members. e) Maintains a high level of clear, trustworthy, and timely communications with board.

Table 22. Influence: Establishes Effective Board Relations continued.

Competency	Themes
C.3 Establishes Effective Board Relations	f) Keeps the faculty and staff well informed about important concerns and activities of the board. g) Builds ownership of decisions among board members by keeping them involved in key undertakings and decisions from the outset. h) Engages board members in sharing their knowledge, skills, and connections to help the college achieve it objectives. i) Encourages the board to be active in professional associations and in touch with state-of-the-art governance practices. (Desjardins & Huff, 2001, p. 61-62)

Business Management

Definitions of the six managerial and business-related competencies defined as critical for community college presidents are provided in the following section, as identified by Desjardins and Huff (2001). These six leadership competencies include the following: maintains high standards; manages finances proactively; invests in professional development; strengthens infrastructure; enhances productivity; and corrects performance problems. Listed below in Tables 23-28 are the themes that were identified by Huff in the development of the Community College President Competency Model for the six Business Management competencies.

Table 23. Business Management: Maintains High Standards.

Competency	Themes
D.1 Maintains High Standards	a) Conveys the philosophy of doing the right things right; stresses attention to quality in all aspects of the college's operations and endeavors. b) Recognizes the limitations of solitary thinking; submits his or her ideas for review and critique and encourages others to do likewise.

Table 23. Business Management: Maintains High Standards continued.

Competency	Themes
D.1 Maintains High Standards	c) Appreciates what can be learned from professional consultants and employs their services to complement and enhance campus expertise. d) Ensures that sound processes are in place for finding the right person for each job in the college. e) Contracts with people concerning values, standards, and expectations before hiring them. f) Hires strong, ethical people who will stand up for their beliefs, who are open to change, and who learn from new information and other viewpoints. g) Insists that all services of the college have a customer service orientation. h) Develops the information base, technology, and skill sets needed for ongoing, college wide self-assessment and quality enhancement. (Desjardins & Huff, 2001, 67)

Table 24. Business Management: Manages Finances Proactively.

Competency	Themes
D.2 Manages Finances Proactively	a) Thoroughly understands the fiscal foundation and status of the college (e.g., investment portfolio and rationale, historical funding patterns, cash flow, monthly reports). b) Knows what to examine or query to competently evaluate the college's financial situation. c) Brings the financial offices of the college into the governance mainstream (e.g., has financial officers demystify financial processes and reports, expands participation in the budget preparation and allocation decisions, is open with faculty and staff about the financial condition of the college). d) Takes a proactive stance to develop new or expanded funding sources for the college.

Table 24. Business Management: Manages Finances Proactively continued.

Competency	Themes
D.2 Manages Finances Proactively	e) Augments the ideas and efforts of novices with expert assistance in developing sound strategic and tactical plans for fund raising. f) Opens doors and provides encouragement and backing for faculty engaged in fundraising activities. g) Organizes and spearheads lobbying campaigns and relationship building activities targeted toward legislators, government, foundation officers, and other funding sources. h) Partners with other colleges, joins consortia, and works with community and corporate partners to increase the likeliness of successful proposal efforts and to provide opportunities and services the college could not otherwise afford. (Desjardins, & Huff, 2001, p. 69-70)

Table 25. Business Management: Invests in Professional Development.

Competency	Themes
D.3 Invests in Professional Development	a) Evaluates the skill set of the college against goals and objectives and creates professional development plans to address discrepancies. b) Invests in formal education and training to increase the skills of faculty and staff in their academic and specialty areas. c) Provides faculty and staff with opportunities to develop the skills they need to ready the college for the future. d) Provides education and learning opportunities for people to enhance their leadership and management skills. e) Encourages and underwrites active participation in professional associations and attendance at conferences. f) Increases the value of training opportunities by sending people in groups and encouraging them to convene afterwards to reinforce and apply learning on the job. g) Generously shares his or her experience and expertise through coaching and serving as a mentor. (Desjardins & Huff, 2001, p. 72)

Table 26. Business Management: Strengthens Infrastructure.

Competency	Themes
D.4 Strengthens Infrastructure	a) Understands the connection between the appearance of the campus and the identity and image of the college; takes the steps necessary to achieve a campus in which residents and the community can take pride. b) Ensures that faculty and staff have the appropriate facilities, equipment, and supplies. c) Takes extra precautions to protect the safety of people and security of property on campus. d) Creates a sound communications infrastructure for the college. e) Recognizes the central role of information technology in the present and future, and invests in technology needs assessment, planning, and development of a robust information technology infrastructure. f) Continually examines the suitability of the organizational structures of the college, revising or refining them as necessary for optimum effectiveness. (Desjardins & Huff, 2001, 74)

Table 27. Business Management: Enhances Productivity.

Competency	Themes
D.5 Enhances Productivity	a) Makes certain that problems, which irritate people and reduce productivity, are resolved and urges others not to treat problems as fixtures of the landscape to be worked around. b) Keeps people clearly focused on priorities of the college. c) Provides the focus and support needed for teams to move steadily forward in completing large college projects. d) Works with faculty and administration to find creative ways to use technology to improve efficiency and to free more time for enrichment and planning activities. e) Reduces red tape and bureaucracy wherever possible. f) Respects people's time; encourages the college wide adoption of tools and techniques for running effective meetings that achieve task and process objectives. g) Continually monitors progress on key projects of the college, providing the encouragement and support teams need for success. (Desjardins & Huff, 2001, p. 76)

Table 28. Business Management: Corrects Performance Problems.

Competency	Themes
D.6 Corrects Performance Problems	a) Works with personnel specialists and legal counsel to understand the legal framework for the college's disciplinary procedures. b) Maintains clear, legally defensible processes for handling performance problems in the college. c) Is comfortable giving corrective feedback and delivers it in a constructive, nondemeaning manner. d) Ensures that ineffective processes that may inhibit employee performance are eliminated or corrected before concluding that employees are unable or unwilling to meet performance goals. e) Promptly attends to performance problems that arise; clarifies what must change, timelines for making change, and consequences of failure to meet expectations (including professional development strategies, where appropriate). f) Is tough-minded and firm with people who refuse to be cooperative when the good of the college is at stake. g) Removes people from positions they are unwilling or unable to execute competently. (Desjardins & Huff, 2001, p. 78)

Roles and Responsibilities of the President in the 1970s

In the 1970s, no research was available relative to the community college presidency. Information available about the community college presidency position can only be found in the presidential job announcements in *The Chronicle of Higher Education.*

Roles and Responsibilities of the President in the 1980s

Vaughan (1986) described the community college president in the 1980s as "a symbol of that group of Americans born of blue-collar parents and reared in blue-collar homes, who either lived through the tail-end of the Great Depression or who had heard

enough stories about it to influence forever their values" (p. 1). Vaughan goes on to say that "One thing we know is that their leap to the top was in spite of, or perhaps because of, their blue-collar background" (p. 2). Leadership was identified by Vaughan (1986) as the single most important characteristic that contributed to the success of community college presidents.

Vaughan described community college presidents in the late 1980's as spending little time on communicating the mission and vision of the organization to the people. "Today's presidents spend too little time on introspection; they spend too little time reflecting on the future of the community college as it relates to the larger society. As a result of the failure to replace the focus of the earlier years, a clear understanding of today's president eludes us" (1989, p. 7-8).

Lewis (1989) released a review of literature on the role of the community college president from 1969 to 1989. In her concluding statements, Lewis described this period of time as turbulent for the community college president: "The president has changed from being an authoritarian figure to being a leader who must share power in order to be successful" (p. 12). By this point in history, shared governance and collective bargaining had weakened the president's authority while presidents still were able to exert power and influence if they were strong, visionary leaders.

Roles and Responsibilities of the President in the 1990s

In (1999) Elizabeth Rocklin, director of board services at the Association for Community College Trustees, stated that "In the past 10 years, the profile of the community-college president has changed dramatically...search committees throughout the country are seeking C.E.O.s with a much wider range of skills than in previous

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decades" (p. 1). She cited the following talents that the leader must possess: a clear understanding of technology, fiscally savvy, the academic leader, understands workforce development, economic development, assessment, performance-based funding, and enrollment management. Rocklin (1999) described successful candidates as having a global perspective of the community college.

<center>Other Factors Affecting the Use of the Competency Model</center>

<center>*Role of Community College Boards*</center>

"Nowhere in higher education is the notion that the college exists to serve the community – the people – more grounded or more important than in the community college. The role of the governing board is similarly grounded in the community. A community college board governs to ensure that the community's interest is served – it is the community's 'voice' " (Smith, 2000, p. 201). The very essence of the community college lies in its connection to the community in which it is located.

Governance systems across the United States vary greatly. "Most states are governed by local boards, some of which are also responsible to a state governing or coordinating board. Colleges in states with no local boards are either part of a state university system or are governed or coordinated by a state board" (Smith, 2000, p. 5). In a statement from the Association of Community College Trustees, "locally governed, community-based colleges are very effective. State boards…can successfully meet the challenges of connecting with their communities through such devices as local advisory boards or committees" (Smith, 2000, pp. 201-202).

Board members are either appointed or elected to a term, which is considered to be a political process. "No evidence exists to establish that one process results in better

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boards than the other. Quality governance requires the continued participation of effective community leaders" (Smith, 2000, p. 203). Approximately half of the states have elected boards. The majority of these boards are found in the western United States. "The number of members on local and state boards range from five to thirty" (Smith, 2000, p. 6).

Board responsibility remains the same, no matter how the members are appointed or elected. Boards are charged to "represent the broad community and public good. Governing boards of public institutions ensure that the mission, goals, and curricula are aligned with community needs" (Smith, 2000, p. 6). Into the twenty-first century, "boards and their colleges will continue to evolve to reflect the more diverse values of the community and an expanded definition of community" (Smith, 2000, p. 9).

"Boards of trustees are entrusted with property that is to be governed on behalf of a beneficiary" (Smith, 2000, p. 16). Public institutional boards are stewards of the public good. "Boards are ultimately accountable to the community for the performance and welfare of the institutions they govern" (Smith, 2000, p. 16). The most important responsibility of the board, as identified by Smith (2000), is the "selecting, evaluating, and supporting the CEO" (p. 19).

Female Perspective about Leadership

Evidence from the field of psychology indicates there are differences in how females and males view leadership and relationships with people. For example, Carol Gilligan (1993) is recognized for developing a theory on women's psychological development. During her time at Harvard, she and her colleagues developed and refined

the Listening Guide Method, a voice-centered, relational approach to psychological research.

> To have a voice is to be human. To have something to say is to be a person. But speaking depends on listening and being heard; it is an intensely relational act. By voice I mean something like what people mean when they speak of the core of the self. Voice is natural and also cultural. It is composed of breath and sound, words, rhythm, and language. And voice is a powerful psychological instrument and channel, connecting inner and outer worlds. (Gilligan, 1993, p. xvi)

In this research, Dr. Gilligan discussed the relational voice and researched the perceptions of reality and truth: how we know, how we hear, how we see, how we speak. Gilligan noted that men used a process of separation, and women used a process of dissociation, that created an inner division or psychic split in women.

Gilligan's (1993) aim in her research was:

> To provide, in the field of human development, a clearer representation of women's development which will enable psychologists and others to follow its course and understand some of the apparent puzzles it presents, especially those that pertain to women's identity formation and their moral development in adolescence and adulthood. (p. 3)

Gilligan (1993) allowed for the expansion of human development theories by including the group that was left out from the construction of the original theories, to call attention to what is missing in its account.

> As we have listened for centuries to the voices of men and the theories of development that their experience informs, so we have come more recently to

notice not only the silence of women but the difficulty in hearing what they say when they speak. Yet in the different voice of women lies the truth of an ethic of care, the tie between relationship and responsibility, and the origins of aggression in the failure of connection…The failure to see the different reality of women's lives and to hear the differences in their voices stems in part from the assumption that there is a single mode of social experience and interpretation. (p. 174)

Gilligan (1993) noted that women have differing moral and psychological tendencies than men. Men think of the world in terms of a hierarchy of power that uses terms of rules and justice, women are more likely to think in terms of caring and relationships and view the world as a web of relationships (DiCroce, 1995). Given these two dichotomous ways of viewing the world, both decision-making and judgment calls could be influenced in a group processes given this dynamic.

The Need for New Leaders

The research methodology described in Chapter 3 was designed in an effort to understand current use of the Desjardin and Huff Leadership Competency Model as it relates to the position announcements and position descriptions for the community college presidency. Outlined on the next page are the research questions used in this study.

Research Questions

1. What competencies listed in position announcements and position descriptions for community college presidents are the same as those in Desjardins and Huff (1987, 1996, 2001) Community College Leadership Competency model?

2. What are the five most frequently listed competencies for the job of community college president, as defined in the position announcements and position descriptions when compared to the Desjardins and Huff Community College Leadership Competency model?

3. What is the number one competency from the Desjardins and Huff Community College Leadership Competency model identified in position announcements and position descriptions?

4. Are there differences in the competencies identified for the community college presidency between?

    4a) local appointed boards and local elected boards?

    4b) local boards and state boards?

    4c) appointed boards and elected boards?

5. Are there differences in the competencies identified for the community college presidency between boards with:

    5a) a female majority or a male majority?

    5b) a female board president or a male board president?

6. Is there a relationship between the rankings of the competencies identified for the community college presidency by:

    6a) local appointed boards and local elected boards?

    6b) local boards and state boards?

    6c) appointed boards and elected boards?

7. Is there a relationship between the rankings of the competencies

   identified for the community college presidency by:

   7a) female majority boards and male majority boards?

   7b) boards with a female board president or male board president?

Chapter Three will describe in detail the methodology of a study applying the Desjardin and Huff Leadership Competency Model to position announcements and position descriptions for Community College Presidents appearing in one year of *The Chronicle of Higher Education.*

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design for the study, as well as the population and sample used. The 22 core competencies of leaders from the Desjardins and Huff, (2001) Community College Leadership Competency Model have been defined and made operational. Lastly, the data collection and analysis methods are described.

Research Design

This study was designed to analyze the competencies posted in *The Chronicle of Higher Education* of community college presidency positions during calendar year 2002. This study analyzed the position announcements against a Community College Leadership Competency model from Desjardins and Huff (1987, 1996, 2001). It also reviewed these findings according to types of governing boards (local elected boards and local appointed boards; local boards and state boards; and elected boards and appointed boards) and whether the board had a majority of females or males as well as, the gender of the board president.

The type of research is positivistic, whereby the study is grounded on an existing framework or theory, and conclusions were drawn from the comparison of community college president position announcements from *The Chronicle of Higher Education* to a community college presidency competency model, *The Leading Edge: Competencies for Community College Leadership in the New Millennium* (Desjardins and Huff, 1996, 2001). In the process of conducting this study, both qualitative and quantitative analysis

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of data were used. This study utilized a mixed model design, which Creswell (2003) defines this process as integration, "Mixing at the state of data analysis and interpretation might involve transforming qualitative themes or codes into quantitative numbers and comparing that information with quantitative results in an interpretation section of a study" (p. 212). Creswell (2003) states "mixed methods researchers can make the theory explicit as a guiding framework for the study. This framework would operate regardless of the implementation, priority, and integrative features of the strategy of inquiry" (p. 213).

Population and Sample

The population defined for this study included all community college president position announcements from *The Chronicle of Higher Education*, spanning the period of January 1, 2002-December 31, 2002. To be included in the study, the college must have met two additional criteria: 1) be a public institution that is state-funded; and 2) be currently accredited by a regional accreditation association. The sample for this study included 76 of the entire population of 80 announcements. Presidential positions posted in the American Association of Community Colleges, bi-monthly newspaper, *Community College Times* were reviewed for a one-month period, and all positions were included in *The Chronicle of Higher Education*. Thus, it appeared that *The Chronicle of Higher Education* is a comprehensive source of position announcements of openings for two-year college presidencies.

Data Collection

All community college presidency position announcements and position

descriptions from *The Chronicle of Higher Education* from January 1, 2002-December

31, 2002 were acquired through examination of an e-mail distribution lists or paper

copies published on a weekly basis. However, many of these announcements did not

contain a complete job description and therefore, complete presidential position

announcements had to be collected from individual college web sites, electronic version

or paper version, or directly from the human resources department at a given institution.

All public information made available to potential candidates through web linkages on

The Chronicle of Higher Education position announcement were utilized in this research.

Information about each board (its type and gender composition) and board

president was collected from a variety of sources. These included the Community

College Policy web site, the state or local college web site, or phone calls and e-mails to

the institution.

Data Definition

Method of Competency Identification

Each competency has an extensive list of themes identified in the qualitative

analysis by Huff (1996, 2001) in the creation of the leadership competency model. This

data can be seen by reviewing the detailed descriptions of the competencies in Tables 8-

29 in Chapter Two.

Each competency identified in the leadership competency model was used to

identify the existence of competencies in the position announcements through a content

analysis of the community college presidential job announcements. "Content analysis is

used to examine written records" (Schloss & Smith, 1999, p. 90). Prior to analysis,

Schloss and Smith (1999) purport that it is important to "locate or develop a coding or classification system that will be used while going through the documents" (p. 90). To increase the accuracy of the content analysis process, individual note sheets that list each competency and associated themes were utilized as a reference tool (see Chapter 2, Tables 7-28). Seventy-six of the 80 job announcements were analyzed which resulted in a report listing competencies by frequency of mention or an ordinal scale that designates the competency most frequently mentioned to the competency least mentioned. Percentages were also calculated for each of the competencies based on the number of position announcements mentioning that competency. In a preliminary analysis of position descriptions and announcements the researcher cited the following examples (See Tables 29-32) that demonstrated the presence of the leadership competency.

Table 29. Examples of Leadership Competencies found in Position Announcements: Leadership.

Category	Leadership Competencies	Examples from Position Announcements
A. Leadership	A1. Demonstrates High-involvement Leadership	"A visible, accessible and decisive leader who develops, trust, supports and delegates to others." Northwest College Wyoming (2002).
	A2. Creates a Shared Vision	"Articulate a clear vision for the college and lead in focusing its planning and implementation efforts on clearly prioritized goals; communicate the vision, plan and related decisions to internal, external constituencies and local, state and federal legislators." Northwest College Wyoming (2002).
	A3. Champions Change	"Willingness to seek and implement changes to take advantage of opportunities and to support innovation." Gavlin Community College District, California (2002).
	A4. Maintains Perspective	"A leader who understands the unique needs and complexities of a residential campus." Northwest College Wyoming (2002).
	A5. Maintains Equilibrium	"Personable and outgoing with a sense of humor." Gavlin Community College District, California (2002).
	Source: Huff (1996, 2001).	

Table 30. Examples of Leadership Competencies found in Position Announcements: Climate and Culture.

Category	Leadership Competencies	Examples from Position Announcements
B. Culture and Climate	B1. Creates a Student-centered Learning Environment	"A student-focused educator with a demonstrated understanding of the teaching/learning process and instructional delivery systems." Northwest College Wyoming (2002).
	B2. Stresses Community Centeredness	"Build and nurture a network of college/community relationships with the Community College Commission and other community college leaders in the State of Wyoming." Northwest College Wyoming (2002).
	B3. Values Cultural Pluralism.	"Provide direction and accountability, and serve as a role model in the recruitment and retention of a diverse and outstanding faculty and staff." Mission College, California (2202).
	B4. Creates Cohesiveness	"An excellent communicator with an open style and willingness to involve others in the decision-making process." Northwest College Wyoming (2002).
	B5. Prevents Crises	"Understanding of interest based collective bargaining and a commitment to a non-adversary approach to negotiations with faculty and professional support staff unions." Gavlin Community College District, California (2002).
	B6. Empowers Others	"A visible, accessible and decisive leader who develops, trust, supports and delegates to others." Northwest College Wyoming (2002).
	B7. Fosters Creativity and Innovation	"Willingness to seek and implement changes to take advantage of opportunities and to support innovation" Gavlin Community College District, California (2002).
	B8. Recognizes and Rewards Excellence	"A supportive administrator who values the contributions of all employees and develops, rewards and holds them accountable."
	Source: Huff (1996, 2001).	Northwest College Wyoming (2002).

Table 31. Examples of Leadership Competencies found in Position Announcements: Influence.

Category	Leadership Competencies	Examples from Position Announcements
C. Influence	C1. Influences Strategically	"Build and nurture a network of college/community relationships with the Community College Commission and other community college leaders in the State of Wyoming." Northwest College Wyoming (2002).
	C2. Ensures Effective Communication	"An excellent communicator with an open style and willingness to involve others in the decision-making process." Northwest College Wyoming (2002).
	C3. Establishes Effective Board Relations	"Ability to work effectively with an elected governing board." Gavlin Community College District, California (2002).
	Source: Huff (1996, 2001).	

Table 32. Examples of Leadership Competencies found in Position Announcements: Business Management.

Category	Leadership Competencies	Examples from Position Announcements
D. Business Management	D1. Maintains High Standards	"Unquestionable integrity and honesty with high ethical and moral standards." Blue Mountain Community College, Oregon (2002).
	D2. Manages Finances Proactively	"Fiscal understanding and competence; Fund raising ability in the private and public sectors and an ability to work effectively with the community-based education foundation." Gavlin Community College District, California (2002).
	D3. Invests in Professional Development	"Philosophical disposition towards personal and professional growth of staff." Los Mendanos College, California (2002).
	D4. Strengthens Infrastructure	"Appreciation for the role of technology in education and supportive of its implementation." Gavlin Community College District, California (2002).
	D5. Enhances Productivity	"Provide energetic and inspirational leadership to effectively guide the college through strategic planning." Butler County Community College, Pennsylvania (2002).
	D6. Corrects Performance Problems	"A supportive administrator who values the contributions of all employees and develops, rewards and holds them accountable." Northwest College Wyoming (2002).
	Source: Huff (1996, 2001)	

Board Type and Composition

Each community college was categorized by type of board (local or state level board) and the way it was formed (appointed or elected). Local boards are boards that oversee one institution alone, or a small set of colleges. State boards have been given the responsibility for overseeing a state system of community colleges. Appointed boards are appointed by the state's governor and confirmed by the state legislature. Elected boards run for election to a seat on the board for a local college or colleges.

The colleges were categorized according to the following descriptions: 1) local board elected (LBE); 2) state board, appointed by the governor (SBA); president reports to a chancellor; 3) local board appointed (LBA); and 4) state board elected (SBE).

The number of females and males on each board was determined and defined as either a majority female or male board based on having more than 50% females or males. Also, board president gender was included. This information was gathered from college web sites or from a direct contact with college personnel at a given college.

Data Analysis

To assist in the data analysis process, the researcher created multiple spreadsheets using Microsoft Exel software that describes each position announcement. It contained an indication of whether a competency is included ("yes" or "no" for all 22 competencies), the type of board (LBE, SBA, LBA, SBE), board composition (number of men and number of women which was calculated to identify which gender represents a simple majority) and gender of board president.

Reliability as applied to data analysis was addressed by the researcher for both intra-rater reliability and inter-rater reliability. Intra-rater reliability was controlled for by

the researcher conducting time-lapse reviews of 20 position announcements with two-week intervals between reviews. Inter-rater reliability was addressed by having two educators with a doctorate in Education review 20 position announcements and compare them to the researcher's review of each announcement. The researcher provided a two-hour training session with both coders present. During this session the group brainstormed synonyms and paraphrases that matched the meaning of each competency. Once this occurred, the group reviewed the twenty presidential position announcements published in 2002 in *The Chronicle of Higher Education,* and shared findings after the coding of each position announcement.

For Research Question 1, all 80 presidential position announcements were analyzed according to the process outlined earlier, resulting in frequency counts for each of the 22 competencies. This information was then placed in order using average rank (from most frequently mentioned to least mentioned) and percentage of position announcements with the competency. A frequency distribution using the four major categories from the competency model was created. Comparisons were made between the position announcements and the Desjardins and Huff competency model.

For Research Question 2, the frequency and percentage results of the analysis for Research Question 1 were placed in rank order, and were also used to answer Research Question 3.

For Research Question 4, the results of the competency analysis were separated by the community college type of board resulting in lists of competencies by frequency and percent of total announcements for 4a) Local appointed boards and local elected boards; 4b) Local boards and state boards; and 4c) Appointed boards and elected boards.

Chi square was used to determine if there was a significant difference between the types of boards and the competencies in the position announcements and descriptions.

For Research Question 5a, the results of the competency analysis were separated into female majority board and male majority board resulting in two lists of competencies by frequency and percent of total announcements. Chi square was used to determine if there was a significant difference between majority board type and the competencies identified within the position announcements and position descriptions.

For Research Question 5b, the results of the competency analysis were separated into female board presidents and male board presidents resulting in two lists of competencies by frequency and percent of total announcements. Chi square was used to determine if there was a significant difference between boards with female presidents or male presidents and the competencies identified within the position announcements and position descriptions.

For Research Question 6, the results of the competency analysis were separated by the community college type of board and put in order using average rank resulting in three different comparisons of rank order: 6a) Local appointed boards and local elected boards; 6b) Local boards and state boards; and 6c) Appointed boards and elected boards. Spearman's Rank-Difference Coefficient Correlation Method was used to determine if there was a correlation or relationship between the types of boards and the average ranking of the competencies in the position announcements and descriptions.

For Research Question 7a, the results of the competency analysis were separated into female majority board and male majority board and put in order using average rank resulting in two lists of competencies. Spearman's Rank-Difference Coefficient

Correlation Method was used to determine if there was a correlation or relationship between majority board type and the average ranking of the competencies identified within the position announcements and position descriptions.

For Research Question 7b, the results of the competency analysis were separated into female board presidents and male board presidents and put in order using average rank resulting in two lists of competencies. Spearman's Rank-Difference Coefficient Correlation Method was used to determine if there was a correlation or relationship between boards with male presidents or female presidents and the average ranking of competencies identified within the position announcements and position descriptions.

A summary of this data analysis process is displayed in Table 33.

Table 33. Research Questions and Data Analysis

Research Questions	Data Sources	Data Analysis
1.) What competencies listed in position announcements and position descriptions for community college presidents are the same as those in Desjardins and Huff Community College Leadership Competency model?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model	▪ Content Analysis ▪ Frequency Count ▪ Percentage
2.) What are the five most frequently listed competencies for the job of community college president, as defined in the position announcements and position descriptions when compared to the Desjardins and Huff Community College Leadership Competency model?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Rank Order
3.) What is the number one competency from the Desjardins and Huff Community College Leadership Competency model identified in position announcements and position descriptions?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Rank Order

Table 33. Research Questions and Data Analysis Continued.

Research Questions	Data Sources	Data Analysis
4) Are there differences in the competencies identified for the community college presidency between: 4a) local appointed boards and local elected boards? 4b) local boards and state boards? 4c) appointed boards and elected boards?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model ▪ College web sites	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Chi Square
5a-b.) Are there differences in the competencies identified for the community college presidency between boards with: 5a) a female majority or male majority? 5b) a female board president or male board president?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model ▪ College web sites	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Chi Square
6.) Is there a relationship between the rankings of the competencies identified for the community college presidency by: 6a) local appointed boards and local elected boards? 6b) local boards and state boards? 6c) appointed boards and elected boards?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model ▪ College web sites	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Average Rank ▪ Spearman Rank-Difference Method
7.) Is there a relationship between the rankings of the competencies identified for the community college presidency by: 7a) female majority boards and male majority boards? 7b) boards with a female board president or male board president?	▪ The Chronicle of Higher Education community college presidency position announcements, (2002) ▪ Community College Leadership Competency model ▪ College web sites	▪ Content Analysis ▪ Frequency Count ▪ Percentage ▪ Average Rank ▪ Spearman Rank-Difference Method

Chapter Four describes the research findings from content analysis of community

college presidency announcements and position descriptions posted in *The Chronicle of*

Higher Education in 2002. Results are presented in Tables, using frequency counts,

percentages, Chi Square, average ranks, and Spearman's Rank-Difference Coefficient

Correlation.

CHAPTER IV

RESEARCH FINDINGS

This study analyzed the competencies posted in *The Chronicle of Higher Education* of community college presidency positions during calendar year 2002. It also reviewed findings according to types of governing boards (local appointed boards, local elected boards, state appointed boards, and state elected boards; local boards and state boards; and appointed boards and elected boards), whether the board had a majority of females or males as well as the gender of the board chairperson or president.

This chapter describes the research findings for the study. It is organized into four major sections: data collection; reliability; description of sample; and data analysis.

Data Collection

An attempt was made to acquire all community college presidency position announcements and position descriptions from *The Chronicle of Higher Education* from January 1, 2002-December 31, 2002. Many of these announcements did not contain complete job descriptions and therefore, complete presidential position announcements had to be collected from individual college web sites, or directly from the human resources department at a given institution. The goal was to include all public information made available to potential candidates through web linkages provided in *The Chronicle of Higher Education* position announcements. All colleges were contacted when additional information was needed to provide an accurate portrayal of the

competencies sought in the new president at their college. If, after numerous phone calls and e-mails to the college human resource departments complete position descriptions were not provided, the college was not included in the final analysis. Seventy-six of the 80 positions posted to *The Chronicle of Higher Education* in 2002 were included in the research findings.

Information on each board regarding type of board, gender composition, and board chairperson was collected from a variety of sources. These included the Community College Policy web site, the state or local college web site, or phone calls and e-mails to the institution.

Reliability

Reliability as applied to data analysis was addressed through for both inter-rater reliability and intra-rater reliability. Inter-rater reliability was established by having two educators with doctorates in Education review 20 position announcements and then comparing their findings to the researcher's ratings. Intra-rater reliability was controlled for by the researcher conducting time-lapse reviews of 20 position announcements with two-week intervals between reviews.

In the process to establish inter-rater reliability, the researcher provided a two-hour training session with both coders present. During this session the group brainstormed synonyms and paraphrases that matched the meaning of each competency. To increase the accuracy of the content analysis process, individual note sheets that listed each competency and associated themes were utilized as reference tools by the coders (see Chapter 2, Tables 7-28). Upon reviewing the 22 competencies, the coders recommended to collapse items #1 - Demonstrates High-Involvement Leadership and #11

- Empowers Others as one competency; and items #2 - Creates a Shared Vision and #9 -
Creates Cohesiveness as one competency. The researcher agreed with the coders and
collapsed item #11 with #1, and #9 with #2, based on the reasoning that Competency #11
- Empowers Others was a strategy to maintain Competency #1 – Demonstrates High-
involvement Leadership. If a leader 'demonstrates high-involvement leadership', they
would empower others in the leadership process. Likewise, Competency #9 - Creates
Cohesiveness was interpreted as a leadership strategy required within the larger
parameters of Competency #2 - Creates a Shared Vision. If a leader 'creates a shared
vision', this action would create cohesiveness within the group being lead. This change
altered the Desjardins and Huff Community College Leadership Competency model from
a list of 22 competencies to 20 therefore the findings from this study will discuss 20 of
the 22 competencies, respective of the change discussed in the aforementioned text.
Once this had occurred, the group reviewed and coded 20 presidential position
announcements. To further increase inter-rater reliability, the three coders shared
findings after the coding of each position announcement. This process lead to the
development of a more refined understanding and detailed list of synonyms that was used
in conjunction with individual note sheets that listed each competency and associated
themes (see Chapter 2, Tables 7-28). Synonyms that resulted from the inter-rater
reliability session are in Table 34. All position announcements were analyzed and coded
one at a time, as various competencies overlapped within the context of the position
announcement. The coders agreed that the content analysis could not be
compartmentalized to review one competency at a time, and it was their recommendation
to review the position announcements one at a time. This best practice emerged during

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the inter-rater coding session and changed how the researcher reviewed the remaining 56

position announcements.

Table 34. Synonyms for Competencies: Created by Researcher and Coders for the
Analysis of 76 Position Announcements.

Leadership Competencies	Synonyms
1. Demonstrates High-involvement Leadership*	High-involvement leadership; Participatory leader; Shared governance; Accessible leader; Seeks input, dialogue, and/or debate; Decisive; If competency #1, then competency #11
2. Creates a Shared Vision**	Creates a shared vision; Strategic planning; Process oriented; Team building; If competency #2, then competency #9
3. Champions Change	Change agent; Implementation of change; Strategic initiatives; Risk taking
4. Maintains Perspective	Balanced perspective; Life-long learner; Intellectual tension; Commitment to community/technical college philosophy; Big-picture understanding; Keeps educating self
5. Maintains Equilibrium	Balance in life (work and personal); Sense of humor; Courage
6. Creates a Student-centered Learning Environment	Focus on the student; Student-centered learning environment
7. Stresses Community Centeredness	Works with business and industry; In tune with community needs; Involved in community events
8. Values Cultural Pluralism.	Values and supports cultural diversity; Diversity
9. Creates Cohesiveness**	**collapsed into item #2
10. Prevents Crises	Noted that this competency is more negative, and A1, A2, and B4 would result in preventing crises.
11. Empowers Others*	*collapsed into item #1
12. Fosters Creativity and Innovation	Values and supports innovation; Values and supports creativity; Creative; Innovative
13. Recognizes and Rewards Excellence	Motivates employees; Noted that this competency was very specific and could be included as part of A1 and A2
14. Influences Strategically	Aware of political interests; Plans for lobbying efforts; Promotes success stories; Systematic thinking about spheres of influence; Uses influence and networks to influence college matters
15. Ensures Effective Communication	Effective communicator; Excellent writing and speaking skills; Excellent communication skills
16. Establishes Effective Board Relations	Works effectively with board members
17. Maintains High Standards	Data-driven decision making; Excellence; Doing things right; Integrity; Ethical; Assessment and quality
18. Manages Finances Proactively	Budget management; Financial management; Fund raising
19. Invests in Professional Development	Builds on the strengths of employees; Supports on-going learning; Develops employees
20. Strengthens Infrastructure	Resource development; Infrastructure; Organizational development
21. Enhances Productivity	Problem-solving model; Continuous improvement; Evaluation and assessment; Prioritizes; AQIP; Utilizes teams
22. Corrects Performance Problems	Employee evaluation; Performance evaluation; Makes tough decisions; Attends promptly to performance problems

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been
collapsed into Competency #2 (see pages 74-75 for more explanation).

After spending six hours coding 14 position announcements, the coders took the remaining 6 position announcements with them and sent their coding results to the researcher the following week.

The inter-rater reliability resulting from the coding described above is summarized per item in Table 35. In the coding of 20 position announcements, the researcher was in agreement with the coders 388 times out of a possible 400 attempts, which resulted in agreement 97 percent of the time.

Table 35. Inter-rater Reliability: Analysis of 20 Position Announcements by Leadership Competency Coded.

Category	Leadership Competencies	Agreement in Coding
Leadership	1. Demonstrates High-involvement Leadership*	20/20
Leadership	2. Creates a Shared Vision**	20/20
Leadership	3. Champions Change	19/20
Leadership	4. Maintains Perspective	20/20
Leadership	5. Maintains Equilibrium	18/20
Culture and Climate	6. Creates a Student-centered Learning Environment	20/20
Culture and Climate	7. Stresses Community Centeredness	20/20
Culture and Climate	8. Values Cultural Pluralism.	20/20
Culture and Climate	10. Prevents Crises	18/20
Culture and Climate	12. Fosters Creativity and Innovation	19/20
Culture and Climate	13. Recognizes and Rewards Excellence	19/20
Influence	14. Influences Strategically	19/20
Influence	15. Ensures Effective Communication	20/20
Influence	16. Establishes Effective Board Relations	19/20
Business Management	17. Maintains High Standards	19/20
Business Management	18. Manages Finances Proactively	20/20
Business Management	19. Invests in Professional Development	20/20
Business Management	20. Strengthens Infrastructure	19/20
Business Management	21. Enhances Productivity	20/20
Business Management	22. Corrects Performance Problems	19/20

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).

The goal of the inter-rater reliability session was to establish a reliability rating for the researcher's coding, as the study involved the analysis of text as it related to an existing framework for leadership.

Intra-rater reliability was conducted following the inter-rater reliability review of 20 positions. In an analysis of the coded positions applied during the week of March 1st and the week of March 15th, all codes for competencies for the first week of March were consistent with those made two weeks later.

Description of Sample

The population defined for this study included all community college president position announcements from *The Chronicle of Higher Education*, spanning the period of January 1, 2002-December 31, 2002. Colleges included in this study were publicly funded state institutions that were accredited by a regional accreditation association. The sample for this study included 76 of the 80 position announcements, or 95 percent of the total population.

Types of governing boards, a variable in this study identified a majority to be local elected boards, at 51% of the sample ($n = 39$). The second largest group was local appointed boards at 40% of the sample ($n = 30$). State appointed boards made up 8% of the sample ($n = 6$), and state elected boards made up 1% of the sample ($n = 1$). See Table 36.

Table 36. Description of Sample: Type of Governing Boards.

Boards	Number in Study	Percentage of Total
Local Appointed	30	40%
Local Elected	39	51%
State Appointed	6	8%
State Elected	1	1%

Another variable in the study was the level of the governing board. In this study, 91% of the sample represents local board control (see Table 37). The remaining 9% of the sample are governed from the state level.

Table 37. Description of Sample: Local and State Governing Boards.

Boards	Number in Study	Percentage of Total
Local	69	91%
State	7	9%

Board appointment was also analyzed in this study (see Table 38). Fifty-three percent of the sample represented appointed boards, while 47% represented elected boards. When compared to national statistics, approximately 50% of the states in the United States have elected boards (Smith, 2000) therefore this sample is very similar to the national statistic about elected two-year college boards.

Table 38. Description of Sample: Appointed and Elected Governing Boards.

Boards	Number in Study	Percentage of Total
Appointed	36	47%
Elected	40	53%

The number of females and males on each board was analyzed from the information provided on college websites (see Table 39). Female majority boards were 12% of the sample, majority male boards were 87%, and 1% of the boards had equal representation.

Table 39. Description of Sample: Majority Boards.

Majority Boards	Number	Percentage of Total
Female Majority	9	12%
Male Majority	66	87%
Equal	1	1%

Gender of board chairperson was reviewed from college web sites (see Tables 40, 42 & 43). Twenty-eight percent of the sample had female board chairs with the remaining 72% chaired by males.

Table 40. Description of Sample: Gender of Board Chairperson.

Gender of Board Chairperson	Number	Percentage of Total
Female	21	28%
Male	55	72%

The number of females and males on each board was analyzed from the information provided on college websites (see Tables 41 & 43). The results of this analysis yielded 9 majority female boards to be 12% of the sample ($N = 76$). Of the 9 majority female boards, 4 represented appointed boards and 5 represented elected boards. Female majority boards represented 7 states within the United States. Eastern states included Maryland and Virginia; Western states included California and Washington; Midwestern States included Colorado and Illinois; and one Southeastern state, Alabama.

Table 41. Description of Sample: Female Majority Boards.

State/College	Appointment	Number	Percentage of Board
Alabama:			
Calhoun	State Board Elected	1	60%
California:			
Los Angeles Trade Technical	Local Board Elected	3	57%
Victor Valley	Local Board Elected		60%
West Los Angeles	Local Board Elected		57%
Colorado:			
Colorado Northwestern	State Board Appointed	1	56%
Illinois:			
College of DuPage	Local Board Elected	1	86%
Maryland:			
Baltimore City	Local Board Appointed	1	67%
Virginia:			
Paul D. Camp	Local Board Appointed	1	62%
Washington:			
Clark	Local Board Appointed	1	60%

Gender of board chairperson was reviewed from college web sites. Female board chairs comprised of 28% ($n = 22$) of the sample. Of the 22 female board presidents, 13 represented appointed boards and 11 represented elected boards. In terms of geography of location, female board presidents were found in 15 of the 28 states represented in this study. The regions of the county that were represented include:

Eastern States: Maryland, Pennsylvania, and Virginia; Western States: California, Oregon, and Washington; Midwestern States: Colorado, Illinois, Minnesota, Nebraska, and Wisconsin; Southeastern States: Florida, and North Carolina; and Southwestern States: Arizona, and Texas. For more information see Table 42.

Table 42. Description of Sample: Female Board Presidents

State/College	Appointment	Number	Majority Board
Arizona:		2	
Maricopa – Glendale	Local Board Elected		Male 60%
Maricopa – Gilbert – Chandler	Local Board Elected		Male 60%
California:		3	
Gavlin	Local Board Elected		Male 57%
Citrus College	Local Board Elected		Male 60%
Fresno City	Local Board Elected		Male 71%
Colorado:		1	
Colorado Northwestern	State Board Appointed		Female 56%
Florida:		2	
South Florida	Local Board Appointed		Female/Male 50%
Pensacola	Local Board Appointed		Male 57%
Illinois:		1	
College of DuPage	Local Board Elected		Female 86%
Maryland:		1	
Baltimore City	Local Board Appointed		Female 67%
Minnesota:		2	
Riverland	State Board Appointed		Male 80%
Fond du Lac	State Board Appointed		Male 80%
Nebraska:		1	
Mid-Plains CC	Local Board Elected		Male 82%
North Carolina:		2	
Davidson County	Local Board Appointed		Male 71%
Albemarle	Local Board Appointed		Male 84%
Oregon		1	
Blue Mountain	Local Board Elected		Male 57%
Pennsylvania:		1	
Luzerne County	Local Board Appointed		Male 86%
Texas:		1	
Amarillo	Local Board Elected		Male 56%
Virginia:		2	
North Virginia	Local Board Appointed		Male 64%
Paul D. Camp	Local Board Appointed		Female 62%
Washington:		1	
Skagit Valley	Local Board Appointed		Male 60%
Wisconsin:		1	
Mid-State Tech.	Local Board Appointed		Male 56%

Table 43 presents all variables of the study: the college, the state of the college, type of board, majority board, and gender of board president. Twenty-eight states from within the United States, or 56 percent are represented in this research study.

Table 43. Description of Sample: All Variables.

State/College/Number	Type of Board	Majority Board	Gender of Board President
Alabama: (1)			
Calhoun	State Board Elected	Female 60%	Male
Arizona: (4)			
Maricopa–Glendale	Local Board Elected	Male 60%	Female
Pima-West	Local Board Elected	Male 60%	Male
Pima-Northwest	Local Board Elected	Male 60%	Male
Maricopa – Gilbert–Chandler	Local Board Elected	Male 60%	Female
Arkansas: (1)			
Northwest Arkansas CC	Local Board Elected	Male 78%	Male
California: (19)			
Gavlin	Local Board Elected	Male 57%	Female
Imperial Valley	Local Board Elected	Male 71%	Male
Citrus College	Local Board Elected	Male 60%	Female
Solano College	Local Board Elected	Male 71%	Male
Orange Coast	Local Board Elected	Male 100%	Male
L.A. Trade-Technical	Local Board Elected	Female 57%	Male
Los Mendanos	Local Board Elected	Male 80%	Male
Mission	Local Board Elected	Male 71%	Male
Victor Valley	Local Board Elected	Female 60%	Male
San Joaquin Delta	Local Board Elected	Male 71%	Male
Rio Hondo	Local Board Elected	Male 60%	Male
Santiago Canyon	Local Board Elected	Male 71%	Male
West L. A.	Local Board Elected	Female 57%	Male
Fresno City	Local Board Elected	Male 71%	Female
Lassen	Local Board Elected	Male 86%	Male
Irvine - South Orange CCCD	Local Board Elected	Male 57%	Male
Mt. San Antonio	Local Board Elected	Male 60%	Male
Colorado: (2)			
Aims	Local Board Elected	Male 80%	Male
Colorado Northwestern	State Board Appointed	Female 56%	Female
Connecticut: (1)			
Asnuntuck	State Board Appointed	Male 71%	Male
Florida: (4)			
Tallahassee	Local Board Appointed	Male 57%	Male
Miami-Dade	Local Board Appointed	Male 57%	Male
South Florida	Local Board Appointed	Female/Male 50%	Female
Illinois: (5)			
College of DuPage	Local Board Elected	Female 86%	Female
City Colleges of Chicago	Local Board Appointed	Male 86%	Male
Morton	Local Board Elected	Male 57%	Male
Lincoln Land	Local Board Elected	Male 57%	Male
McHenry	Local Board Elected	Male 71%	Male
Kansas: (1)			
Neosho CCC	Local Board Elected	Male 83%	Male

Table 43. Description of Sample: All Variables Continued.

State/College/Number	Type of Board	Majority Board	Gender of Board President/Chair
Maryland: (1)			
Baltimore City	Local Board Appointed	Female 67%	Female
Massachusetts: (1)			
Roxbury	Local Board Appointed	Male 78%	Male
Michigan: (1)			
Wayne County	Local Board Elected	Male 56%	Male
Minnesota: (2)			
Riverland	State Board Appointed	Male 80%	Female
Fond du Lac	State Board Appointed	Male 80%	Female
Missouri: (1)			
State Fair	Local Board Elected	Male 87.5%	Male
Nebraska: (1)			
Mid-Plains CC	Local Board Elected	Male 82%	Female
New Mexico: (1)			
San Juan	Local Board Appointed	Male 71%	Male
New York: (3)			
Orange County SUNY	Local Board Appointed	Male 78%	Male
Jefferson County SUNY	Local Board Appointed	Male 80%	Male
Niagara County SUNY	Local Board Appointed	Male 70%	Male
North Carolina: (5)			
Pitt	Local Board Appointed	Male 58%	Male
Davidson County	Local Board Appointed	Male 71%	Female
Robeson	Local Board Appointed	Male 75%	Male
Albemarle	Local Board Appointed	Male 84%	Female
Ohio: (3)			
Sinclair	Local Board Appointed	Male 56%	Male
Stark State College	Local Board Appointed	Male 86%	Male
Washington State	Local Board Appointed	Male 78%	Male
Oregon: (4)			
Treasure Valley	Local Board Elected	Male 71%	Male
Blue Mountain	Local Board Elected	Male 57%	Female
Tillamook Bay	Local Board Elected	Male 71%	Male
Umpqua	Local Board Elected	Male 71%	Male
Pennsylvania: (4)			
Luzerne County	Local Board Appointed	Male 86%	Female
Butler County	Local Board Appointed	Male 75%	Male
Cambria County	Local Board Appointed	Male 88%	Male
Delaware County	Local Board Appointed	Male 67%	Male
South Carolina: (1)			
Tri-County	Local Board Appointed	Male 78%	Male
Tennessee: (2)			
Motlow	State Board Appointed	Male 72%	Male
Volunteer	State Board Appointed	Male 72%	Male
Texas: (3)			
San Antonio	Local Board Elected	Male 89%	Male
North Harris Montgomery	Local Board Elected	Male 56%	Male
Amarillo	Local Board Elected	Male 56%	Female
Virginia: (3)			
J. Sargent	Local Board Appointed	Male 75%	Male
North Virginia	Local Board Appointed	Male 64%	Female
Paul D. Camp	Local Board Appointed	Female 62%	Female

Table 43. Description of Sample: All Variables Continued.

State/College/Number	Type of Board	Majority Board	Gender of Board President/Chair
Washington: (3)			
Skagit Valley	Local Board Appointed	Male 60%	Female
Clark	Local Board Appointed	Female 60%	Male
Olympic	Local Board Appointed	Male 60%	Male
Wisconsin: (2)			
Mid-State Tech.	Local Board Appointed	Male 56%	Female
Lakeshore	Local Board Appointed	Male 56%	Male
Wyoming: (1)			
Northwest	Local Board Elected	Male 86%	Male

Data Analysis

Competencies are listed by frequency of mention as well as an ordinal scale of rank order and average rank, which designates the competency most frequently mentioned to the competency least mentioned. Percentages were calculated for each of the competencies based on the number of position announcements mentioning that competency. Chi-square was used as a nonparametric test to measure significant differences when testing the null hypotheses in Questions #4a, 4b, 4c, 5a, and 5b. Spearman Rank-Difference Correlation Coefficient Method was used to measure the relationship between average rankings of the competencies and the null hypotheses in Questions #6a, 6b, 6c, 7a, and 7b.

Findings from Entire Sample

Research Questions

Research Question 1: What competencies listed in position announcements and position descriptions for community college presidents are the same as those in Desjardins and Huff (1987, 1996, 2001) Community College Leadership Competency model?

Findings from this study indicate that six of the 20 competencies coded from the Desjardins and Huff Community College Leadership Competency model were contained

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in 92 percent or more of the position announcement literature. All competencies were found in the position analysis process. The top 10 leadership competencies appeared in 86 percent or more of all position announcement literature, where as the top 15 leadership competencies appeared in 64 percent or more of all position announcement literature. Tables 44 and 45 outline the findings from the qualitative text analysis of position announcements and descriptions from 2002.

Table 44. Competencies for Community College Leadership Found in the Analysis of 76 Position Announcements by Percent.

Category	Leadership Competencies	Frequency Count (N = 76)	Percent	Average Rank
Leadership	1. Demonstrates High-involvement Leadership	74	97%	1.5
Leadership	2. Creates a Shared Vision	74	97%	1.5
Leadership	3. Champions Change	65	86%	9.5
Leadership	4. Maintains Perspective	66	87%	8
Leadership	5. Maintains Equilibrium	28	37%	17.5
Culture and Climate	6. Creates a Student-centered Learning Environment	56	74%	11.5
Culture and Climate	7. Stresses Community Centeredness	68	89%	7
Culture and Climate	8. Values Cultural Pluralism.	56	74%	11.5
Culture and Climate	10. Prevents Crises	28	37%	17.5
Culture and Climate	12. Fosters Creativity and Innovation	49	64%	14.5
Culture and Climate	13. Recognizes and Rewards Excellence	27	36%	19
Influence	14. Influences Strategically	72	95%	4
Influence	15. Ensures Effective Communication	70	92%	5.5
Influence	16. Establishes Effective Board Relations	49	64%	14.5
Business Mgmt.	17. Maintains High Standards	70	92%	5.5
Business Mgmt.	18. Manages Finances Proactively	73	96%	3
Business Mgmt.	19. Invests in Professional Development	30	39%	16
Business Mgmt.	20. Strengthens Infrastructure	65	86%	9.5
Business Mgmt.	21. Enhances Productivity	55	72%	13
Business Mgmt.	22. Corrects Performance Problems	14	18%	20

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).

Table 45. Competencies for Community College Leadership Found in the Analysis of 76
Position Announcements by Rank Order

Category	Leadership Competencies	Frequency Count (N = 76)	Percent	Average Rank
Leadership	1. Demonstrates High-involvement Leadership	74	97%	1.5
Leadership	2. Creates a Shared Vision	74	97%	1.5
Business Mgmt.	18. Manages Finances Proactively	73	96%	3
Influence	14. Influences Strategically	72	95%	4
Influence	15. Ensures Effective Communication	70	92%	5.5
Business Mgmt.	17. Maintains High Standards	70	92%	5.5
Culture and Climate	7. Stresses Community Centeredness	68	89%	7
Leadership	4. Maintains Perspective	66	87%	8
Leadership	3. Champions Change	65	86%	9.5
Business Mgmt.	20. Strengthens Infrastructure	65	86%	9.5
Culture and Climate	6. Creates a Student-centered Learning Environment	56	74%	11.5
Culture and Climate	8. Values Cultural Pluralism.	56	74%	11.5
Business Mgmt.	21. Enhances Productivity	55	72%	13
Culture and Climate	12. Fosters Creativity and Innovation	49	64%	14.5
Influence	16. Establishes Effective Board Relations	49	64%	14.5
Business Mgmt.	19. Invests in Professional Development	30	39%	16
Leadership	5. Maintains Equilibrium	28	37%	17.5
Culture and Climate	10. Prevents Crises	28	37%	17.5
Culture and Climate	13. Recognizes and Rewards Excellence	27	36%	19
Business Mgmt.	22. Corrects Performance Problems	14	18%	20

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Research Question 2: What are the five most frequently listed competencies for

the job of community college president, as defined in the position announcements and

position descriptions when compared to the Desjardins and Huff Community College

Leadership Competency model?

Findings indicate that the five most frequently listed competencies for the job of

community college president included:

- Demonstrates High-involvement Leadership,

- Creates a Shared Vision,

- Manages Finances Proactively,

- Influences Strategically,

- Ensures Effective Communication, and

- Maintains High Standards

when compared to the Desjardins and Huff Community College President Competency

model. Table 46 outlines the findings from the qualitative text analysis of community

college president position announcements and descriptions from 2002.

Table 46. Five Most Frequently Listed Competencies for Community College
Leadership Found in the Analysis of 76 Position Announcements.

Category	Leadership Competencies	Frequency Count (N = 76)	Percent	Average Rank
Leadership	1. Demonstrates High-involvement Leadership	74	97%	1.5
Leadership	2. Creates a Shared Vision	74	97%	1.5
Business Management	18. Manages Finances Proactively	73	96%	3
Influence	14. Influences Strategically	72	95%	4
Influence	15. Ensures Effective Communication	70	92%	5.5
Business Management	17. Maintains High Standards	70	92%	5.5

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Research Question 3: What is the number one competency from the Desjardins

and Huff Community College Leadership Competency model identified in position

announcements and position descriptions?

Findings from this study indicate that the number one competency identified from

the Desjardins and Huff Community College President Competency model included two

competencies:

- Demonstrates High-involvement Leadership, and

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- Creates a Shared Vision.

These two competencies were noted in 74 of the 76 position announcements for a total of

97% of the total. Table 47 outlines the findings from the qualitative text analysis of

community college president position announcements and descriptions from 2002.

Table 47. The Number One Competency Cited for Community College Leadership
Found in the Analysis of 76 Position Announcements.

Category	Leadership Competencies	Frequency Count ($N = 76$)	Percent	Rank Order
Leadership	1. Demonstrates High-involvement Leadership	74	97%	1
Leadership	2. Creates a Shared Vision	74	97%	1

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Differences According to Types of Boards

Research Questions and Hypotheses

Research Question 4a: Are there differences in the competencies identified for

the community college presidency between local appointed boards and local elected

boards?

Null Hypothesis 4a: There are no significant differences in the competencies

identified for the community college presidency between local appointed boards and

local elected boards.

Findings from this study indicate that local appointed boards and local elected

boards identified one of the twenty competencies to be significantly different at $p < .05$,

and two of the twenty competencies to be significantly different at $p < .01$. Local elected

boards identified three competencies significantly more often than local appointed

boards: Competency # 6 – Creates a Student-centered Learning Environment χ^2 (1, $N = 69$) = 4.132, $p = .042$; Competency # 19 – Invests in Professional Development χ^2 (1, $N = $

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69) = 7.066, p = .008; and Competency #22 – Corrects Performance Problems χ^2 (1, N =

69) = 7.301, p = .007. Suggestive evidence was also found that local elected boards more

often than local appointed boards identified Competency #5 – Maintains Equilibrium χ^2

(1, N = 69) = 3.462, p = .063. Table 48 outlines the findings in frequency and Chi-

Square from the qualitative text analysis of community college president position

announcements and descriptions by local appointed boards and local elected boards from

2002.

Table 48. Frequencies of Leadership Competencies for Community College Presidents by Local Appointed Boards and Local Elected Boards.

Leadership Competencies	Local Board Appointed (n = 30)	Local Board Elected (n = 39)	Chi Square
1. Demonstrates High-involvement Leadership	29	38	.035649
2. Creates a Shared Vision	29	38	.035649
3. Champions Change	26	33	.057575
4. Maintains Perspective	26	33	.057575
5. Maintains Equilibrium	8	19	3.461701^
6. Creates a Student-centered Learning Environment	18	32	4.132178*
7. Stresses Community Centeredness	28	35	.275214
8. Values Cultural Pluralism	20	30	.893927
10. Prevents Crises	10	16	.427274
12. Fosters Creativity and Innovation	17	27	1.158524
13. Recognizes and Rewards Excellence	11	16	.135267
14. Influences Strategically	30	35	3.266272
15. Ensures Effective Communication	27	36	.113736
16. Establishes Effective Board Relations	19	28	.559002
17. Maintains High Standards	29	38	.035649
18. Manages Finances Proactively	29	37	.131352
19. Invests in Professional Development	6	20	7.066162**
20. Strengthens Infrastructure	27	33	.433462
21. Enhances Productivity	22	29	.009251
22. Corrects Performance Problems	1	11	7.301181**

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
^p = .063. *p < .05. **p < .01.

Table 49 displays percentages of leadership competencies from the qualitative text analysis of community college president position announcements and descriptions in 2002 from *The Chronicle of Higher Education* according to local appointed boards and local elected boards.

Position announcements from local appointed boards were most frequently coded as having the Competency #14 – Influences Strategically, which was found in 94% of the positions announcements. Local elected boards were most frequently coded as having three of the twenty competencies in 97% of the position announcements. The three competencies identified at 97% included: #1 – Demonstrates High-involvement Leadership; #2 – Creates a Shared Vision; and #17 – Maintains High Standards (see Table 49).

Table 49. Percentages of Leadership Competencies for Community College Presidents by Local Appointed Boards and Local Elected Boards.

Leadership Competencies	Local Appointed (*n* = 30)	Local Elected (*n* = 39)
1. Demonstrates High-involvement Leadership	91%	97%
2. Creates a Shared Vision	91%	97%
3. Champions Change	81%	85%
4. Maintains Perspective	81%	85%
5. Maintains Equilibrium	25%	49%
6. Creates a Student-centered Learning Environment	56%	82%
7. Stresses Community Centeredness	88%	90%
8. Values Cultural Pluralism	63%	77%
10. Prevents Crises	31%	41%
12. Fosters Creativity and Innovation	53%	69%
13. Recognizes and Rewards Excellence	34%	41%
14. Influences Strategically	94%	90%
15. Ensures Effective Communication	84%	92%
16. Establishes Effective Board Relations	59%	72%
17. Maintains High Standards	91%	97%
18. Manages Finances Proactively	91%	95%
19. Invests in Professional Development	19%	51%
20. Strengthens Infrastructure	84%	85%
21. Enhances Productivity	69%	74%
22. Corrects Performance Problems	3%	28%

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).

Research Question 4b: Are there differences in the competencies identified for the community college presidency between local boards and state boards?

Null Hypothesis 4b: There are no significant differences in the competencies identified for the community college presidency between local boards and state boards.

Findings from this study indicate that local boards and state boards identified two of the twenty competencies to be significantly different at $p < .05$, and one to be significantly different at $p < .001$. Local boards identified three competencies significantly more often than state boards: Competency # 13 – Recognizes and Rewards Excellence χ^2 (1, $N = 76$) = 4.248, $p = .039$; Competency # 16 – Establishes Effective Board Relations χ^2 (1, $N = 76$) = 4.339, $p = .037$; and Competency #17 – Maintains High Standards χ^2 (1, $N = 76$) = 25.717, $p < .001$. Table 50 outlines the findings in frequency and Chi-Square from the qualitative text analysis of community college president position announcements and descriptions by local board or state board governance from 2002.

Table 50. Frequency of Leadership Competencies for Community College Presidents According to Local Board or State Board Governance.

Leadership Competencies:	Local Boards ($n = 69$)	State Boards ($n = 7$)	Chi Square
1. Demonstrates High-involvement Leadership	67	7	.208382
2. Creates a Shared Vision	67	7	.208382
3. Champions Change	59	6	.00022
4. Maintains Perspective	59	7	1.168204
5. Maintains Equilibrium	27	1	1.685892
6. Creates a Student-centered Learning Environment	50	6	.575451
7. Stresses Community Centeredness	63	5	2.665692
8. Values Cultural Pluralism.	50	6	.575451
10. Prevents Crises	26	2	.226659
12. Fosters Creativity and Innovation	44	5	.162821
13. Recognizes and Rewards Excellence	27	0	4.248447*
14. Influences Strategically	65	7	.428341
15. Ensures Effective Communication	63	7	.66087
16. Establishes Effective Board Relations	47	2	4.338837*
17. Maintains High Standards	67	3	25.71697***
18. Manages Finances Proactively	66	7	.316855
19. Invests in Professional Development	26	4	1.007495
20. Strengthens Infrastructure	60	5	1.237893
21. Enhances Productivity	51	4	.893829
22. Corrects Performance Problems	12	2	.528609

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
*$p < .05$. **$p < .01$. ***$p < .001$.

Table 51 displays percentages of leadership competencies from the qualitative text analysis of community college president position announcements and descriptions in 2002 from *The Chronicle of Higher Education* according to local boards and state boards. Position announcements from local boards were most frequently coded as having three of the competencies identified in 97% of announcements. The three competencies included: #1 – Demonstrates High-involvement Leadership; #2 – Creates a Shared Vision; and #17 – Maintains High Standards. State board created position announcements were most

frequently coded as having six of the twenty competencies in 100% of the position

announcements. The six competencies identified at 100% included: #1 – Demonstrates

High-involvement Leadership; #2 – Creates a Shared Vision; #4 – Maintains Perspective;

#14 – Influences Strategically; #15 – Ensures Effective Communication; and #18 –

Manages Finances Proactively (see Table 51).

Table 51. Percentage of Leadership Competencies for Community College Presidents
According to Local Board or State Board Governance.

Leadership Competencies:	Local Boards ($n = 69$)	State Boards ($n = 7$)
1. Demonstrates High-involvement Leadership	97%	100%
2. Creates a Shared Vision	97%	100%
3. Champions Change	86%	86%
4. Maintains Perspective	86%	100%
5. Maintains Equilibrium	39%	14%
6. Creates a Student-centered Learning Environment	72%	86%
7. Stresses Community Centeredness	91%	71%
8. Values Cultural Pluralism.	72%	86%
10. Prevents Crises	38%	29%
12. Fosters Creativity and Innovation	64%	71%
13. Recognizes and Rewards Excellence	39%	0%
14. Influences Strategically	94%	100%
15. Ensures Effective Communication	91%	100%
16. Establishes Effective Board Relations	68%	29%
17. Maintains High Standards	97%	43%
18. Manages Finances Proactively	96%	100%
19. Invests in Professional Development	38%	57%
20. Strengthens Infrastructure	87%	71%
21. Enhances Productivity	74%	57%
22. Corrects Performance Problems	17%	29%

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Research Question 4c: Are there differences in the competencies identified for the community college presidency between appointed boards and elected boards?

Null Hypothesis 4c: There are no significant differences in the competencies identified for the community college presidency between appointed boards and elected boards.

Findings from this study indicate that appointed boards and elected boards identified three of the twenty competencies to be significantly different at $p < .05$. Elected boards identified three competencies significantly more often than appointed boards: Competency # 5 – Maintains Equilibrium χ^2 (1, $N = 76$) = 4.122, $p = .042$; Competency # 19 – Invests in Professional Development χ^2 (1, $N = 76$) = 5.997, $p = .014$; and Competency #22 – Corrects Performance Problems χ^2 (1, $N = 76$) = 4.632, $p = .031$. Suggestive evidence was found that elected boards more often than appointed boards identified Competency #6 – Creates a Student-centered Learning Environment χ^2 (1, $N = 76$) = 3.385, $p = .066$; and Competency #17 – Maintains High Standards χ^2 (1, $N = 76$) = 3.380, $p = .066$. Suggestive evidence was also found that appointed boards more often than elected boards identified Competency #14 – Influences Strategically χ^2 (1, $N = 76$) = 3.8, $p = .051$. Table 52 outlines the findings in frequency and Chi-Square from the qualitative text analysis of community college president position announcements and descriptions by appointed boards and elected boards from 2002.

Table 52. Frequency of Leadership Competencies for Community College Presidents According to Board Appointment.

Leadership Competencies:	Appointed Boards ($n = 36$)	Elected Boards ($n = 40$)	Chi Square
1. Demonstrates High-involvement Leadership	35	39	.005706
2. Creates a Shared Vision	35	39	.005706
3. Champions Change	32	33	.624771
4. Maintains Perspective	32	34	.250774
5. Maintains Equilibrium	9	19	4.122321*
6. Creates a Student-centered Learning Environment	23	33	3.384563^
7. Stresses Community Centeredness	32	36	.024837
8. Values Cultural Pluralism.	25	31	.634087
10. Prevents Crises	12	16	.361905
12. Fosters Creativity and Innovation	22	27	.33765
13. Recognizes and Rewards Excellence	11	16	.737852
14. Influences Strategically	36	36	3.8*
15. Ensures Effective Communication	33	37	.018095
16. Establishes Effective Board Relations	20	29	2.37504
17. Maintains High Standards	31	39	3.379788^
18. Manages Finances Proactively	35	38	.246778
19. Invests in Professional Development	9	21	5.997391*
20. Strengthens Infrastructure	31	34	.018897
21. Enhances Productivity	25	30	.292448
22. Corrects Performance Problems	3	11	4.631797*

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
^$p = .066$. *$p < .05$.

Table 53 displays percentages of leadership competencies from the qualitative

text analysis of community college president position announcements and descriptions in

2002 from *The Chronicle of Higher Education* according to appointed boards and elected

boards. Position announcements from appointed boards were most frequently coded as

having the Competency #14 – Influences Strategically, which was found in 100% of the

positions announcements. Elected boards were most frequently coded as having three of

the twenty competencies in 98% of the position announcements. The three competencies

identified at 98% included: #1 – Demonstrates High-involvement Leadership; #2 –

Creates a Shared Vision; and #17 – Maintains High Standards (see Table 53).

Table 53. Percentage of Leadership Competencies for Community College Presidents
According to Board Appointment.

Leadership Competencies:	Appointed Boards ($n = 36$)	Elected Boards ($n = 40$)
1. Demonstrates High-involvement Leadership	97%	98%
2. Creates a Shared Vision	97%	98%
3. Champions Change	89%	83%
4. Maintains Perspective	89%	85%
5. Maintains Equilibrium	25%	48%
6. Creates a Student-centered Learning Environment	64%	83%
7. Stresses Community Centeredness	89%	90%
8. Values Cultural Pluralism.	69%	78%
10. Prevents Crises	33%	40%
12. Fosters Creativity and Innovation	61%	68%
13. Recognizes and Rewards Excellence	31%	40%
14. Influences Strategically	100%	90%
15. Ensures Effective Communication	92%	93%
16. Establishes Effective Board Relations	56%	73%
17. Maintains High Standards	86%	98%
18. Manages Finances Proactively	97%	95%
19. Invests in Professional Development	25%	53%
20. Strengthens Infrastructure	86%	85%
21. Enhances Productivity	69%	75%
22. Corrects Performance Problems	8%	28%

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Differences According to Majority Boards

Research Question and Hypothesis

Research Question 5a: Are there differences in the competencies identified for the community college presidency between boards with a female majority or a male majority?

Null Hypothesis: There are no significant differences in the competencies identified for the community college presidency between boards with a female majority or a male majority.

Findings from this study indicate that gender of the majority board did not significantly influence the presence of competencies in the position announcement analysis. Female majority boards and male majority boards show no significant difference in the competencies mentioned in presidential position announcements and descriptions. Table 54 outlines the findings in frequency and Chi-Square from the qualitative text analysis of community college president position announcements and descriptions by female majority boards and male majority boards from 2002.

Table 54. Frequencies of Leadership Competencies for Community College Presidents According to Majority of Board.

Leadership Competencies	Female Majority (n = 9)	Male Majority (n = 66)	Chi Square
1. Demonstrates High-involvement Leadership	9	64	.280199
2. Creates a Shared Vision	9	64	.280199
3. Champions Change	8	56	.103306
4. Maintains Perspective	8	57	.043706
5. Maintains Equilibrium	5	23	1.45154
6. Creates a Student-centered Learning Environment	8	48	1.093643
7. Stresses Community Centeredness	8	59	.00212
8. Values Cultural Pluralism.	7	48	.103306
10. Prevents Crises	3	25	.069943
12. Fosters Creativity and Innovation	6	42	.031566
13. Recognizes and Rewards Excellence	2	25	.842628
14. Influences Strategically	9	62	.576184
15. Ensures Effective Communication	9	60	.889328
16. Establishes Effective Board Relations	4	44	1.697531
17. Maintains High Standards	8	61	.134497
18. Manages Finances Proactively	9	63	.426136
19. Invests in Professional Development	3	27	.189394
20. Strengthens Infrastructure	8	56	.103306
21. Enhances Productivity	6	48	.1443
22. Corrects Performance Problems	1	13	.384554

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
*$p < .05$.

Table 55 displays percentages of leadership competencies from the qualitative text analysis of community college president position announcements and descriptions in 2002 from *The Chronicle of Higher Education* according majority female and majority male boards. Position announcements from female majority boards were most frequently coded as having five competencies in 100% of the position announcements. The competencies include: #1 – Demonstrates High-involvement Leadership; #2 – Creates a Shared Vision; #14 – Influences Strategically; #15 – Ensures Effective Communication;

and #18 – Manages Finances Proactively. Male majority boards were most frequently

coded as having two of the twenty competencies in 97% of the position announcements.

The two competencies identified at 97% include: #1 – Demonstrates High-involvement

Leadership; and #2 – Creates a Shared Vision (see Table 55).

Table 55. Percentages of Leadership Competencies for Community College Presidents
According to Majority of Board.

Leadership Competencies	Female Majority (*n* = 9)	Male Majority (*n* = 66)
1. Demonstrates High-involvement Leadership	100%	97%
2. Creates a Shared Vision	100%	97%
3. Champions Change	89%	85%
4. Maintains Perspective	89%	86%
5. Maintains Equilibrium	56%	35%
6. Creates a Student-centered Learning Environment	89%	73%
7. Stresses Community Centeredness	89%	89%
8. Values Cultural Pluralism.	78%	73%
10. Prevents Crises	33%	38%
12. Fosters Creativity and Innovation	67%	64%
13. Recognizes and Rewards Excellence	22%	38%
14. Influences Strategically	100%	94%
15. Ensures Effective Communication	100%	91%
16. Establishes Effective Board Relations	44%	67%
17. Maintains High Standards	89%	92%
18. Manages Finances Proactively	100%	95%
19. Invests in Professional Development	33%	41%
20. Strengthens Infrastructure	89%	85%
21. Enhances Productivity	67%	73%
22. Corrects Performance Problems	11%	20%

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has
been collapsed into Competency #2 (see pages 74-75 for more explanation).

Differences According to Gender of Board President

Research Question and Hypothesis

Research Question 5b: Are there differences in the competencies identified for the community college presidency between boards with a female board president or a male board president?

Null Hypothesis: There are no significant differences in the competencies identified for the community college presidency between boards with a female board president or a male board president?

Findings from this study indicate that the gender of the board president significantly influenced the presence of two of the twenty competencies in the position announcement analysis. Boards with male presidents identified one competency significantly more often than boards with female presidents: Competency # 6 – Creates a Student-centered Learning Environment χ^2 (1, $N = 76$) = 4.095, p = .043. Boards with female presidents also identified one competency significantly more often than boards with male presidents: Competency #12 – Fosters Creativity and Innovation χ^2 (1, $N = 76$) = 5.920, p = .015. Suggestive evidence was also found that boards with male presidents more often than boards with female presidents identified Competency #22 – Corrects Performance Problems χ^2 (1, $N = 76$) = 3.602, p = .058. Table 56 outlines the findings in frequency and Chi-Square from the qualitative text analysis of community college president position announcements and descriptions by boards with female presidents and boards with male presidents from 2002.

Table 56. Frequencies of Leadership Competencies for Community College Presidents According to Gender of Board President.

Leadership Competencies	Female Board President (n = 21)	Male Board President (n = 55)	Chi Square
1. Demonstrates High-involvement Leadership	21	53	.784275
2. Creates a Shared Vision	21	53	.784275
3. Champions Change	17	48	.490424
4. Maintains Perspective	17	49	.880934
5. Maintains Equilibrium	7	21	.153535
6. Creates a Student-centered Learning Environment	12	44	4.094694*
7. Stresses Community Centeredness	18	50	.435447
8. Values Cultural Pluralism.	15	41	.076141
10. Prevents Crises	6	22	.853061
12. Fosters Creativity and Innovation	9	40	5.91984*
13. Recognizes and Rewards Excellence	6	21	.612799
14. Influences Strategically	20	52	.014622
15. Ensures Effective Communication	20	50	.391672
16. Establishes Effective Board Relations	12	37	.680838
17. Maintains High Standards	20	50	.391672
18. Manages Finances Proactively	20	53	.050778
19. Invests in Professional Development	9	21	.13904
20. Strengthens Infrastructure	19	46	.574354
21. Enhances Productivity	13	42	1.588849
22. Corrects Performance Problems	1	13	3.602673*

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
$^\wedge p = .58$. $*p < .05$.

Table 57 displays percentages of leadership competencies from the qualitative text analysis of community college president position announcements and descriptions in 2002 from *The Chronicle of Higher Education* according to gender of board president. Position announcements from boards with female board presidents were most frequently coded as having two competencies in 100% of the position announcements. The competencies include: #1 – Demonstrates High-involvement Leadership; and #2 – Creates a Shared Vision. Boards with male board presidents were most frequently coded

as having three of the twenty competencies in 96% of the position announcements. The

competencies identified at 96% by this group include: #1 – Demonstrates High-

involvement Leadership; #2 – Creates a Shared Vision; and #18 - Manages Finances

Proactively (see Table 57).

Table 57. Percentages of Leadership Competencies for Community College Presidents According to Gender of Board President.

Leadership Competencies	Female Board President (n=21)	Male Board President (n=55)
1. Demonstrates High-involvement Leadership	100%	96%
2. Creates a Shared Vision	100%	96%
3. Champions Change	81%	87%
4. Maintains Perspective	81%	89%
5. Maintains Equilibrium	33%	38%
6. Creates a Student-centered Learning Environment	57%	80%
7. Stresses Community Centeredness	86%	91%
8. Values Cultural Pluralism.	71%	75%
10. Prevents Crises	29%	40%
12. Fosters Creativity and Innovation	43%	73%
13. Recognizes and Rewards Excellence	29%	38%
14. Influences Strategically	95%	95%
15. Ensures Effective Communication	95%	91%
16. Establishes Effective Board Relations	57%	67%
17. Maintains High Standards	95%	91%
18. Manages Finances Proactively	95%	96%
19. Invests in Professional Development	43%	38%
20. Strengthens Infrastructure	90%	84%
21. Enhances Productivity	62%	76%
22. Corrects Performance Problems	5%	24%

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).

Relationships According to Types of Boards

Research Questions and Hypotheses

Research Question 6a: Is there a relationship between the rankings of the

competencies identified for the community college presidency by local appointed boards

and local elected boards?

Null Hypothesis 6a: There is no relationship between the rankings of the competencies identified for the community college presidency by local appointed boards and local elected boards (p = .01).

To determine the relationship between the rankings of the competencies identified for the community college presidency by local appointed boards and local elected boards the Spearman's Rank-Difference Coefficient Correlation was administered. The outcome from this statistical test was:

Computed ρ = +.94

Criterion ρ = (alpha = .05, N= 20) = + or - .450*

             = (alpha = .01, N = 20) = + or - .591**

Computed ρ = (+.94) > Criterion ρ (+.591**)

Therefore, there was a strong positive correlation between local appointed board's and local elected board's average rank of the leadership competencies. Table 58 outlines the rank orders, the average ranks, and the Spearman Correlation Coefficient from the comparison of the two groups.

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Table 58. Correlation Coefficient: Relationships of Rank Order of Competencies for Community College Presidents by Local Appointed Boards and Local Elected Boards.

Leadership Competencies:	Rank Order Local Board Appointed ($n = 30$)	Average Rank Local Board Appointed ($n = 30$)	Rank Order Local Board Elected ($n = 39$)	Average Rank Local Board Elected ($n = 39$)
1. Demonstrates High-involvement Leadership	2	3.5	1	2
2. Creates a Shared Vision	2	3.5	1	2
3. Champions Change	9	9.5	8	9
4. Maintains Perspective	9	9.5	8	9
5. Maintains Equilibrium	18	18	17	17
6. Creates a Student-centered Learning Environment	14	14	11	11
7. Stresses Community Centeredness	6	6	6	6.5
8. Values Cultural Pluralism.	12	12	12	12
10. Prevents Crises	17	17	18	18.5
12. Fosters Creativity and Innovation	15	15	15	15
13. Recognizes and Rewards Excellence	16	16	18	18.5
14. Influences Strategically	1	1	6	6.5
15. Ensures Effective Communication	7	7.5	5	5
16. Establishes Effective Board Relations	13	13	14	14
17. Maintains High Standards	2	3.5	1	2
18. Manages Finances Proactively	2	3.5	4	4
19. Invests in Professional Development	19	19	16	16
20. Strengthens Infrastructure	7	7.5	8	9
21. Enhances Productivity	11	11	13	13
22. Corrects Performance Problems	20	20	20	20
Spearman Rank Correlation Coefficient (N = 20)		$\rho = .94**$		

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
N = Number of pairs of ranks. The tabled value of Spearman rho to be significantly different from 0, with an N of 20 at the .05* level is .450, and at the .01** level is .591.

Research Question 6b: Is there a relationship between the rankings of the competencies identified for the community college presidency by local boards and state boards?

Null Hypothesis 6b: There is no relationship between the rankings of the competencies identified for the community college presidency by local boards and state boards ($p = .01$).

To determine the relationship between the rankings of the competencies identified for the community college presidency by local boards and state boards the Spearman's Rank-Difference Coefficient Correlation was administered. The outcome from this statistical test was:

Computed ρ = +.72

Criterion ρ = (alpha = .05, N = 20) = + or - .450*

= (alpha = .01, N = 20) = + or - .591**

Computed ρ = (+.72) > Criterion ρ (+.591**)

Therefore, there was a positive correlation between local board's and state board's average rank of the leadership competencies. Table 59 outlines the rank orders, the average ranks, and the Spearman Correlation Coefficient from the comparison of the two groups.

Table 59. Correlation Coefficient: Relationships of Rank Order of Competencies for Community College Presidents by Local Boards and State Boards.

Leadership Competencies:	Rank Order Local Boards (n = 69)	Average Rank Local Boards (n = 69)	Rank Order State Boards (n = 7)	Average Rank State Boards (n = 7)
1. Demonstrates High-involvement Leadership	1	2	1	3.5
2. Creates a Shared Vision	1	2	1	3.5
3. Champions Change	9	9.5	7	8
4. Maintains Perspective	9	9.5	1	3.5
5. Maintains Equilibrium	16	16.5	19	19
6. Creates a Student-centered Learning Environment	12	12.5	7	8
7. Stresses Community Centeredness	6	6.5	10	11
8. Values Cultural Pluralism.	12	12.5	7	8
10. Prevents Crises	18	18.5	16	17
12. Fosters Creativity and Innovation	15	15	10	11
13. Recognizes and Rewards Excellence	16	16.5	20	20
14. Influences Strategically	5	5	1	3.5
15. Ensures Effective Communication	6	6.5	1	3.5
16. Establishes Effective Board Relations	14	14	16	17
17. Maintains High Standards	1	2	15	15
18. Manages Finances Proactively	4	4	1	3.5
19. Invests in Professional Development	18	18.5	13	13.5
20. Strengthens Infrastructure	8	8	10	11
21. Enhances Productivity	11	11	13	13.5
22. Corrects Performance Problems	20	20	16	17

Spearman Rank
Correlation Coefficient (N = 20) ρ = .72**

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
N = Number of pairs of ranks. The tabled value of Spearman rho to be significantly different from 0, with an N of 20 at the .05* level is .450, and at the .01** level is .591.

Research Question 6c: Is there a relationship between the rankings of the competencies identified for the community college presidency by appointed boards and elected boards?

Null Hypothesis 6c: There is no relationship between the rankings of the competencies identified for the community college presidency by   appointed boards and elected boards (p = .01).

To determine the relationship between the rankings of the competencies identified for the community college presidency by appointed boards and elected boards the Spearman's Rank-Difference Coefficient Correlation was administered. The outcome from this statistical test was:

Computed ρ = +.90

Criterion ρ = (alpha = .05, N = 20) = + or - .450*

= (alpha = .01, N = 20) = + or - .591**

Computed ρ = (+.90) > Criterion ρ (+.591**)

Therefore, there was a positive correlation between appointed board's and elected board's average rank of the leadership competencies. Table 60 outlines the rank orders, the average ranks, and the Spearman Correlation Coefficient from the comparison of the two groups.

Table 60. Correlation Coefficient: Relationships of Rank Order of Competencies for Community College Presidents by Appointed Boards and Elected Boards.

Leadership Competencies:	Rank Order Appointed Boards (n = 36)	Average Rank Appointed Boards (n = 36)	Rank Order Elected Boards (n = 40)	Average Rank Elected Boards (n = 40)
1. Demonstrates High-involvement Leadership	2*	3	1*	2
2. Creates a Shared Vision	2**	3	1**	2
3. Champions Change	6	7	10	10.5
4. Maintains Perspective	6	7	8	8.5
5. Maintains Equilibrium	18	18.5	17	17
6. Creates a Student-centered Learning Environment	13	13	11	10.5
7. Stresses Community Centeredness	6	7	6	6.5
8. Values Cultural Pluralism.	11	11.5	12	12
10. Prevents Crises	16	16	18	18.5
12. Fosters Creativity and Innovation	14	14	15	15
13. Recognizes and Rewards Excellence	17	17	18	18.5
14. Influences Strategically	1	1	6	6.5
15. Ensures Effective Communication	5	5	5	5
16. Establishes Effective Board Relations	15	15	14	14
17. Maintains High Standards	9	9.5	1	2
18. Manages Finances Proactively	2	3	4	4
19. Invests in Professional Development	18	18.5	16	16
20. Strengthens Infrastructure	9	9.5	8	8.5
21. Enhances Productivity	11	11.5	13	13
22. Corrects Performance Problems	20	20	20	20

Spearman Rank
Correlation Coefficient (N = 20) ρ = .90**

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
N = Number of pairs of ranks. The tabled value of Spearman rho to be significantly different from 0, with an N of 20 at the .05* level is .450, and at the .01** level is .591.

Research Question and Hypothesis

Research Question 7a: Is there a relationship between the rankings of the competencies identified for the community college presidency by female majority boards and male majority boards?

Null Hypothesis: There is no relationship between the rankings of the competencies identified for the community college presidency by female majority boards and male majority boards (p = .01).

To determine the relationship between the rankings of the competencies identified for the community college presidency by female majority boards and male majority boards the Spearman's Rank-Difference Coefficient Correlation was administered. The outcome from this statistical test was:

Computed ρ = +.96

Criterion ρ = (alpha = .05, N = 20) = + or - .450*

= (alpha = .01, N = 20) = + or - .591**

Computed ρ = (+.96) > Criterion ρ (+.591**)

Therefore, there was a positive correlation between female majority board's and male majority board's average rank of the leadership competencies. Table 61 outlines the rank orders, the average ranks, and the Spearman Correlation Coefficient from the comparison of the two groups.

Table 61. Correlation Coefficient: Relationships of Rank Order of Competencies for Community College Presidents According to Majority of Board.

Leadership Competencies	Rank Order Female Majority ($n = 9$)	Average Rank Female Majority ($n = 9$)	Rank Order Male Majority ($n = 66$)	Average Rank Male Majority ($n = 66$)
1. Demonstrates High-involvement Leadership	1*	3	1*	1.5
2. Creates a Shared Vision	1**	3	1**	1.5
3. Champions Change	6	8	9	9.5
4. Maintains Perspective	6	8	8	8
5. Maintains Equilibrium	15	15	19	19
6. Creates a Student-centered Learning Environment	11	11.5	11	12
7. Stresses Community Centeredness	6	8	7	7
8. Values Cultural Pluralism.	11	11.5	11	12
10. Prevents Crises	17	17.5	17	17.5
12. Fosters Creativity and Innovation	13	13.5	15	15
13. Recognizes and Rewards Excellence	19	19	17	17.5
14. Influences Strategically	1	3	4	4
15. Ensures Effective Communication	1	3	6	6
16. Establishes Effective Board Relations	16	16	14	14
17. Maintains High Standards	6	8	5	5
18. Manages Finances Proactively	1	3	3	3
19. Invests in Professional Development	17	17.5	16	16
20. Strengthens Infrastructure	6	8	9	9.5
21. Enhances Productivity	13	13.5	11	12
22. Corrects Performance Problems	20	20	20	20

Spearman Rank
Correlation Coefficient (N = 20) $\rho = .96$**

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
N = Number of pairs of ranks. The tabled value of Spearman rho to be significantly different from 0, with an N of 20 at the .05* level is .450, and at the .01** level is .591.

Research Question and Hypothesis

Research Question 7b: Is there a relationship between the rankings of the competencies identified for the community college presidency by boards with a female board president or a male board president?

Null Hypothesis: There is no relationship between the rankings of the competencies identified for the community college presidency by boards with a female board president or a male board president (p = .01).

To determine the relationship between the rankings of the competencies identified for the community college presidency by boards with a female board president or a male board president the Spearman's Rank-Difference Coefficient Correlation was administered. The outcome from this statistical test was:

Computed ρ = +.96

Criterion ρ = (alpha = .05, N = 20) = + or - .450*

= (alpha = .01, N = 20) = + or - .591**

Computed ρ = (+.96) > Criterion ρ (+.591**)

Therefore, there was a positive correlation between the average ranks of the leadership competencies by boards with a female board president and boards with a male board president female majority board's and male majority. Table 62 outlines the rank orders, the average ranks, and the Spearman Correlation Coefficient from the comparison of the two groups.

Table 62. Correlation Coefficient: Relationships of Rank Order of Competencies of Leadership Competencies for Community College Presidents According to Gender of Board President.

Leadership Competencies	Rank Order Female Board President ($n = 21$)	Average Rank Female Board President ($n = 21$)	Rank Order Male Board President ($n = 55$)	Average Rank Male Board President ($n = 55$)
1. Demonstrates High-involvement Leadership	1*	1.5	1*	2
2. Creates a Shared Vision	1**	1.5	1**	2
3. Champions Change	9	9.5	9	9
4. Maintains Perspective	9	9.5	8	8
5. Maintains Equilibrium	17	17	17	18
6. Creates a Student-centered Learning Environment	13	13.5	11	11
7. Stresses Community Centeredness	8	8	5	6
8. Values Cultural Pluralism.	11	11	13	13
10. Prevents Crises	17	18.5	16	16
12. Fosters Creativity and Innovation	15	15.5	14	14
13. Recognizes and Rewards Excellence	17	18.5	17	18
14. Influences Strategically	3	4.5	4	4
15. Ensures Effective Communication	3	4.5	5	6
16. Establishes Effective Board Relations	13	13.5	15	15
17. Maintains High Standards	3	4.5	5	6
18. Manages Finances Proactively	3	4.5	1	2
19. Invests in Professional Development	15	15.5	17	18
20. Strengthens Infrastructure	7	7	10	10
21. Enhances Productivity	12	12	12	12
22. Corrects Performance Problems	20	20	20	20
Spearman Rank Correlation Coefficient (N=20)		$\rho = .96$**		

Note. Competency #11 has been collapsed into Competency #1. Competency #9 has been collapsed into Competency #2 (see pages 74-75 for more explanation).
N = Number of pairs of ranks. The tabled value of Spearman rho to be significantly different from 0, with an N of 20 at the .05* level is .450, and at the .01** level is .591.

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Chapter Five describes the research conclusions and recommendations from this study of community college presidency announcements and position descriptions posted in *The Chronicle of Higher Education* in 2002. Ten recommendations for future research and practice are also presented.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Chapter Five summarizes the study, presents conclusions, makes

recommendations for practitioners, makes recommendations for future research and ends

with discussion and reflection sections. This research study was designed with the

intention of contributing to the literature on the competencies of community college

presidents as viewed by boards of trustees. The goal was to influence community college

leadership development programs, as well as the future hiring practices of governing

boards for the positions of community college president.

Reporting Conclusions

This section highlights the main conclusions from this study as it applies to the

literature on community college presidential leadership in the new millennium. The

reporting of the conclusions or findings is organized by research question.

Research Question #1 Conclusions

Research Question 1 - What competencies listed in position announcements and

position descriptions for community college presidents are the same as those in

Desjardins and Huff (1987, 1996, 2001) Community College Leadership Competency

model?

All competencies were found in the position analysis process. The top 10

competencies appeared in 86 percent or more of all position announcement literature,

where as the top 15 competencies appeared in 64 percent or more of all position

announcement literature. This is significant to leadership development programs, as well as the current and future leaders of community colleges as this supports that the Desjardins and Huff Community College Leadership Competency model does show agreement with what two-year colleges are identifying in presidential position announcements and position descriptions in the new millennium. This information informs both, universities with leadership development programs as well as current and future leaders of community colleges to the competencies that should influence leadership development programs, as well as the critical skills to develop in preparation for the presidency. Five of the 20 competencies appeared in less than 50% of the positions. These competencies included:

- #5 – Maintains Equilibrium (37%),

- #10 – Prevents Crises (37%),

- #13 – Recognizes and Rewards Excellence (36%),

- #19 – Invests in Professional Development (39%), and

- #22 – Corrects Performance Problems (18%).

As to why these appeared less frequently in the analysis process, one could conclude that these competencies are very targeted and presidential position announcements and position descriptions are written with a broad view of organizational responsibility. These competencies could also be viewed as managerial, not presidential in nature, such as #22 – Corrects Performance Problems, as most presidents only directly correct the performance problems of their executive team. Persons other than the president within the organization correct the majority of the employee performance problems. Competency #10 – Prevents Crises is written in a negative tense, assuming crises are

routine in the work of a president. One could argue that if a president is leading an organization with high-involvement leadership and creating a shared-vision, that crises would be rare when they occurred, and would most often be the result of a force external to the institution.

Research Question #2 Conclusions

Research Question 2 - What are the five most frequently listed competencies for the job of community college president, as defined in the position announcements and position descriptions when compared to the Desjardins and Huff Community College Leadership Competency model?

The five most universal competencies for the job of community college president, which included a tie, were: #1 - Demonstrates High-involvement Leadership (97%); #2 - Creates a Shared Vision (97%); #18 – Manages Finances Proactively (96%); #14 - Influences Strategically (95%); #15 - Ensures Effective Communication (92%); and # 17 - Maintains High Standards (92%). This information is significant to leadership development programs, as well as current and future leaders of community colleges as it provides a competency framework for leadership at the presidential level. These competencies could be the foundation or framework for two-year college leadership development doctoral programs, aligning curriculum for the program around these five competencies or more. Students within leadership development programs could use portfolios to frame examples that provide evidence of the competencies. This process would assist the future leader in establishing a baseline of examples for future employment application processes, such as the resume, letter of application, and interview presentation. This information identifies critical competencies that should

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influence leadership development programs, as well as the skills of future leaders in preparation for the presidency.

Research Question #3 Conclusions

Research Question 3 - What is the number one competency from the Desjardins and Huff Community College Leadership Competency model identified in position announcements and position descriptions?

The number one competency identified from this research included two competencies: # 1 - Demonstrates High-involvement Leadership, and #2 - Creates a Shared Vision. These two competencies were noted in 74 of the 76 position announcements for a total of 97% of the total. These two competencies are paramount to all leadership development programs, as they could ultimately be the core from which the rest of the program is designed. Leadership is what gives an organization its vision and its ability to translate that vision in to reality" (Bennis & Nanus, 1997, p. 19). Ideal leaders of the future will be less an "expert" at some tasks and more an orchestrator of multiple complex tasks (Bennis & Nanus, 1997; & Bensimon & Neumann, 1993). The new leader will be involved in the facilitation of collective thinking. "The real work of the organization is done by the people in it, just as the music is produced only by the members of the orchestra" (Bennis & Nanus, p. 1997). For the future presidents the competencies Demonstrates High-Involvement Leadership and Creates a Shared Vision are two of the most important skills to hone in one's preparation and pursuit of the presidency.

Research Question #4 Conclusions

Research Question 4 - Are there differences in the competencies identified for the community college presidency between: 4a.) Local appointed boards and local elected boards; 4b.) Local boards and state boards; or 4c.) Appointed boards and elected boards?

Local appointed boards and local elected boards identified three of the twenty competencies significantly different. Local elected boards identified three competencies significantly more often than local appointed boards: #6 - Creates a Student-centered Learning Environment (82% of the positions vs. 56% respectively); #19 - Invests in Professional Development (51% of the positions vs. 19% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 3% respectively). Even though both of these groups are governing the college at the local level position announcements and position descriptions for the presidency look different. The biggest difference in content of the position announcements between these two groups has local elected boards significantly more often than local appointed boards including #6 - Creates a Student-centered Learning Environment, #19 - Invests in Professional Development; and #22 - Corrects Performance Problems.

Local boards and state boards identified three of the twenty competencies significantly different from each other. Local boards identified three competencies significantly more often than state boards: #13 - Recognizes and Rewards Excellence (39% of the positions vs. 0% respectively); #16 - Establishes Effective Board Relations (68% of the positions vs. 29% respectively); and #17 - Maintains High Standards (97% of the positions vs. 43% respectively). The rank order placement of competency # 17 - Maintains High Standards for local boards was #1, and for state boards was #15. Since

this was one of the competencies identified as being significantly different between the two groups one could conclude that there is a tendency by local boards to seek presidents with similar competencies as noted by state boards, with these three differences: local boards seek high levels of integrity (found in 97% of the positions, vs. 43% respectively), in addition to presidents who can effectively communicate with the boards (68% of the positions vs. 29% respectively), and reward excellence (39% of the positions vs. 0% respectively). The findings noted by state boards needs further exploration as the sample size was limited ($n = 7$), thus limiting the validity of the findings.

Appointed boards and elected boards identified three of the twenty competencies significantly different. Elected boards identified three competencies significantly more often than appointed boards: #5 - Maintains Equilibrium (48% of the positions vs. 25% respectively); #19 - Invests in Professional Development (53% of the positions vs. 25% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 8% respectively). Elected boards look for similar qualities in their presidents when compared to appointed boards, with these three exceptions: maintaining equilibrium, investing in professional development, and correcting performance problems with employees. The people elect elected boards whereas appointed boards an elected official appoints. The accountability dynamic that is created through these different appointment or election processes could influence how boards view what is important in regard to presidential leadership therefore producing these differences.

Research Question #5 Conclusions

Research Question 5 - Are there differences in the competencies identified for the community college presidency between boards with: 5a) a female majority or a male majority; or 5b) a female board president or a male board president?

The majority gender of the board did not significantly influence the presence of competencies in the position announcement analysis. Findings from this study indicate that the gender of the board president significantly influenced the presence of two of the twenty competencies in the position announcement analysis. Boards with male presidents identified one competency significantly more often than boards with female presidents: #6 - Creates a Student-centered Learning Environment (80% of the positions vs. 57% respectively). Boards with female presidents also identified one competency significantly more often than boards with male presidents: #12 - Fosters Creativity and Innovation (73% of the positions vs. 43% respectively). Suggestive evidence was also found that boards with male presidents more often than boards with female presidents identified Corrects Performance Problems (24% of the positions vs. 5% respectively). The competency of significant difference for the boards with female board chairs was relational in nature, whereas the two competencies citing difference for the boards with male board chairs were structural. Gilligan (1993) noted that women have differing moral and psychological tendencies than men. Men think of the world in terms of a hierarchy of power that uses terms of rules and justice, women are more likely to think in terms of caring and relationships and view the world as a web of relationships (DiCroce, 1995). These differences suggest that further research should be conducted on the board chairs influence on the creation of the position announcements.

Research Question #6 Conclusions

Research Question 6 - Is there a relationship between the rankings of the competencies identified for the community college presidency by: 6a.) Local appointed boards and local elected boards; 6b.) Local boards and state boards; or 6c.) Appointed boards and elected boards?

The rankings of the competencies by types of boards supported no significant differences in the average rank assigned by each of the three groups compared. In summary, the rank order of competencies found in position announcements or position descriptions seems not influenced by board type.

Research Question #7 Conclusions

Research Question 7 - Is there a relationship between the rankings of the competencies identified for the community college presidency by: 7a) female majority boards and male majority boards?; 7b) boards with a female board president or male board president?

Female majority boards and male majority boards created average rankings of the leadership competencies in similar ways. This was also true between boards with a female board president and boards with a male board president. In summary, the rank order of competencies found in position announcements or position descriptions seems not to be influenced by gender of board president. As for female majority boards, the same finding is true as stated previously for gender of board president, but these findings are derived from a small sample of female majority boards, therefore caution should be taken when utilizing this finding ($n = 9$).

Recommendations for Practitioners

The major focus of this research study was to analyze the competencies found in

presidential position announcements and position descriptions from *The Chronicle of*

Higher Education in the year 2002. Specific analysis of the position announcements and

position descriptions was framed around the Desjardins and Huff Community College

Leadership Competency model. The two major goals of this study were to influence

community college leadership development programs, as well as the future hiring

practices of governing boards for the positions of community college president.

The Desjardins and Huff Community College Leadership Competency model that

was utilized in this study is critical to community college leadership development

programs as this framework was created from the study of the best two-year college

presidents, as identified by their peers. The competencies describe the role of the leader

and are critical in the development of future leaders. This type of leadership framework

would benefit future students within any community college leadership development

program. Also important is the basic framework of governance that is utilized in this

study as a research question. It is critical to all community college leadership

development programs to include a thorough study of the trusteeship and governance, as

this is who the president works for. There were some significant differences found in

what was listed in the position announcements and position descriptions based on types

of boards (local appointed boards vs. local elected boards; local vs. state; and appointed

boards vs. elected boards) and gender of board president (female or male). Local elected

boards identified three competencies significantly more often than local appointed

boards: #6 - Creates a Student-centered Learning Environment (82% of the positions vs.

56% respectively); #19 - Invests in Professional Development (51% of the positions vs. 19% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 3% respectively). Local elected and/or appointed boards identified three competencies significantly more often than state boards: #13 - Recognizes and Rewards Excellence (39% of the positions vs. 0% respectively); #16 - Establishes Effective Board Relations (68% of the positions vs. 29% respectively); and #17 - Maintains High Standards (97% of the positions vs. 43% respectively). Elected boards identified three competencies significantly more often than appointed boards: #5 - Maintains Equilibrium (48% of the positions vs. 25% respectively); #19 - Invests in Professional Development (53% of the positions vs. 25% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 8% respectively). Boards with male presidents identified one competency significantly more often than boards with female presidents: #6 - Creates a Student-centered Learning Environment (80% of the positions vs. 57% respectively). Boards with female presidents also identified one competency significantly more often than boards with male presidents: # 12 - Fosters Creativity and Innovation (73% of the positions vs. 43% respectively).

Findings found within this research study could be utilized when applying for the position of president, especially important for candidates to review would be Tables 44, 45, and 46 in Chapter 4 that display the competencies by frequencies, as well as the rank order of competencies by type of board (see Tables 58, 59, & 60), and gender of board president (see Table 62), as well as the percentages of each competency by type of board (see Tables 49, 51, & 53) and gender of board president (see Table 57), as this information both percentages of competency and rank order by type of board and gender

of board president could influence how future leaders prepare for the position of president.

The Desjardins and Huff Community College Leadership Competency Model may be useful to candidates in the application process as well as in preparation for an on-site interview, as it provides solid examples of leadership competencies for the two-year college president. These findings also inform the literature and university leadership development programs regarding presidential competencies needed in the new millennium as a community college president.

Recommendations for Future Research and Practice

1. A trend study (a type of longitudinal research design) would update the findings regarding presidential competencies found in position announcements and position descriptions from *The Chronicle of Higher Education* on an every-other-year basis. The researcher has begun collecting 2004 community college presidential postings from *The Chronicle of Higher Education* in an attempt to conduct post-doctoral research to inform the literature about the community college presidency.

2. On-going research could also be conducted on the influence of the board in the hiring process. How does political influence enter into the hiring process?

3. Are there differences in leadership competencies included in position announcements and position descriptions according to state or region in which the college is located?

4. What involvement do board members have in the creation of the position announcements and descriptions used in hiring the president? How much time does the board spend on creating the position description, advertisement, and position brochure?

How are position descriptions and position announcements used in the hiring process at two-year colleges? How important is the position description and position announcement to the hiring process?

5.   Another study could focus on the process used by the boards to hire the president/CEO. The Association of Community College Trustees (ACCT), a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees in the United States, Canada, and England currently provides consultative services in the presidential search process. A case study of how this organization conducts the presidential search process would be of great value to future presidents as well as community college leadership development programs.

6.   The four frames (Structural, Human Resources, Political and Symbolic), as noted in Bolman and Deal (1997) could be studied as they apply to the competencies in the Desjardins and Huff Community College Leadership model.

7.   Another study could focus on how important each of the Desjardins and Huff competencies are to the boards that hired the presidents from the 2002 position announcements that were included in this study.

8.   As for future research about the presidency, it would be excellent to interview or survey those who where hired to fill the 76 positions analyzed as part of this study. A comparison could be conducted as to how the person hired views the importance of each of the competencies in their new position when compared to the competencies found in the position announcement from which they were hired. It would also be interesting to gather data about how important the competencies were according to the board members that hired the 76 presidents.

9.   For majority female and majority male boards, an item from the study needing further investigation is how the board president influences the decision-making process. This study only compared female majority boards to male majority boards; and female board presidents to male board presidents. Future research should be conducted to further define characteristics about the differences between majority female boards with male chairs and majority female boards with female chairs, as well as majority male boards with male chairs and majority male boards with female chairs. This analysis could be tied to Carol Gilligan's research surrounding relational voice, "speaking depends on listening and being heard; it is an intensely relational act" (Gilligan, 1993, p. xvi).

10.   Lastly in relation to new product development, a database program could be created with all the examples from the 76 position announcements as coded to each competency. This tool would provide examples for both the boards creating presidential position announcements and position descriptions in the future, as well as the candidates in writing their letters of application and resume, and preparing for the presidential interview.

Discussion

This study further informs the existing research of Green and Ross (1988, 2000), Kubala (1999), Vaughan (1986, 1989), Vaughan and Weisman (1998, 2002), and Vaughan, Mellander, and Blois (1994), as well as adds to the literature about the position of community college president in the new millennium and the boards that hire them. Few trend studies have been conducted on the competencies of the community college presidents as viewed by boards of trustees. A trend study is a longitudinal research

design that looks at the same population over time, the same individuals are not surveyed over time, but each sample represents the same population. This is one of the first studies to analyze position announcements and position descriptions for the community college president as they relate to a leadership framework, as the one used in this study from Desjardins and Huff (1987, 1996, 2001). Also significant to this research was the creation of a list of future research ideas presented in Chapter Five.

Vaughan (1986, 1989, 1994, 1998, 2002) researched the evolution of the community college presidency, using his Career and Lifestyle Survey (CLS) as a primary research tool defining the presidency from the president's perspective. The Career and Lifestyle Survey (CLS) 1984, 1991, 1996 responses provided the springboard for assessing and understanding the changes that have transpired in the community college presidency over time (Vaughan & Weisman, 1998).

Ross and Green (1988, 2000) conducted longitudinal studies on presidents in higher education, such as the National Presidents' Study. The Ross and Green report (2000) identified the top three uses of time by two-year college presidents as planning, personnel issues, and community relations.

Kubala (1999) studied the community college presidency from 1995 to 1997 and noted that college presidents are asked to be all things to all people and are subject to continuous scrutiny. He summarized the demands of the community college president by stating, "They are called upon to be visionaries, fund raisers, managers, mentors, arbitrators, economic developers, and above all, public servants" (p. 183).

Significant findings from this study are framed around seven research questions, which generated the following findings:

- All competencies from the leadership framework from Desjardins and Huff were found in the analysis of the position announcements.

- The top 10 leadership competencies appeared in 86 percent or more of all position announcement literature.

- The top 15 leadership competencies appeared in 64 percent or more of all position announcement literature.

- The five most universal competencies for the job of community college president, which included a tie, were:

  o #1 - Demonstrates High-involvement Leadership (97% of the positions);

  o #2 - Creates a Shared Vision (97% of the positions);

  o #18 – Manages Finances Proactively (96% of the positions);

  o #14 - Influences Strategically (95% of the positions);

  o #15 - Ensures Effective Communication (92% of the positions); and

  o # 17 - Maintains High Standards (92% of the positions).

- The number one competency identified from this research included two competencies:

  o # 1 - Demonstrates High-involvement Leadership (97% of the positions), and

  o #2 - Creates a Shared Vision (97% of the positions).

- Significant differences in competencies according to types of boards included the following:

  o Local elected boards identified three competencies significantly more often than local appointed boards: #6 - Creates a Student-centered Learning Environment (82% of the positions vs. 56% respectively); # 19 - Invests in Professional Development (51% of the positions vs. 19% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 3% respectively).

  o Local boards identified three competencies significantly more often than state boards: #13 - Recognizes and Rewards Excellence (39% of the positions vs. 0% respectively); #16 - Establishes Effective Board Relations (68% of the positions vs. 29% respectively); and #17 - Maintains High Standards (97% of the positions vs. 43% respectively).

  o Elected boards identified three competencies significantly more often than appointed boards: #5 - Maintains Equilibrium (48% of the positions vs. 25% respectively); #19 - Invests in Professional Development (53% of the positions vs. 25% respectively); and #22 - Corrects Performance Problems (28% of the positions vs. 8% respectively).

- Significant differences in competencies according to majority gender of the board and gender of board president included the following:

  o The majority gender of the board did not significantly influence the presence of competencies in the position announcement analysis.

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o Findings from this study indicate that the gender of the board president significantly influenced the presence of two of the twenty competencies in the position announcement analysis.

o Boards with male presidents identified one competency significantly more often than boards with female presidents: #6 - Creates a Student-centered Learning Environment (80% of the positions vs. 57% respectively).

o Boards with female presidents also identified one competency significantly more often than boards with male presidents: #12 - Fosters Creativity and Innovation (73% of the positions vs. 43% respectively).

• The rankings of the competencies by types of boards supported no significant differences in the average rank assigned by each of the three groups compared. The rank order of competencies found in position announcements or position descriptions seems not influenced by board type.

• Female majority boards and male majority boards created average rankings of the leadership competencies in similar ways. This was also true between boards with a female board president and boards with a male board president. The rank order of competencies found in position announcements or position descriptions seems not to be influenced by majority board gender, or gender of board president.

Reflections

The undertaking of this study came as a result of my intrigue surrounding the community college presidency and the dynamic environment in which this institution exists. In the 1970s information about the community college presidency position could only be found in the presidential job announcements. In the 1980s the community

college president was described as "a symbol of that group of Americans born of blue-collar parents and reared in blue-collar homes, who either lived through the tail-end of the Great Depression or who had heard enough stories about it to influence forever their values" (Vaughan, 1986, p. 1). Into the 1990s the profile of the community college presidency changed dramatically. Rocklin (1999) identified critical talents of the president as: an understanding of technology, fiscally savvy, and academic leader, has an understanding of workforce development, economic development, assessment, performance-based funding, and enrollment management.

Community colleges in the new millennium demand new presidential competencies for its leaders when compared to the community college presidents from the 1970s, 1980s or even 1990's. Leaders are now operating in an increasingly complex and uncertain world. Leadership in the new millennium requires that one be adept at leading in a culture of change. This study identified the following competencies as appearing in 92% or more of the position announces for the community college president, during the calendar year 2002, which included a tie:

- o #1 - Demonstrates High-involvement Leadership (97% of the positions);

- o #2 - Creates a Shared Vision (97% of the positions);

- o #18 – Manages Finances Proactively (96% of the positions);

- o #14 - Influences Strategically (95% of the positions);

- o #15 - Ensures Effective Communication (92% of the positions); and

- o # 17 - Maintains High Standards (92% of the positions).

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